

Bloom's Taxonomy and Reading Comprehension in English Teaching: Evaluating Teacher's Questioning

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ABSTRACT

This study investigates how high school English teachers in different locations (SMA Negeri 3 in Aru Island Regency and SMA Negeri 4 in central Maluku Regency) utilize Bloom's taxonomy in their questions to improve students' reading comprehension. Using qualitative methods such as observation, interviews, and documentation, the researcher reveals various question types employed by these teachers, ranging from literal to appreciation questions. Analyzing the questions through Bloom's taxonomy, the study finds that while teachers cover cognitive levels from understanding to evaluation, questions related to analysis and evaluation are relatively scarce. This suggests a potential oversight in fostering critical thinking skills in reading comprehension instruction. Despite this, the study concludes that the learning process leads to notable improvements in students' reading comprehension at these schools.

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INTRODUCTION

Teaching English focuses on cultivating four essential language skills: speaking, listening, reading, and writing (Ni'mah & Widiati, 2021). Among these, speaking and writing are classified as productive skills, while listening and reading fall under the category of receptive skills. Productive skills entail the anticipation that students will be able to proficiently and imaginatively manifest their English language abilities. On the contrary, receptive skills encompass students' capacity to comprehend information presented in English, fostering their capabilities to engage with specific learning content. In practice, advancing these four skills poses a significant challenge for educators. Undeniably, their integration is uneven across English language learning classes. Consequently, there tends to be a bias toward emphasizing the development of particular skills. This adaptation can be tailored to suit the unique characteristics of each class and the prevailing trends in learning activities commonly conducted within the classroom setting.

In learning English as a Foreign Language, particularly in Indonesia, there is a noticeable emphasis on developing reading skills (Untailawan, 2020). This inclination is evident through the prevalence of English learning activities that predominantly utilize a text-based approach. This inclination appears to be reinforced by the prevalence of learning materials centred around textual content within English textbooks. This observation aligns with the perspective of Brown (2004), as cited in Setiawati & Budiasih (2022). Furthermore, this trend is underscored by the prevalence of text-focused questions within both school and national English exams. In this particular context, the notion of reading skills extends beyond a mere comprehension of individual lexical components within English, progressing to the interpretation of sequences of sentences. Nevertheless, reading skills in this framework revolve around a more intricate process. This process entails students comprehending the informational nuances presented in English learning content while adapting to the unique characteristics of diverse texts. Within this context, reading becomes a dynamic and interactive process that students engage in, driven by the objective of extracting information (Alyousef, S, 2005).

To enhance reading comprehension skills, many models, approaches, strategies, methods, or techniques are available for teachers to employ throughout the learning process (Nashruddin & Rahmawati Ningtyas, 2020). Among these approaches, the questioning strategy stands out. In this context, the questioning strategy can be defined as a teaching technique employed by educators to introduce English materials by presenting students with inquiries. These questions are strategically designed to serve several purposes: activate students' existing knowledge relevant to the text under study, facilitate the construction of students' understanding of the text, and assess students' comprehension after engaging with the text (Yang, 2017).

