

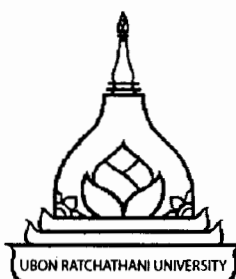


**THE COMPARISON OF READING TEXTS IN TEAM UP IN
ENGLISH 1-3 AND GRADE 9 ENGLISH O-NET
EXAMINATIONS**



PORNPIMON TANGSAKUL

**A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF
THE REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS
MAJOR IN TEACHING ENGLISH AS A FOREIGN LANGUAGE
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MASTER OF ARTS
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FACULTY OF LIBERAL ARTS

TITLE THE COMPARISON OF READING TEXTS IN TEAM UP IN ENGLISH
1-3 AND GRADE 9 ENGLISH O-NET EXAMINATIONS

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Pornpimon Tangsakul
Researcher

บทคัดย่อ

- เรื่อง : การเปรียบเทียบบทอ่านในหนังสือทิมอัฟอินอิงลิช 1-3 และข้อสอบโอเน็ตวิชา
ภาษาอังกฤษระดับชั้นมัธยมศึกษาปีที่ 3
- ผู้วิจัย : พรพิมล ตั้งสกุล
- ชื่อปริญญา : ศิลปศาสตรมหาบัณฑิต
- สาขาวิชา : การสอนภาษาอังกฤษเป็นภาษาต่างประเทศ
- อาจารย์ที่ปรึกษา: ดร. วชิราภรณ์ กิจพูนผล
- คำสำคัญ : หนังสือเรียน, โอเน็ต, ประเภทบทอ่าน, ระดับคำถาม, บทอ่าน

งานวิจัยนี้มีวัตถุประสงค์เพื่อวิเคราะห์บทอ่านในหนังสือทิมอัฟอินอิงลิช 1-3 และข้อสอบโอเน็ต ภาษาอังกฤษระดับชั้นมัธยมศึกษาปีที่ 3 (2557-2560) ในด้านประเภทบทอ่านและระดับคำถามในบทอ่าน ทั้งยังได้วิเคราะห์เรื่องกาลและการณลักษณะ และ ชนิดต่าง ๆ ของคำ (นาม, กริยา, คุณศัพท์) การศึกษาในครั้งนี้ได้วิเคราะห์ข้อมูลผ่านการวิจัยเชิงคุณภาพและเชิงปริมาณจากบทอ่านที่พบ ภายใต้แนวคิด NSW Government Education (2011) ในการวิเคราะห์ระดับคำถามนั้นได้ใช้ทฤษฎีของ Bloom (2001) และโปรแกรม Textalyser ได้นำมาใช้เป็นเครื่องมือในการนับคำ (นาม, กริยา, และ คุณศัพท์) และได้นำกรอบแนวคิดของ Haccius (2002) มาใช้ในการวิเคราะห์ กาลและการณลักษณะ ของประโยค ผลการศึกษาพบว่าประเภทบทอ่านที่พบมากที่สุดทั้งในหนังสือเรียนและข้อสอบ คือ Information Report ผลการศึกษายังพบว่าระดับของคำถามส่วนใหญ่อยู่ในระดับต่ำ กาลและการณลักษณะที่พบส่วนใหญ่คือ Present Simple และ Past Simple ในขณะที่จำนวนของคำนาม คำกริยา และคำคุณศัพท์ในข้อสอบถูกพบได้ใน 20 คำที่พบบ่อยในหนังสือเรียน

ABSTRACT

TITLE : COMPARISON OF READING TEXTS IN TEAM UP IN
ENGLISH 1-3 AND GRADE 9 ENGLISH O-NET
EXAMINATIONS

BY : PORNPIMON TANGSAKUL

DEGREE : MASTER OF ARTS

MAJOR : TEACHING ENGLISH AS A FOREIGN LANGUAGE

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KEYWORDS : TEXTBOOK, O-NET, TEXT TYPES, LEVELS OF QUESTIONS,
READING TEXTS

The purpose of this study was to investigate the reading texts in *Team Up in English 1-3* and Grade 9 English O-NET tests (2014-2017) in terms of reading text types and levels of reading questions, and also to examine tenses and aspects and parts of speech (nouns, verbs, and adjectives) in the reading texts. The reading texts were collected and analyzed quantitatively by frequency count and qualitatively based on the categories of the New South Wales (NSW) Government Education (2011). Bloom's revised taxonomy (2001) was adopted to analyze the levels of reading questions. To investigate parts of speech, the Textalyser program was used as a tool, while to analyze tenses and aspects of the reading passages, 12 tenses and aspects of Haccius (2002) were used. Results of the study revealed that the most frequently found text types in both the textbooks and the O-NET tests were information reports. The study also found that the levels of reading questions in both textbooks and the O-NET tests were at low levels based on Bloom's revised taxonomy. Most tenses and aspects found were present simple and past simple, while the number of nouns, verbs, and adjectives in the tests was found in Top 20 words in the textbooks.

