

REFERENCES

- Abdelrahman, M. (2014). *An Analysis of the Tenth Grade English Language Textbooks Questions in Jordan Based on the Revised Edition of Bloom ' s Taxonomy.*
- Adams, N. E. (2015). Bloom's taxonomy of cognitive learning objectives. *Journal of the Medical Library Association: JMLA*, 103(3), 152.
- Ali Al-hasanat, H. A. (2016). Analyzing Assessment Questions in an Arabic Textbook (Communication Skills) for Eight Grade in Jordan According to Bloom's Taxonomy of Levels of Knowledge Aims. *World Journal of Education*, 6(2), 68–81. <https://doi.org/10.5430/wje.v6n2p68>
- Anggraeni, A. (n.d.). *READING QUESTIONS IN ENGLISH TEXTBOOKS FOR.* 5–16.
- Armstrong, P. (2016). Bloom's taxonomy. Vanderbilt University Center for Teaching.
- Ayaturochim. (2014). *THE ANALYSIS OF READING TASKS IN "ENGLISH IN FOCUS" TEXTBOOK BASED ON COGNITIVE DOMAIN OF REVISED BLOOM'S TAXONOMY.*
- Bloom, B. S. (1956). Taxonomy of educational objectives: The classification of educational goals. Cognitive domain.
- Bordens, K., & Abbott, B. (2014). *Research design and methods: A process approach.* Penn Plaza.
- Brown H. (2001). *Brown H. - Douglas. Teaching by Principles_ An Interactive*

Approach to Language Pedagogy.pdf.

Cakit, I. Ş. I. L. (2006). Evaluation of the EFL textbook "New Bridge to Success 3" from the perspectives of students and teachers. Unpublished MA thesis, Middle East Technical University, Ankara, Turkey.

Cunnigworth, A. (1995). *Choosing Your Coursebook Handbooks for the English Classroom.*

Davila, K., & Talanquer, V. (2010). Classifying end-of-chapter questions and problems for selected general chemistry textbooks used in the United States. *Journal of Chemical Education*, 87(1), 97-101.

Dharma, Y. P., & Aristo, T. J. V. (2018). An Analysis of English textbook relevance to the 2013 English curriculum. *Journal of English Educational Study (JEES)*, 1(1), 24-33.

Forehand, M. (2010). Bloom's taxonomy. Emerging perspectives on learning, teaching, and technology, 41(4), 47-56.

Hartman, H. J. (Ed.). (2001). *Metacognition in learning and instruction: Theory, research and practice* (Vol. 19). Springer Science & Business Media.

Hei, J. (2017). THINKING SKILLS IN THE ENGLISH COURSE BOOK Thinking Skills in the 12 th Grade English Course book in Timor Leste. *Beyond Words*, 55(1).

Howitt, D. (2019). *Introduction to qualitative research methods in psychology: Putting theory into practice.* Pearson UK.

Humos, O. A. (2012). An evaluative analysis of comprehension questions' level of difficulty: A case of 12th Grade Palestinian English Student's Textbook.

- Igbaria, A. K. (2013). A content analysis of the WH-questions in the EFL textbook of horizons. *International Education Studies*, 6(7), 200–224.
<https://doi.org/10.5539/ies.v6n7p200>
- Kasim, U., Zulfikar, T., & Zaiturrahmi, Z. (2017). Analysis of Instructional Questions in an English Textbook For Senior High Schools. *English Education Journal*, 8(4), 536-552.
- Krathwohl, D. R. (2002). (A REVISION OF BLOOM ' S TAXONOMY) Sumber :
<http://net.educause.edu/ir/library/pdf/eli08105a.pdf>. *Theory into Practice*, 41(4), 212–219.
- Krippendorff, K. (2004). Content Analysis: An Introduction to Its Methodology (2nd ed.). In *SAGE Publications*.
<https://login.proxy.libraries.rutgers.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=buh&AN=48779086&site=ehost-live>
- McDonough, J., & Shaw, C. (2012). *Materials and Methods in ELT*. John Wiley & Sons.
- Nunan, D. (2004). *Task-based Language Teaching*.
- Nunan, D. (1991). *Language teaching methodology* (Vol. 192). New York: prentice hall.
- Nunan, D. (2015). *Teaching English to speakers of other languages: An introduction*. Routledge.
- Puchta, H., Stranks, J., & Lewis-Jones, P. (2012). *English in Mind Student's Book Starter Second Edition with DVD-ROM*. Cambridge University Press.
- Purwani, A., Rochsantiningsih, D., & Kristina, D. (2017, October). A Content

Analysis of Bright 1: A 2013 Curriculum-Based Textbook for VII Grade Students. In International Conference on Teacher Training and Education 2017 (ICTTE 2017). Atlantis Press.

Rawadieh, S. M. D. (1999). An analysis of the cognitive levels of questions in Jordanian secondary social studies textbooks according to Bloom's Taxonomy.

Razmjoo, S. A., & Kazempourfard, E. (2012). On the representation of Bloom's revised taxonomy in interchange coursebooks. *The Journal of Teaching Language Skills*, 4(1), 171–204.

Reigeluth, C. M., & Carr-Chellman, A. A. (2009). Understanding instructional theory. *Instructional-design theories and models: Building a common knowledge base*, 3, 3-26.

Richards, J. C. (2001). *Jack C. Richards Curriculum Development in Language Teaching Cambridge Language Education 2001.pdf*.

Riazi, A. M., & Mosalanejad, N. (2010). Evaluation of Learning Objectives in Iranian High-School and Pre-University English Textbooks Using Bloom's Taxonomy. *TESL-EJ*, 13(4).

Roohani, A. (2015). *Analyzing Cognitive Processes and Multiple Intelligences in the Top-Notch Textbooks*. 2(3), 39–65.

Roohani, A., Taheri, F., & Poorzangeneh, M. (2014). Evaluating four corners textbooks in terms of cognitive processes using Bloom's revised taxonomy. *RALs*, 4(3), 51–67.

Spindler, M. (2015). Collaborative analysis and revision of learning objectives. *NACTA Journal*, 59(2), 111.

Swales, J. (2014). Create a research space (CARS) model of research introductions.

Writing about writing: A college reader, 12-15.

Tsiplakides, I. (2011). Selecting an English coursebook: Theory and practice.

Theory and Practice in Language Studies, 1(7), 758-764.

Tomlinson, B. (Ed.). (2003). Developing materials for language teaching. A&C Black.

Tok, H. (2010). TEFL textbook evaluation: From teachers' perspectives.

Educational Research and Reviews, 5(9), 508–517.

Yasid, M., & Kuswardani, R. (2014). *AN ANALYSIS OF READING MATERIAL IN "INTERLANGUAGE: ENGLISH FOR SENIOR HIGH SCHOOL X" TEXTBOOK PUBLISHED BY NATIONAL EDUCATION DEPARTMENT* (p. 7).