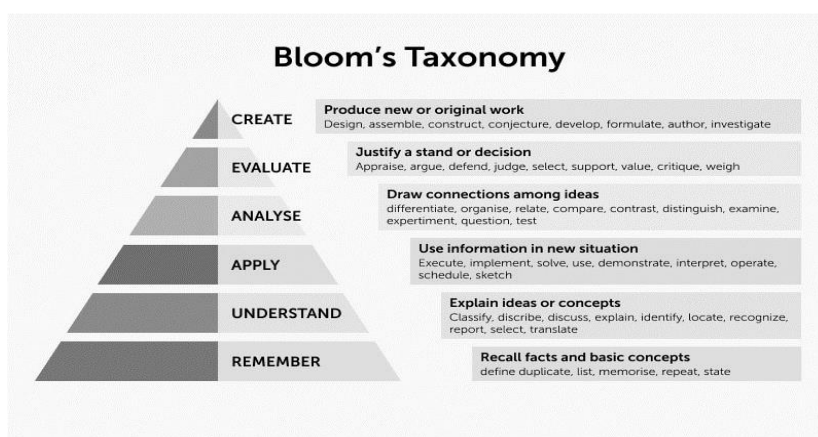
The questions are deliberately incorporated across all phases of the reading skills process, encompassing the pre-reading, the during-reading, and the post-reading phases. In the pre-reading phase, the questions prepare students by tapping into their prior knowledge and setting the stage for upcoming content. The during-reading phase involves questions that guide students through the material, encouraging active interaction with the text. Lastly, in the post-reading phase, questions assess students' grasp of the material and their ability to synthesize and reflect upon what they have read (Arifin, 2020).

Including questioning techniques in teaching reading comprehension holds significant importance, a fact that experts in the field have highlighted. Ellis (2008) outlines two critical reasons for incorporating the questioning process within the classroom context. Firstly, when teachers pose questions, they elicit students' responses, facilitating interactive exchanges. Equally crucial, this interaction is a valuable feedback mechanism for instructors to tailor content and approaches for subsequent teaching and learning sessions.

Furthermore, the art of questioning is a powerful tool for managing students' learning journeys. The process of asking questions fulfils various roles, such as motivation, revision, exploration, explanation, and evaluation of students' comprehension levels (Richard, J. C. & Rodgers, 2001). This approach compels students to concentrate on specific subjects and empowers them to actively engage with the material, thus assessing and regulating their grasp of the content. Astrid et al., (2019) enhance the perspective of the art of questioning by asserting the importance of posing questions to individuals and groups during the teaching and learning process. Educators aim to

foster classroom interaction, stimulate communication, and nurture critical thinking skills by employing diverse questions. Consequently, presenting varied questions encourages active participation and cultivates an environment where students can refine their ability to express ideas, collaborate, and develop their analytical faculties.

Different question types are employed to enhance text comprehension skills in English, encompassing literal, inferential, and critical questions. Literal questions necessitate responses from students grounded in the information explicitly presented within the text. On the other hand, inferential questions require students to formulate answers deduced through their assimilation of the text's information, showcasing their capacity to extrapolate knowledge. Moreover, critical questions stimulate students' higher-order cognitive abilities, fostering well-thought-out responses. As articulated by Krathwol in 2001 (as cited in Pakpahan et al., 2021), these question types correspond to the six levels of thinking proficiency delineated in Bloom's taxonomy: knowledge (C1), comprehension (C2), application (C3), analysis (C4), evaluation (C5), and creation (C6).



Picture 1: Bloom's Taxonomy
<https://www.valamis.com/hub/blooms-taxonomy> [source]

Drawing from the revised Bloom's cognitive domain, question types are classified according to different thinking ability levels. These levels are divided into two main categories: Low Order Thinking Skills (LOTS) and Higher Order Thinking Skills (HOTS), as elucidated by Armstrong (2010). The Low Order Thinking Skills encompass question types that range from low to high levels of cognitive demand. These skills include remembering, understanding, and applying concepts (C1-C3). Conversely, the Higher Order Thinking Skills encompass more advanced cognitive abilities, such as analyzing, evaluating, and creating (C4-C6). As a result, it becomes imperative for educators to possess the skill to formulate questions that effectively gauge the cognitive level of their students. This becomes particularly crucial as teachers prepare for the teaching and learning process. These questions should be created before the instructional session, as they are not easily discerned during teaching and learning activities.

