



Analyzing Reading Comprehension Questions in English Textbooks Using Barrett's Taxonomy

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Abstract

This study analyzes reading comprehension questions in the English textbook “Bahasa Inggris Tingkat Lanjut” using Barrett’s Taxonomy. The objective is to categorize and evaluate the cognitive demands of these questions, providing insights into the effectiveness of the textbook in developing students' reading comprehension skills. Through a qualitative content analysis of the questions, the study identifies the distribution of questions across the five levels of Barrett’s Taxonomy: Literal Comprehension, Reorganization, Inferential Comprehension, Evaluation, and Appreciation. The findings reveal a disproportionate distribution of cognitive levels questions in this textbook. There are 6 (14%) literal comprehension, 1 (3%) reorganization question, 19 (45%) inferential questions, 11 (26%) evaluation questions, and 5 (12%) appreciation questions. The analysis suggests that the textbook moderately promotes higher-order thinking skills, but lacks a balanced distribution recommended by educational standards. The study underscores the need for a more varied approach to question design in textbooks to foster comprehensive reading skills. Implications for educators, textbook authors, and curriculum designers include the necessity to incorporate a wider range of question types to better support students' cognitive and interpretive abilities. Future research should explore the impact of diversified questioning techniques on student learning outcomes across different educational contexts. Future editions of the textbook should include more balanced distribution of questions types, reducing the proportions of Essay question and increasing the number of multiple choices questions. The textbook also should include more types of questions, such as, Yes/No, True/False and WH questions.

Keywords: *Barrett's Taxonomy, cognitive skill, comprehension, English textbooks, Reading*

DOI: 10.30598/matail.v5i2.18343

INTRODUCTION

Reading comprehension is so unbearably important. Seventilofa (2022) states that reading is an interactive process in which readers construct a meaningful image of a text using effective reading strategies. According to Yurko & Protsenko (2022), reading comprehension is the ability to process text, understand its meaning, and to integrate with what the reader already knows. Mastering reading skills has numerous advantages for students. By reading they can expand their

knowledge and open their mind toward many knowledge and information around the world, additionally, this ability will assist students to reach their learning objectives (Rahmadani & Zainil, 2023; Virgiyanti & Mahdiyah, 2023).

Even though reading skills have many advantages for students, but in real-life, this skill is one of the English skills that hard to be mastered. (Virgiyanti & Mahdiyah, 2023) stated that reading skills is one of the English skills are considered a difficult skill to be understood by students. They continue their sentences which they found difficulties in comprehending English words and sentences. Reading English is challenging; thus, the students need more effort to understand the meaning.

Programme for International Student Assessment (PISA) released a study on 2019 that reading comprehension of Indonesia students is at low level. This data that was collected in 2018 shows that 85% of 15-year-old students from Indonesia perform reading ability at level 1, which is the lowest proficiency level in PISA (2019). Meanwhile in 2023, a study, also released by PISA, showed that Indonesia success to boost reading comprehension at level 5-6 even though there are international loss in learning outcomes due to pandemic. International reading literacy scores in PISA 2022 fell by 18 points on average. Indonesia's score dropped 12 points, better than the international average. This shows the resilience of the Indonesian education system in overcoming learning loss due to the pandemic.

Ministry of Education, Culture, Research and Technology in Indonesia, then, created, developed and launched the new curriculum, Merdeka curriculum. The focus of this curriculum is to improve students' hard and soft skills through project-based learning. To support the implementation of the new curriculum, there are publications of some new textbooks. The publication of new textbooks allows many researchers to analyze and evaluate the quality of the textbooks in many aspects. In this study, the researcher will try to analyze to what extent the textbook can improve students' reading comprehension. Therefore, the effectiveness of a textbook in improving students' reading comprehension can be measured by analyzing to what extent the textbooks provide reading comprehension questions that promote different cognitive processes.