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CHAPTER 1

INTRODUCTION

This chapter presents the rationale of the study, research questions, purposes of the study, significance of the study, scope of the study, and definitions of key terms.

1.1 Rationale of the study

Educational evaluation is very necessary for instruction because it serves as an indicator of educational success in all countries. According to Varasunun et al. (2015), educational evaluation reflects the quality of education in each country to ensure one's educational quality. It can help develop the students to think critically, seek the knowledge on their own, make decision rationally, and solve problems on their own, as well as encourage teachers' attention to students, and social values to education.

The Basic Education Core Curriculum B.E. 2551 (Ministry of Education, 2008) has designed the measurements and evaluations at four levels: grade level, school level, educational service area level, and national level. U-In (2011) stated that every measurement and evaluation level have the same purpose, which is to examine the students' learning progress. Evaluation results can in turn be used as a guideline for educational development, which will truly enhance educational quality.

The most important teaching and learning materials which guide teachers and learners in almost all classes towards a national test of every kind are textbooks. Thus, basic tools in learning English are textbooks, which help learners to learn more about useful questions that they may encounter in the national tests. Tandlichova (2003) considered a textbook as a means of classroom management for the teacher and learners in a learning process. He also considered a textbook to be a curricular object, which is the source of knowledge for students and teaching materials for teachers. According to the National Educational Act B.E. 2542 (Ministry of Education Thailand, 1999) Chapter 9, Section 64, the state should provide and support the use of textbooks, reference books, academic books, publication, materials, and other technologies for education, financial provision for production, motivation for producers, and development of educational technologies.

However, English textbooks written or selected by the Ministry of Education are well-suited with National Educational Act B.E.2551 (Ministry of Education, 2001). At present, in order to choose the textbook for teaching, the teachers do not concern only the compatibility between the contents in the textbooks and the Basic Education Core Curriculum, but also take a look at how they are relevant to the O-NET tests since the O-NET test scores can determine the learning quality of the nation (Sukying, 2010). In the past three years and the present year (2014-2017), the English O-NET test scores of Chief Executive Officer (CEO) Namkiang school-network group where the researcher's school is part of are below the national mean scores, which are 27.42, 25.29, 26.79, 26.68 out of 100 respectively. The reason the students performed poorly and failed the O-NET tests might be because they were not familiar with some reading genres and types of questions in the test (Kaewmala, 2012).

The national test is the test designed for evaluating students' learning quality according to the learning standards of the Basic Education Core Curriculum B.E. 2551 (Ministry of Education, 2008). This national test is known as Ordinary National Education Test (O-NET). The test results are used as a guideline indicating educational quality of each level and for individual students, which may lead to the improvement system of education afterward. (Varasunun et al., 2015) Moreover, the assessment results can indicate if schools have developed their education to reach the standard. Furthermore, they also show the proficiency of individual students. (Nissaipan et al., 2015)

The reasons why selecting good textbooks take a big part in the teaching is because the textbooks are "the most important elements of teaching process for aims and objectives of a course" (Anjaneyulu, 2014) as well as a source of information where different types of reading and questions are introduced. However, there are numerous English textbooks available. It is important for teachers to choose the most suitable one to respond to the needs of their students. In reality, choosing textbooks mainly focuses on how much budget the schools have, and finally the school usually ends up with buying the books with reasonable prices (Chaisongkram, 2011). Many publishers produce their own English textbooks because nowadays the market for English textbooks is very competitive, which makes each publisher produces a greater version of their English textbooks, which are mostly accompanied with useful

supplementary media and materials, such as CDs or photocopiable handouts/worksheets with an attractive design and various contents (Chaisongkram, 2011).