The findings from an initial study underscore the paramount importance of the questioning process in teaching and learning, particularly within the domain of reading comprehension (Untailawan, 2020). Interviews with numerous senior high school English teachers revealed a common practice: integrating questioning throughout all stages of the reading process. This substantiates the indispensable role of posing questions in the educational journey. In light of this, the author's

curiosity is piqued by the cognitive level within 'Bloom's taxonomy' to which these questions can be attributed. This inquiry holds significance as it pertains to the contemporary landscape of English instruction. In this era, cultivating students' capacity to comprehend texts hinges on their exposure to questions that engage higher-order thinking skills. Hence, exploring the cognitive dimension these questions tap into not only enhances the understanding of English texts but also serves as a catalyst for refining students' critical thinking prowess. Once realized, this achievement aligns seamlessly with the requisites of 21st-century learning, positioning English education as a conduit for language proficiency and the nurturing of analytical acumen.

Drawing from the preceding explanation of English language learning, which centres on comprehension of English text, and considering the outcomes of the initial study, it becomes imperative to delve deeper into an additional investigation concerning the utilization of 'Bloom's Taxonomy' in the questioning process throughout the teaching and learning journey. This endeavour offers a comprehensive perspective on how interrogative techniques aid students in grasping English text and gauging the spectrum of cognitive levels within 'Bloom's Taxonomy.' It further assists in evaluating students' proficiency in comprehending the textual content. Consequently, the current research has been undertaken to elucidate the abovementioned inquiries and acquire a nuanced understanding of the subject matter. The previous relevant study focuses only on improving students' reading comprehension by implementing various types of questions and how to answer them. For its development, in this study, researchers want to classify the questions for reading comprehension based on the types and levels in Bloom's taxonomy.

METHODS

This study employed a qualitative descriptive approach through a case study methodology. According to Sukmadinata, (2017), the qualitative descriptive approach seeks to elucidate phenomena that exist naturally or are influenced by human intervention. Within education, this approach proves valuable for depicting educational routines, activities, curriculum implementation, and the intricacies of teaching and learning across various educational levels and units. Employing this approach, the research refrains from introducing interventions, manipulations, or alterations to independent variables but strives to portray the existing conditions.

The chosen case study method involves collecting and analyzing data from specific cases. In this research, the qualitative descriptive approach within the case study framework is directed at discerning the types and cognitive levels of questions posed by English teachers during the teaching and learning process, specifically focusing on reading comprehension.

The research was conducted in Dobo City in the Aru Islands Regency and Masohi City in the Central Maluku Regency. These locations were selected based on preliminary studies conducted by the researchers involving interactions with English teachers. The targeted schools for this research were SMA Negeri 3 Aru Islands and SMA Negeri 4 Central Maluku. One teacher was selected from each location as a research subject. This choice aimed to facilitate in-depth exploration of teachers' questions' types and cognitive levels aligned with Bloom's Taxonomy during the teaching and learning process.

Data collection techniques employed in this study encompassed the following approaches: 1) Participatory Observation: The researchers observed English teaching activities, specifically in the context of reading comprehension. This observation focused on the questions posed by teachers during various stages of the reading activity. 2) Interviews: Interviews were conducted to glean insights into teachers' understanding of cognitive levels in Bloom's Taxonomy and how this understanding influenced their teaching practices, particularly in the domain of reading comprehension. 3) Documentation: The study utilized lesson plans and student worksheets as primary documents. Photographs of the teaching and learning process were also employed for documentation. 4) Field Notes: The observational process involved taking notes on the questions presented by teachers throughout the reading phases. Furthermore, field notes were employed to record activities outside the primary scope of the research, such as student responses to teacher questions.

To analyze the collected data, the researcher adopted the data analysis technique proposed by Miles and Huberman in 1992 (as referenced in Sugiyono, 2018). This interactive data analysis model unfolds in three phases: data reduction, data display, and conclusion drawing.