Barrett's Taxonomy offers a comprehensive framework for categorizing comprehension questions based on the cognitive processes they engage. Developed by Thomas C. Barrett, this taxonomy classifies questions into five levels. Each level represents a distinct type of cognitive engagement, from basic recall of facts to more complex processes such as critical evaluation and emotional response.

Barrett's Taxonomy categorizes reading comprehension questions into five levels. Literal Comprehension questions are questions requiring recall or recognition of explicitly stated information. Reorganization are questions requiring asking students to organize or integrate information from the text. Inferential Comprehension questions requiring students to make inferences based on information not explicitly stated. Evaluation include of questions asking students to make judgments about the text. Appreciation consist of questions engaging students' emotional and aesthetic responses to the text.



There are some previous studies that published before researches' study. There are "Analyzing the Reading Questions of AP12 Textbook According to Bloom's Taxonomy" by Raqqad & Ismail (2018). This study aimed to analyze the lower and higher order thinking skills of reading comprehension questions in the Action Pack 12 English Language textbook for grade twelve students in Jordan. Also, it used the content analysis in collecting, analyzing, and classifying reading questions according to Bloom's Taxonomy of the Cognitive Domain. The researcher calculated the percentage and frequencies in each unit of the textbook. The findings showed that the reading comprehension questions covered all of Bloom's taxonomy cognitive levels (knowledge, comprehension, application, analysis, synthesis, and evaluation). The results showed that 79 questions focused on lower thinking processes (knowledge, comprehension, and application) while 35 questions looked at the higher level of thinking processes (analysis, synthesis, and evaluation). Findings from this research recommended that the textbook authors should further develop the content of the textbook and maintain a balance between the lower-order questions and the higher-order ones where multilevel questions should be used and included at the end of each reading passages.

The other previous study is "An Analysis of Reading Comprehension Questions in English Textbooks for SMAN Kota Padang: HOTS" by Zainil, et, al (2020). This paper presents the investigation on the reading comprehension questions found in the textbooks for Senior High School EFL classrooms in Padang, West Sumatra related to the level of the reading questions. A basic premise is that higher-order thinking skill has become a major theme in education, however, to what extent EFL teachers have applied it, does not clearly defined yet. This study was carried out in EFL classrooms in four senior high schools in Padang, West Sumatra, Indonesia aimed at identifying the level o reading comprehension questions. All reading comprehension questions found in the English textbooks used by the students at all grades at public senior high school were analyzed using Higher Order Thinking Skill category. Ten textbooks were identified used by the English teachers in SMA Negeri Kota Padang. The findings show that the level of the reading comprehension questions found in those textbooks were mostly in the lower level (LOTS). Some of the questions found in the textbooks have already in HOTS category, however, the number was still far below LOTS questions. Therefore, it is suggested that teachers need to use other sources besides textbook analysed in this research to provide students with higher-order questions in order to encourage the student to have critical thinking

The other previous study is "An Analysis of Reading Comprehension Questions in Englis Textbooks Bahasa Inggris Work in Progress and Pathway to English Based on Barrett's Taxonomy" by Rahmadani & Zainil (2023). This descriptive qualitative research aimed to find out the cognitive levels of reading comprehension questions found in English textbooks "Bahasa Inggris Work in Progress" and "Pathway to English" and to investigate English teachers' opinions

on the cognitive levels of Barrett's taxonomy. There are five levels in this taxonomy which are literal comprehension, reorganization, inferential comprehension, evaluation, and appreciation. The instruments of this research were a checklist table and a semi-structured interview. The result of the analysis showed that there were 117 questions (27%) for the literal comprehension level, 98 questions (22%) for the reorganization level, 176 questions (40%) for inferential comprehension level, 25 questions (6%) for evaluation level, and 21 questions (5%) categorized into appreciation level. The percentages of cognitive levels in the textbooks did not meet the recommended proportion. From the interview result, it was found that the English teachers considered Barrett's taxonomy as the suitable and practical framework to analyze the cognitive levels of reading comprehension questions. The teachers also stated that Barrett's taxonomy aligns with Merdeka's curriculum objectives.