In Sisaket Primary Educational Service Area Office 1, Sisaket province, the school-network areas consist of many nearby-schools, including the researcher's school in the CEO Namkiang school-network area. Different schools choose quite different English textbooks, but the most popular textbook used in this area is *Team Up in English*. As textbooks are the main teaching tools for schools in this area, the contents the students learn from the books are mainly the learning sources for them. The knowledge the students gain are mostly from the textbooks.

According to Hyon (2002), the students need to know the genres of reading and types of questions to understand the reading and the questions in the language of the test they are doing, besides other learning skills. Many students mentioned that questions in most of the subjects in the tests were too unclear and difficult (Saiyasomnut, 2012). Some types of questions were never taught in schools or rarely seen in the textbook, and multiple choice questions seemed to have more than one choice, which was very close to the correct answer. Moreover, the textbook prepared the students to a narrow range of reading genres, which may not be diverse and useful for learner's future learning. Therefore, there was a need to consider materials in teaching readings, whether or not they were similar to the tests (Saiyasomnut, 2012).

Moreover, some researchers found that the types of reading genre can be one of the causes for difficulty in reading. Bean (2011) said the readers tended to read all texts from the first to the last lines because of their unfamiliarity with the text's genre and the function of that genre within a discourse system, and finally they tended to get either lost or bored resulted from their unfamiliar with the text genres. Learning the rhetorical function of different genres takes considerable practice as well as knowledge of a discipline's way of conducting questions and making arguments. However, according to Hyon (2002), understanding the nature of different genres help students to improve and know the techniques to use in a reading passage more easily as it helps them know how the texts are constructed and feel familiar with the text structures. Moreover, texts accompanied with good questions help promote and develop comprehension or understanding of the reading passages (Hyon, 2002). In

addition, questions help to shape students' comprehension and concepts of what is important in the text (Morgan & Saxon, 1994). Moreover, some researchers claimed that well-designed comprehension questions help learners interact with the text to create or construct meaning better. Likewise, the students do best at what they have learned and practiced (Day & Park, 2005). Therefore, it is also important to note that, without adequate reading skills, learners with comprehension difficulties may be unable to deal with those difficulties that they experience in understanding what they read (Woolley, 2011).

Therefore, this research was designed to find out the differences and similarities between Grade 9 English O-NET tests years 2014-2017 and Team Up in English 1-3 textbooks in terms of text types and levels of reading comprehension questions. Moreover, tenses and aspects and parts of speech (nouns, verbs, and adjectives) in the reading texts in both textbooks and the O-NET tests were investigate to support the relationship between the text type and the tenses and words. This study will be helpful to prepare the students to the tests for the next coming year. The following are the research questions that lead to find the answers for this study.

1.2 Research Questions

The research questions of this study are the following:

1.2.1 What text types can be found in the Grade 9 English O-NET tests (2014-2017) and Team Up in English 1-3? How similar and different?

1.2.2 What levels of reading questions can be found in the Grade 9 English O-NET tests (2014-2017) and Team Up in English 1-3? How similar and different?

1.3 Purposes of the Study

The purposes of the study are the following:

1.3.1 To examine the text types found in Grade 9 English O-NET tests (2014-2017) and Team Up in English 1-3, and find out if those found in the textbooks help promote a better understanding of the text types found in the O-NET tests.

1.3.2 To investigate the level of reading questions found in Grade 9 English O-NET tests (2014-2017) and Team Up in English 1-3 if those found in the textbooks

help promote a better understanding of the reading comprehension questions in the O-NET tests.

1.4 Significance of the study

The study aims to examine the major reading texts and levels of reading comprehension questions in the O-NET examinations of the year 2014-2017 and Team Up in English textbooks 1-3 to find out if those evidences in the textbooks will help prepare students for the test and their future's learning in reading texts and answering reading questions.

The results of this study will be a useful guideline for teachers in the CEO Namkiang school-network area and other areas that use Team Up in English textbooks 1-3 to prepare their students for the O-NET test in the next academic year in terms of reading text types, levels of reading questions, tenses and aspects found in the reading text, and also the words found in the reading texts. Moreover, other researchers can use result as data for their further studies in other aspects of research studies.

1.5 Scope of the Study

This study focused on the “Team Up in English” textbook 1-3, which were designed according to the English Curriculum B.E. 2551 and Grade 9 English O-NET tests of the years 2014-2017, to find out the major types of reading texts and level of reading comprehension questions. Moreover, tenses and aspects and parts of speech (nouns, verbs, and adjectives) in the reading texts were investigated.