RESULTS AND DISCUSSION

This section presents research findings concerning teachers' questioning techniques in teaching and learning, specifically focusing on enhancing students' comprehension of English texts. Through careful observation and meticulous documentation, distinct question types posed by teachers have been discerned. These questions have been systematically categorized into five distinct levels, namely: (1) literal questions, (2) reorganization questions, (3) inferential questions, (4) evaluation questions, and (5) appreciation questions. To delve deeper into the nuances of these questioning levels, the ensuing table elucidates the research outcomes regarding the distribution and significance of each question type.

Question Type	Class X: Descriptive Text				Class XI: Analytical Exposition			
	Day-1		Day-2		Day-1		Day-2	
	Teacher 1	Teacher 2	Teacher 1	Teacher 2	Teacher 1	Teacher 2	Teacher 1	Teacher 2
Literal	9	7	8	9	8	8	5	3
Reorganization	3	2	3	3	2	3	4	5
Inferential	0	0	3	4	2	1	2	4
Evaluation	0	0	2	2	0	1	2	3
Appreciation	0	0	2	2	0	0	1	2

Table 1: The most frequently used types of questions in the learning process
 Processed data [source]

The data presented in Table 1 illustrates varying frequencies of question types frequently posed by teachers across different research locations. Broadly, it becomes apparent that the divergence in question frequency correlates with the specific type of text being taught. A summarized compilation of the most commonly utilized questions by teachers throughout the teaching and learning process across all locations is provided in Table 2.

Question Type	Literal	Reorganization	Inferential	Evaluation	Appreciation
Total	57	25	16	10	7

Table 2: Summary of the most frequently used questions in the learning process
 Processed data [source]

The data analysis recapitulated in Table 2 reveals a clear pattern: literal question types emerge as the predominant form of questioning in learning English, particularly within reading comprehension. Notably, literal questions take the lead in terms of prevalence. Following this, reorganization, inferential, evaluation, and appreciation questions occupy subsequent positions in descending order of frequency. Delving deeper into the learning process through meticulous observations, the authors discern specific questions that instructors commonly employ when instructing both text types.

<ul style="list-style-type: none"> • What is the name of the place? • Have you ever visited the place? • Where is the place located? / How to reach the beach? • What are the attractions people can do in the place? • What are the facilities in the place? • Do you know about descriptive text? • Is the place beautiful? • How is the situation around the place? • How many generic structures of the text? /Please identify the generic structure of the text • What is the text talking about? • What is the topic sentence of the first paragraph? • What is the purpose of the text? • How would you feel when you visit the place? • Do you think that 10 years later, the place will still be beautiful? • What should people do to keep the place beautiful? • How would you compare the place in the text with your favourite tourist spot in your city? • Have you ever heard about Natsepa Beach? 	Descriptive Text
<ul style="list-style-type: none"> • What is the text about? • What is the main idea of the first paragraph? • The text is intended for? • Why does our government forbid us to use drugs? • What are drugs benefits in medicine? • What can you say about the first and second paragraphs? • What is the generic structure of the text? • What kinds of animals are threatened by toxins released by plastic bags' breakdown? • From the text, we can conclude that plastic is? • Why does the writer say that “we should think about our future environment”? • Do you think it is a good environment? • The underlined can be replaced with.... • What is the best title for the text? • How is the organization of the text? • What do you know about drugs? • Do you know drugs? • What are the bad effects we will get by using more plastics? 	Analytical Exposition

Table 2: Specific questions that instructors commonly employ when instructing both text types

The learning documents provided by the teacher include valuable data, notably the lesson plan, which offers insights into the types of questions employed throughout the learning process. These questions are directly connected to the activities crafted by the teacher, encompassing guiding questions meticulously prepared for educational purposes. The teacher implements various activity formats outlined in the lesson plan: vocabulary-building Matching tests, True-false tests, Essay tests, Multiple choice tests, Paragraph rearrangement exercises, and Paragraph outlining tasks. Upon conducting the observation, the researcher noticed that the teacher initiates learning activities by presenting a set of questions aimed at enhancing students' comprehension of the subject matter under consideration. An illustrative example of such an activity involves the teacher's introductory questions, as highlighted in the subsequent description of the learning activity's inception.