This study analyzes the effectiveness of the "Buku Bahasa Inggris Tingkat Lanjut" textbook in improving students' reading comprehension by evaluating the distribution of cognitive processes in comprehension questions using Barrett's Taxonomy. Furthermore, the study that was done by the researcher addresses the following questions: 1) What types of reading comprehension questions are most prevalent in the "Bahasa Inggris Tingkat Lanjut" textbooks? 2) How do these questions align with the levels of Barrett's Taxonomy? 3) What are the implications of the findings for teaching practices and textbook design?

This research uses descriptive qualitative method. (Nassaji, 2015) states that descriptive research is a research design that examines the qualities of a phenomenon rather than discovering causes or mechanisms. Furthermore, (Colorafi & Evans, 2016), write that qualitative descriptive studies focus on low-inference description, which increases the likelihood of agreement among multiple researchers. Based on the above information, the use of a descriptive qualitative research design is suitable for this research because the data of this research regarding the cognitive levels in the textbooks and teachers' opinions on Barrett's taxonomy are collected in the form of words and sentences (Rahmadani & Zainil, 2023).

The data source is all the reading comprehension found in the book "Bahasa Inggris Tingkat Lanjut" that is currently implemented in Merdeka curriculum. This textbook consists of 5 units. The researcher used a checklist table and the indicators to classify the questions into the five cognitive levels in Barrett's Taxonomy which are (1) Literal Comprehension, (2) Reorganization, (3) Inferential Comprehension, (4) Evaluation, and (5) Appreciation.

Then, the researcher analyzed the distribution of the cognitive levels in Barrett's by calculating the percentages of each cognitive level based on the following formula:

$$P = (n/N) \times 100$$

P: Percentage

n: Number of questions in one level of Barrett's Taxonomy

N: The total number of questions



After that, the researcher determined if the proportion in the textbooks fell into good criteria according to the proper percentages recommended by Reeves (2012) in (Rahmadani & Zainil, 2023). The proper rate for each cognitive level is explained in the table below.

Table 1. The Proper Proportion of Cognitive Levels of Barrett's Taxonomy

<i>Cognitive Levels in Barrett Taxonomy</i>		<i>Proportions</i>
1. <i>Literal Comprehension</i>	Lower-Level Questions	40%
2. <i>Reorganizations</i>		
3. <i>Inferential Comprehension</i>	Middle-Level Questions	40%
4. <i>Evaluation</i>		
5. <i>Appreciation</i>	High-Level Questions	20%

DISCUSSION

Result

To find out the cognitive levels in the textbooks, the researcher collected and analyzed 43 reading comprehension questions which were taken from the English textbooks “Bahasa Inggris Tingkat Lanjut using Barrett’s Taxonomy. The researcher collected all this reading comprehension questions contained in English textbook “Buku Bahasa Inggris Tingkat Lanjut” for eleventh grade of Senior High School published by the Ministry of Education and Culture. The researcher, then, recorded them on the evaluation sheet and two checklists, namely the form of the questions and the Barrett’s Taxonomy categories. This textbook has a total of 43 reading comprehension questions. The reading comprehension questions were most dominant from chapter 2 with 13 comprehension questions. While the least dominant from chapter 3 and chapter 4 with 7 comprehension questions. The in-depth data are provided in this below table.

Table 2. The Distribution of Reading Comprehension in Each Chapter

<i>No</i>	<i>Chapter</i>	<i>Content</i>	<i>Number All Questions in the Chapter</i>
1	Chapter 1	Legend	8
2	Chapter 2	Fairy Tale	13
3	Chapter 3	Fantasy	7
4	Chapter 4	Analytical Exposition Text	7
5	Chapter 5	Hortatory Exposition Text	8

Questions Forms in “Buku Bahasa Inggris Tingkat Lanjut”

After the researcher analyzed the forms of reading comprehension questions identified in “Buku Bahasa Inggris Tingkat Lanjut”, it can be concluded that WH questions are the most dominant in this textbook. Furthermore, multiple choice is the least type of question that appear in this textbook. The detailed data about the distribution of question forms in each chapter in “Buku Bahasa Inggris Tingkat Lanjut” can be seen in the table below.

