

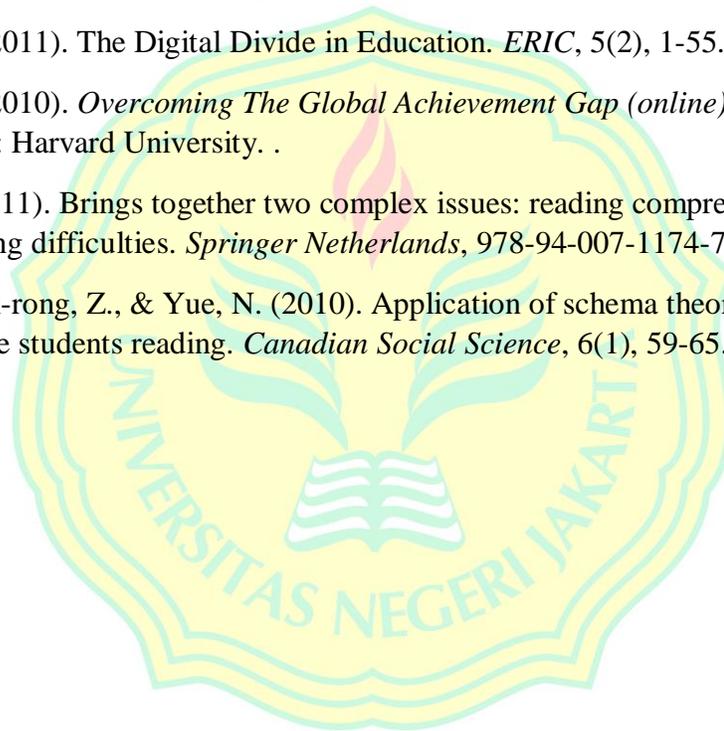
REFERENCE

- Airasian, P. W., & Russel, M. K. (2008). *Classroom Assessment: Concepts and Applications*. New York: McGraw Hill High Education.
- Allwright, R. L. (1990). *What Do We Want Teaching Materials For?* in R. Rossner and R. Balitho (Eds). 1995. Oxford: Oxford University Press.
- Anderson, L. W., Krathwol, D. R., & Bloom, B. S. (2001). *A taxonomy for learning, teaching, and assessing : A revision of bloom's taxonomy of educational objectives*. New York, London: Longman.
- Anderson, L. W., Krathwol, D. R., Airasian, P. W., Cruikshank, K. A., Mayer, R. E., Pintrich, P. R., . . . Wittrock, M. C. (2001). *A taxonomy for learning, teaching, and assesing: A revision of Bloom's Taxonomy of Educational Objectives (Complete Edition)*. New York: Longman.
- Arikunto, S. (2006). *Prosedur penelitian suatu pendekatan praktik*. Jakarta: PT Rineka Cipta.
- Ary, & Donald. (2002). *Introduction to research in education*. USA: Wadsworth Group.
- Assaly, I., & Igbaria, A. K. (2014). A content analysis of the reading and listening activities in the EFL textbook of master class. *Education Journal*, 3(2), 24–38. DOI : 10.11648/j.edu.20140302.11.
- Ayas, C. (2011). An examination of the relationship between the integration of technology into social studies and constructivist pedagogies. *The Turkish Online Journal of Educational Technology*, 5(1), 14-25.
- Bloom, B. E., Furst, M. E., Hill, W., & Krathwohl, D. (1956). *Taxonomy of educational objectives: The classification of educational goals. Handbook I: Cognitive domain*. New York and Toronto: Longmans, Green.
- Bloom, B. S. (1956). *Taxonomy of Objective: Cognitive Domain*. New York: David Mc. Kay.
- Brookhart, S. M. (2010). *How to Asses High-Order Thinking Skills in Your Classroom*. Alexandria: ASDC Member Book.
- Carlsen, W. S. (1991). Questioning in classrooms: A sociolinguistic perspective. *Review of Educational Research*, 61 (1), 157–178.