Situation 1: Learning activities carried out by teachers with the text type Describing Tourism Place (Class X)

- Teacher 1 : Have you ever heard about Natsepa Beach?
- Student : Yes Mom...
- Teacher 1 : Have you ever visited it?
- Student : Yes Mom....

- Teacher 2 : Do you know about descriptive text?
- Student : No, Mom....(Some also answered with; Yes, I know, Mom)
- Teacher 2 : What is it?
- Student : Descriptive text is used to describe a place.

Situation 2: Learning activities carried out by teachers with the type of Analytical Exposition text (Class XI). The teacher starts by showing pictures of drugs and environmental pollution due to plastic waste.

- Teacher 1 : Do you know drugs?
- Student : Yes Mam...
- Teacher 1 : Is it good for you?
- Student : No, Mam....

- Teacher 2 : What do you see in these pictures?
- Student : Rubish Mama... (some students answered with Pollution Mam)
- Teacher 2 : Do you think it is a good environment?
- Student : Yes Mom....

The questions presented by the teacher in the sample activity above can be categorized as literal questions. This type of questioning elicited a positive response from the students, as most knew about the depicted image or the subject matter being discussed. Furthermore, these questions were not overly challenging, making it easier for the students to provide answers. This pattern of questioning was consistently observed in the subsequent learning activity. The trio of teachers initiated the instruction by introducing the fundamental subject matter: the specific text genre under scrutiny. Consequently, it can be deduced that the range of questioning techniques employed by the teachers had yet to encompass the full spectrum of question types required for effectively guiding students through text comprehension. However, this limited array of question types positively influenced the learning process, facilitating active student engagement and participation within the classroom.

A divergent scenario emerges as the learning process advances into the core phase, delving into the intricacies of the featured text type. This phase encompasses exploring the text's attributes, intentions, and structure and culminates in evaluating the acquired knowledge. During this stage, a notable shift is discernible in the students' responsiveness, characterized by a decline in their level of engagement. This can be attributed to the transition made by the teacher from posing predominantly literal questions to incorporating more advanced question types, such as those that require reorganization, inferential analysis, evaluation, and appreciation. To illustrate, some instances of these advanced question types employed in the learning activities are as follows:

Situation 3: Learning activities carried out by teachers with the text type Describing Tourism Place (Class X).

- Teacher 1 : What is the purpose of the text?
- Student : The purpose of the text is to...(Only a few students answered)
- Teacher 1 : What should people do to keep the place beautiful?
- Student : We should.....

- Teacher 2 : How is the situation around the place?
- Student : It is...(Only a few students answered)
- Teacher 2 : How would you compare the place in the text with the most popular tourism spots in your city?
- Student : The place is beautiful and(Only a few students answered)

Situation 4: Learning activities carried out by teachers with the type of Analytical Exposition text (Class XI).

- Teacher 1 : Why does our government forbid us to use drugs?
- Student : Because it is not good for health (Only a few students answered)
- Teacher 1 : How is the organization of the text?
- Student :

- Teacher 2 : Why does the writer say that we should think about our future environment?
- Student : Because...(Only a few students answered)
- Teacher 2 : From the text, we can conclude that plastic is?
- Student : It is....

Furthermore, the researcher proceeds to analyze the previously identified questions, which have been categorized into different types, using the taxonomy of Bloom's levels. This analytical process is based on the revised Bloom's taxonomy cognitive domain proposed by Krathwol in 2001. This taxonomy outlines six distinct levels that characterize students' thinking skills. These levels are as follows: (1) remembering, (2) understanding, (3) applying, (4) analyzing, (5) evaluating, and (6) creating. To elaborate, let us examine an illustrative example of how questions align with various types and categories within Bloom's cognitive domain taxonomy. The teachers employed these questions in the present study, and a detailed representation can be found in Table 4.3 below:

Question Type	Category	Blooms' Taksonomi
• What is the name of the place?	Literal questions	C1
• Where is the place located? / How to reach the beach?		Remembering
• What are the facilities in the place?		