Table 3. The Questions Forms of Reading Comprehension in Each Chapter

<i>No</i>	<i>Questions Forms</i>	<i>Frequency</i>	<i>Percentage</i>
1	Essays Questions	37	86%
2	Multiple Choice Questions	6	14%
	<i>Total</i>	43	100%

The number of essays questions are 37 questions or 86% of all reading comprehension questions. Multiple choice are 6 questions or 14% of all reading comprehension. The study results indicate that the WH questions are the most prevalent type of questions, with a significantly higher portion and number compared to other questions forms, leading to an imbalance in distribution.

Essays questions require specific types of information corresponding to the questions word used based on the information that usually stated in the text but sometimes it doesn't. For example, an essays questions in chapter 1, page 8, asks, “How did Irimiami and his wife finally learn from things that happened to them?” This question is the type of inferential questions. To answer this type of questions, students need to really understand what the question is asking. This type of question requires the student to go beyond the explicit information presented in a text to make logical deductions, conclusions, or interpretations based on the given material.

The passage states, “Nevertheless, it seemed that they had not learned from their mistakes. They kept on testing the stone, until one day they started a really big fire that did not stop for seven days and nights. They were really terrified and could not do anything but asked God Iriwonawai for help. The researcher concluded that the answer of the question “How did Irimiami and his wife finally learn from things that happened to them?” is when Irimiami and his wife started a huge fire that did not stop for seven days and nights.

Another example of essay question in this textbook is “How could finally Lucy’s siblings find Narnia?” in chapter 3, page 78. This question is the type of literal question. Literal question is the type of question where the answer is stated in the text. The passage state “One day, when the four siblings were hiding from the housekeeper in the wardrobe, they found themselves in Narnia”.

Multiple choice is another type of questions that appear in “Buku Bahasa Inggris Tingkat Lanjut.” Multiple choice is the types of questions that the answer often stated in the text. Multiple choice requires the ability to carefully read and understand the question and all the provided answer. For example, a multiple-choice question in chapter 5, page 154, asks, “Which of the following describes the idea that smartphones and laptop are allowed in class?” There are four options for this question: a. Buying a laptop is expensive for students; b. Replacing goose feathers and parchment into ballpoint pens and paper is a good solution; c. Using conventional methods is gradually becoming obsolete; d. Students tend to use laptop in class more often than pens and



paper. Based on the passage, the answer is d. Students tend to use laptop in class more often than pens and paper.

Barrett's Taxonomy Category of Each Questions in the textbook "Buku Bahasa Inggris Tingkat Lanjut"

This section presents the categories of Barrett's Taxonomy and the frequency of each category found in the reading comprehension questions in "Buku Bahasa Inggris Tingkat Lanjut". The further data about the distribution of Level of Reading Comprehension Questions and its frequencies in "Buku Bahasa Inggris Tingkat Lanjut" provided in below table.

Table 4. Barrett's Taxonomy Reading Comprehension Categories

<i>Level of Reading Comprehension Questions</i>	<i>Frequencies</i>	<i>Percentages</i>
1. <i>Literal Comprehension</i>	6	14%
2. <i>Reorganizations</i>	1	3%
3. <i>Inferential Comprehension</i>	19	45%
4. <i>Evaluation</i>	11	26%
5. <i>Appreciation</i>	5	12%
<i>Total</i>	43	100%

The table above show s that there are 6 (14%) literal questions, 1 (3%) reorganization, 19 (45 %) inferential questions, 11 (26%) evaluation questions, and 5 (12%) appreciation questions in "English Textbook Bahasa Inggris Tingkat Lanjut". This data shows that this textbook doesn't fit the proper percentages of cognitive levels recommended by Reeves (2012) in (Rahmadani & Zainil, 2023). Because the lower-level questions should be 40% of all questions, 40 % middle-level questions and 20% high-level questions of all questions. Meanwhile, there are 17% lower-level questions, 45% middle-level questions, and 37% high-level questions in this book.