- Caroline, T. L. (2006). *Practical English language Teaching: Young Learners*. McGraw-Hill, New York.
- Chelimsky, E., & Shandish, W. R. (1989). Evaluation for the Century. A handbook. *Thousand Oaks, CA : Sage*, 177-188.
- Creswell, J. W. (2007). Qualitative inquiry and research design: Choosing among five approaches. *Thousand Oaks, CA: Sage*.
- Cunningsworth, A. (1995). *Choosing your Coursebook*. Oxford: Heineman.
- Demirel ve, K. K. (2005). Konu alanı ders kitabı incelemesi. *Ankara: Pegem A Yayınları*, 13-36.
- Ellis, N. (1993). Rules and instances in foreign language learning: Interactions of explicit and implicit knowledge. *European Journal of Cognitive Psychology*, 5, 289– 318.
- Flavell, J. H. (1979). Metacognition and cognitive monitoring: A new area of cognitive-developmental inquiry. *American Psychologist*, vol. 34, pp. 906-911.
- Gall, M. D. (1970). The use of questions in teaching. *Review of Educational Research*, 40 : 707-720.
- Gall, M. D., & Rhody, T. (1987). *Review of research on questioning techniques*. W. W. Wilen (Ed.). (1987). *Questions, questioning techniques, and effective teaching*. Washington, DC: National Education Association.
- Gallagher. (2012). Occupational choice of youth in a disadvantaged community. *Br. J. Occup*, DOI : 10.1177/0308022615583065.
- Grabe, W. (2009). *Reading a Second Language: Moving from Theory to Practice*. New York: Cambridge University Press.
- Hadari, N. (1995). *Instrumen Penelitian Bidang Sosial*. Yokyakarta: Gajahmada University. .
- Henry, G. T. (1986). *Menyimak Sebagai Suatu Keterampilan Berbahasa*. Bandung: Angkasa Bandung.
- Hilda, T. H. (1962). *Curriculum Development: Theory and Practice*. USA: Harcourt, Brace and World Inc.
- Igbaria, A. K. (2013). A Content Analysis of the WH-Questions in the EFL Textbook of Horizons. *Sakhnin Academic College for Teacher Education, Israel*, 200.

- Kennedy. (1998). *Reading Skill and Technique*. London: Longman.
- Kerka, S. (1986). Higher order thinking skills in vocational education. *ERIC*, 50 (1), 1-125.
- Krathwohl, D. R. (2002). A Revision of Bloom's Taxonomy: An Overview. *Theory into Practice*, 41, 212-218.
- Marshall, C., & Rossman, G. B. (2006). Designing Qualitative Research. *Qualitative Social Research*, 10(2), 1-52.
- Munzenmaier, C., & Rubin, N. (2013). *Bloom's Taxonomy: What's Old is New Again*. Santa Rosa: The Elearning Guild Research.
- Nation, I. P., & Macalister, J. (2010). *Language Curriculum Design*. London: Routledge.
- OECD. (2018). *PISA Result in Focus*. Turkey: Program for International Student Assessment.
- OECD. (2018). *The future of education and skills, Education 2030*. Turkey: Programme for International Student Assessment.
- OECD. (2018). *What is PISA*. Turkey: Programme for International Student Assessment.
- Ping, S. (2012). A Case Study of Teacher's Questioning and Student's Critical Thinking in College EFL Reading Classroom. *International Journal of English Linguistics*, 199.
- Rahman, S. A., & Manaf, N. A. (2017). A critical analysis of Bloom's taxonomy in teaching creative and critical thinking skills in Malaysia through English literature. *English Language Teaching*, 10 (9), 245-256.
- Saldana, J. (2009). *The Coding Manual for Qualitative Researchers*. Los Angeles, CA: Sage Publications.
- Sawir, A. (2000). *Analisis Kinerja Keuangan dan Perencanaan Keuangan Perusahaan*. Jakarta: PT Gramedia Pustaka Utama.
- Seif, A.-Q. A. (2015). Evaluating the Higher Order Thinking Skills in Reading Exercises of English for Palestine Grade 8. *Islamic University Gaza*, 200-265.
- Shulman, L. S. (1987). Knowledge and teaching: foundations of a new reform. *Harvard Educational Review*, 57 (1),1-22.

- Stanley, T., & Moore, B. (2013). *Critical Thinking and Formative Assessments: Increasing the Rigor in your Classroom*. New York: Routledge.
- Surjosuseno, T., & Watts, V. (1999). Using Bloom's Taxonomy to teach reading in English as a foreign language classes . *QJER*, 15(2), 227-244. .
- Suryanto. (2017). An investigation on English reading comprehension problems in Indonesian cultural contexts. *The 1st International Conference on Education, Science, Art and Technology*, 200-205.
- Tarman, B. (2011). The Digital Divide in Education. *ERIC*, 5(2), 1-55.
- Wagner, T. (2010). *Overcoming The Global Achievement Gap (online)* . Cambridge, Mass : Harvard University. .
- Wolly, G. (2011). Brings together two complex issues: reading comprehension and learning difficulties. *Springer Netherlands*, 978-94-007-1174-7.
- Yu-hui, L., Li-rong, Z., & Yue, N. (2010). Application of schema theory in teaching college students reading. *Canadian Social Science*, 6(1), 59-65.



*Mencerdaskan &
Memartabatkan Bangsa*