<ul style="list-style-type: none"> • Have you ever visited the place? • What are the attractions people can do in the place? • Do you know about descriptive text? • Is the place beautiful? • Have you ever heard about Natsepa Beach? • What are drugs benefits in medicine? • What kinds of animals are threatened by toxins released by plastic bags' breakdown? • What are the generic structures of the text? • What do you know about drugs? • Do you know drugs? • What are the bad effects we will get by using more plastics? 			<p>C2 Understanding</p> <p>C3 Applying</p>
<ul style="list-style-type: none"> • How is the situation around the place? • How many generic structures of the text? /Please identify the generic structure of the text • What is the text talking about? • What is the text about? • What is the topic sentence of the first paragraph? • What is the purpose of the text? • What is the main idea of the first paragraph? • The text is intended for? • From the text, we can conclude that plastic is? • The underlined can be replaced with.... • What is the best title for the text? • How is the organization of the text? 	Reorganization Inferential	&	C4 Analyzing
<ul style="list-style-type: none"> • How would you feel when you visit the place? • Do you think that 10 years later, the place will still be beautiful? • What should people do to keep the place beautiful? • How would you compare the place in the text with your favourite tourist spot in your city? • Why does our government forbid us to use drugs? • What can you say about the first and second paragraphs? • Why does the writer say that “we should think about our future environment”? • Do you think it is a good environment? 	Evaluation Appreciation	&	C5 Evaluating

Table 3: Teachers' questions and their categories in the cognitive domain of Bloom's Taxonomy

A comprehensive deduction can be drawn based on research findings that delve into teacher questions in teaching English, particularly about developing reading comprehension skills. This deduction encapsulates the nature of the questions posed by teachers within the educational frameworks of both SMA Negeri 3 in the Aru Islands and SMA Negeri 4 in Central Maluku. The culmination of this analysis reveals that the questions presented by educators at both institutions predominantly fall into the category of the most challenging question types, namely evaluation, and appreciation. These questions align closely with the cognitive demands of the C5 domain within Bloom's Taxonomy. The educators have directed their instructional efforts toward engaging students with questions requiring critical thinking and nuanced understanding, especially in the context of English as a Foreign Language (Syamsiah et al., 2018). Since types of questions are

categorized into the Higher Order Thinking Skills (HOTS) in Bloom's taxonomy, the teachers are trying to not only promote critical thinking to the students but also assess it during the instructional teaching process, (Amali et al., 2022).

In teaching reading for comprehension, students are expected to extrapolate their knowledge into their original creations centred around the text. Educators are tasked with crafting questions that stimulate students' cognitive faculties at a fundamental level and engender higher-order thinking skills (HOTS), Mujayanah et al., (2022). In contrast to the conventional lower-order thinking skills (LOTS), HOTS necessitates a more intricate cognitive engagement. It encourages students to delve beyond superficial comprehension and into critical analysis, synthesis, and application of the acquired knowledge. In this vein, the success of the pedagogical approach hinges on the skilful construction of questions that encourage understanding and stimulate intellectual growth.

Moreover, the questions presented by the teacher during English instruction in this study can be categorized into distinct types: (1) literal questions, (2) reorganization questions, (3) inferential questions, (4) evaluation questions, and (5) appreciation questions. As proposed by Barrett (1976) in Pakpahan et al.'s work (2021), literal questions predominantly demand responses that draw directly from the information provided in class. Reorganization questions require students to analyze, organize, and synthesize information effectively. Moving on to the inferential question category, students must expand upon the information they have read by relating it to personal experiences. Evaluation questions, the following type, prompt students to respond to justifications or assessments based on the information gleaned from the text. The final classification within this group is appreciation questions. Addressing these queries calls for students to discern the impact of the information or text type being taught on their understanding.