Literal comprehension questions were relatively scarce, constituting only 14% of all questions analyzed. These questions primarily required students to recall or recognize information explicitly stated in the text. Examples included questions asking for specific details, facts, or events described in the passages. The low prevalence of literal comprehension questions suggests that the textbooks do not heavily emphasize basic reading skills and factual recall. While these skills are important, a balanced approach that includes a fair proportion of literal comprehension questions is essential for building a strong foundation in reading. The example of literal comprehension questions such, "How many benefits of getting the Covid-19 vaccine are mentioned?" and How many arguments does the writer state? What are they? in chapter 4 and "With the emergence and development of mobile technologies, students nowadays tend to use smartphones or laptops in class more often than pens and paper. (p.1). According to the statement, what will replace pens and paper?" in chapter 5.

Reorganization questions accounted for about 3% of the questions analyzed. These questions required students to summarize, paraphrase, or sequence information from the text. Examples included tasks such as creating outlines, rewriting passages in their own words, or arranging events in chronological order. The minimal presence of reorganization questions indicates limited attention to skills beyond mere recall. There is a need for greater emphasis on tasks that require students to organize and integrate information, which can help in developing their ability to understand and manipulate textual information effectively. The example of reorganizations questions is “What special abilities did the main character have those other characters in the story did not?” in chapter 2.

Inferential comprehension questions made up a significant 45% of the questions. These questions required students to make inferences based on information not explicitly stated in the text. Examples included interpreting the author’s intent, drawing conclusions, and predicting outcomes. The high number of inferential questions indicates a strong focus on promoting higher-level cognitive skills. Inferential comprehension is crucial for developing critical thinking and deeper understanding, and its prominence in the textbooks suggests an emphasis on encouraging students to engage with the text more profoundly. The example of inferential comprehension questions as follows: “Why wasn’t Ani appointed as Kildenree queen even though she was the first child in the family?” in chapter 2, “Why was Edmund reluctant to trust Mr. Beaver? Why did he reveal his siblings’ plan to the White Witch?” in chapter 3, “What is the writer’s opinion about the vaccination?” in chapter 4.

Evaluation questions constituted 26% of the questions. These questions required students to make judgments about the text based on specific criteria or standards. Examples included assessing the validity of arguments, evaluating the quality of content, and comparing different perspectives. The substantial proportion of evaluation questions highlights an effort to foster critical thinking skills. Evaluation tasks help students develop the ability to critically assess information and form reasoned opinions, which are essential skills for academic success and informed citizenship. The example of evaluation questions in “Buku Bahasa Inggris Tingkat Lanjut” are “How you ever found a similar character to Sella around you? Tell us the person’s characteristics. If you are asked to give the person an advice, what would the advice be?” and “Have you ever been surprised with a reward for doing good deeds and a warning or even punishments for doing bad things? Describe your experience.” in chapter 2.

Appreciation questions comprised 12% of the questions. These questions engaged students’ emotional and aesthetic responses to the text. Examples included expressing personal opinions, relating to the material on a deeper level, and reflecting on the text’s impact. The presence of appreciation questions indicates an acknowledgment of the importance of personal engagement and emotional response in reading comprehension. These questions can help students connect with the text on a more personal level, enhancing their overall reading experience. The example of appreciation questions in “Buku Bahasa Inggris Tingkat Lanjut” are “What do you learn from Irimiemi’s and Isoray’s curiosity?” and “Have your ever been really curious about things? How did you handle it? Did it bring you good or bad things? In chapter 1.

Discussion

The findings from the analysis of the "Bahasa Inggris Tingkat Lanjut" textbooks provide several important implications for textbook design and educational practice. The disproportionate emphasis on inferential and evaluative questions suggests a strong focus on higher-order cognitive



skills. While this is beneficial for promoting critical thinking and deeper comprehension, it also indicates a potential gap in foundational reading skills.