Furthermore, the teachers' questions in this research can be effectively categorized according to Bloom's Taxonomy of cognitive skills, encompassing the tiers of intellectual abilities such as 1) Knowledge, 2) Comprehension, 3) Application, 4) Analysis, 5) Evaluation, and 6) Synthesis. By leveraging Bloom's cognitive domain, educators can elucidate six distinctive cognitive processes that underscore how teachers employ these cognitive procedures to classify question levels and devise queries that align with their pedagogical proficiency (Sagala & Andriani, 2019). Hence, it is imperative and of substantial import that educators possess the aptitude to craft questions that effectively gauge the cognitive capacity of their students.

We can observe a coherent pattern if we associate the questions used by the teachers in this study with the various levels of Bloom's Taxonomy. The literal questions primarily fall within the cognitive domains C1, C2, and C3. In these instances, students are tasked with furnishing answers based on the text they have read. However, a crucial facet lies in their capacity to expound upon their comprehension process. Moving on to the reorganization questions in Bloom's Taxonomy, they find a fitting place in the cognitive domain C4. When addressing such questions, students must identify, describe, and critique the text's overall structure and components. This analytical process extends to establishing links between the textual information and its real-world applicability. Inferential questioning is the subsequent question type that emerged during the teaching and learning process. Within Bloom's Taxonomy's cognitive domain, these questions align with domain C4.

Moreover, evaluation and appreciation questions within Bloom's framework comfortably reside in the cognitive domain C5. This categorization stems from the theoretical premise that students, in this cognitive realm, must assess the information gleaned from the text. When evaluating reading materials, students must explore personal experiences that resonate with the information. Alternatively, they can integrate their background knowledge that resonates with the text. This holistic approach encapsulates the essence of Bloom's Taxonomy, encompassing the journey from comprehending information to critically assessing and applying it.

Nevertheless, a more granular examination of the question frequencies uncovers a distinct pattern. It becomes evident that literal questions, which pertain to straightforward comprehension of textual content, consistently hold a prominent position in the learning environment. Essentially, these lower-order thinking skill (LOTS) questions dominate the landscape of the teaching and learning process. They are firmly rooted within the foundational levels of Bloom's Taxonomy. In addition to literal questions, educators incorporate other question types into their pedagogical strategies, albeit with less prevalence. Reorganization, inferential, evaluation, and appreciation questions, each representing different cognitive complexity tiers, find their place within the instructional discourse. However, it is essential to acknowledge that their utilization in frequency remains relatively modest.

Consequently, the overarching narrative emerging from this study underscores that questions aligned with higher-order thinking skills (HOTS) within Bloom's Taxonomy are not yet educators' prevailing mode of inquiry to facilitate students' comprehension of English texts. While evaluation and appreciation questions bring forth a sense of cognitive depth, the preponderance of literal questions reflects an ongoing emphasis on foundational comprehension levels. As such, the trajectory towards incorporating a more comprehensive spectrum of question types, particularly those stimulating higher-order cognition, remains a focal point for future enhancements in the English learning curriculum.

CONCLUSION

Utilizing different question types within cognitive domains C4 to C6, aligned with higher-order thinking skills (HOTS) in Bloom's taxonomy, holds significant potential to enhance students' reading comprehension within English teaching and learning. Reading comprehension is a dynamic process where students engage deeply with writers to effectively grasp the intended message or information within a given text. This intricate process necessitates intentional cognitive engagement. Central to this process is the notion that comprehension forms a pivotal aspect of reading, demanding purposeful and deliberate cognitive activities. The essence of reading lies in attaining understanding, thereby necessitating a conscious thought process to unravel the textual content. Furthermore, profound and comprehensive comprehension empowers students to comprehend, evaluate, synthesize, and analyze information, culminating in a rich interaction between the readers and the writers.

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