The low percentage of literal comprehension questions suggests that the textbooks may not adequately address basic reading skills. It is essential to include a balanced distribution of question types to ensure that students develop a comprehensive set of reading skills. Literal comprehension questions are crucial for building a solid foundation in understanding text content, which is necessary for more complex cognitive tasks.

The minimal presence of reorganization questions indicates a lack of focus on skills that require students to organize and integrate information. Reorganization tasks are important for helping students to structure their understanding and make sense of complex information. Incorporating more reorganization questions can enhance students' abilities to process and manipulate textual information effectively.

The significant emphasis on inferential and evaluative questions is positive in terms of promoting higher-order thinking skills. These types of questions encourage students to engage deeply with the text, make connections, and critically assess information. Maintaining a high proportion of these questions is beneficial for fostering critical thinking and analytical skills.

Appreciation questions, which engage students' emotional and aesthetic responses, are also important for a well-rounded reading experience. These questions can help students connect personally with the text, enhancing their overall engagement and motivation to read. Including a variety of appreciation questions can enrich the reading experience and support students' emotional and intellectual growth.

Alignment with Educational Standards

The findings also have implications for aligning textbook content with educational standards and guidelines. According to educational best practices, a well-rounded reading comprehension curriculum should include a mix of question types that cater to different cognitive levels. The recommended proportions by Reeves (2012) suggest that 40% of questions should be lower-level (literal and reorganization), 40% middle-level (inferential), and 20% higher-level (evaluation and appreciation).

The analysis shows that the "Bahasa Inggris Tingkat Lanjut" textbooks do not fully align with these recommended proportions. With only 17% lower-level questions, 45% middle-level questions, and 37% higher-level questions, the textbooks skew towards higher cognitive demands. Adjusting the distribution of questions to better align with these guidelines can help create a more balanced and effective reading comprehension curriculum.

CONCLUSION AND SUGGESTION

This study analyzed the reading comprehension questions in the "Bahasa Inggris Tingkat Lanjut" textbooks using Barrett's Taxonomy. The findings revealed a disproportionate emphasis on higher-order cognitive skills, particularly inferential and evaluative questions, with a relative neglect of literal comprehension and reorganization questions. This imbalance suggests that while

the textbooks promote critical thinking and deeper engagement with the text, they may not sufficiently address foundational reading skills.

To enhance the effectiveness of reading comprehension instruction, it is essential to include a balanced distribution of question types that cater to different cognitive levels. Incorporating more literal comprehension and reorganization questions can help build a solid foundation in reading skills, while maintaining a strong focus on higher-order thinking can continue to promote critical analysis and deeper understanding.

The study underscores the need for a more varied approach to question design in textbooks to support comprehensive reading skill development. Educators, textbook authors, and curriculum designers should consider these findings when developing instructional materials to ensure that they provide a balanced and effective reading comprehension curriculum.

The study reveals that while the “Bahasa Inggris Tingkat Lanjut” textbook promotes higher order thinking, it lacks balance across the cognitive levels recommended by educational standards.

Future research should explore the impact of diversified questioning techniques on student learning outcomes across different educational contexts. Longitudinal studies could investigate how a balanced distribution of comprehension questions influences students' reading development over time. Additionally, comparative studies between different textbooks and curricula could provide further insights into best practices for reading comprehension instruction.

Future editions of the textbook should include more balanced distribution of questions types, reducing the proportions of Essay question and increasing the number of multiple choice questions. The textbook also should include more types of questions, such as, Yes/No, True/False and WH questions. To fit the proper proportion of cognitive levels of Barret’s Taxonomy as recommended by Reeves (2012), the textbook should increase the percentage of lower-level questions, decrease the percentage of middle-level questions and decrease the percentage of high-level questions. To align with the Merdeka curriculum which emphasis on active learning and critical thinking, encouraging students to be more engaged and take ownership of their learning process, the textbooks should incorporate more questions that require middle-level questions and high-level questions.

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