1.6 Definitions of Key Terms

The terms in the study that need to be defined are as follows:

1.6.1 Textbook refers to Team Up in English textbooks 1-3 for the lower secondary level students (7th-9th graders).

1.6.2 O-NET refers to an Ordinary National Education Test, which is designed by a National Institute of Educational Testing Service (Public Organization) or “NIETS” for grade 9 students in the years 2014-2017 in Thailand.

1.6.3 Text types refer to the physical forms and functions of the text found in the 9th grade English O-NET tests (2014-2017) and Team Up in English textbooks 1-3,

which are classified into eight categories according to the framework from NSW Government Education as follows: Factual Description, Factual Recount, Information Report, Procedure, Procedure Recount, Explanation, Exposition, and Discussion.

1.6.5 Levels of reading comprehension questions refers to the revised version of Bloom's taxonomy by Anderson and Krathwohl (2001), which are categorized into six levels from low to high cognitive levels as follows: Remembering, Understanding, Applying, Analyzing, Evaluating, and Creating.

1.6.6 Reading texts refers to the texts appear in the 9th grade English O-NET tests (2014-2017) and Team Up in English 1-3. In this study, there are two kinds of reading texts: real textual paragraph and visual discourse.

CHAPTER 2

LITERATURE REVIEW

The purpose of this chapter is to provide background knowledge that is relevant to the topic of this study: Ordinary National Educational Test (O-NET), roles of textbooks in language teaching and learning, language content analysis, reading comprehension, types of reading texts, levels of questions, and previous studies on textbook and test analyses.

2.1 Ordinary National Educational Test (O-NET)

The O-NET, which is a written examination, is a high-stake and mandatory examination. The final score which determines a promotion to the next grade is based on the O-NET score and the score from school-based assessments held during each academic year; the O-NET contributes 20% and school-based assessment contributes 80% of the final score. In the near future, the O-NET will contribute 50% of the final score (Ministry of Education, 2013).

According to the National Institute of Education Testing Service-Public organization, the Ordinary National Educational Test (O-NET) is administered annually by the National Institute of Education Testing Service among grade 6 (ISCED 1), grade 9 (ISCED 2), grade 12 (ISCED 3) students in both public and private schools. The O-NET was first administered among grade 12 students in 2005, and then was extended to grade 6 in 2007, and to grade 9 in 2008.

According to the National Institute of Educational Testing Service – Public organization (2015), the O-NET is an administered face-to-face and delivered through paper-pencil tests. All test-takers are presented with the same cognitive booklets or tests, which are aligned with the Basic Education Core Curriculum B.E.2551 (A.D. 2008). The O-NET consists of eight subjects – i.e. foreign language, mathematics, science, social studies, Thai language, arts, health study and physical education, and occupation and technology. Seven subjects are administered in Thai, and one subject is in English. The timing for each subject was 90 minutes. The subjects are the same for

grade 6, grade 9, and grade 12; the duration of each test vary across grades (NIETS, 2015).

For Grade 9 English O-NET years 2014-2016, the tests items consisted of 50 multiple choice questions with four response options. The test consisted of four parts as follows.

Part 1: Conversation consisted of 10 test items. Each test item scores 2 points. The total score was 20.

Part 2: Reading comprehension consisted of 15 test items. Each item scores 2 points. The total score was 30.

Part 3: Grammar and vocabulary consisted of 15 test items. Each item scores 2 points. The total score was 30.

Part 4: Miscellaneous consisted of 10 test items. Each item scores 2 points. The total score was 20.

However, in the year 2017 the pattern of the test blueprint had changed as followed:

Part 1: Listening and speaking consisted of 15 test items. Each item scores 2 points. The total score was 30.

Part 2: Writing consisted of 15 test items. Each item scores 2 points. The total score was 30.

Part 3: Reading consisted of 20 test items. Each item scores 2 points. The total score was 40.

The total score of all parts together was 100. The time taking was 90 minutes. Students' performance was then reported by an average score. The minimum requirement to meet the national standard was 50 out of 100, or 50% (NIETS, 2015).

For the English test blueprint, according to National Institute of Education Testing Service-Public organization 2014-2017, the scope of the Grade 9 English O-NET covers learning standards as shown in Table: O-NET Test Blueprint Based on English Learning Standards.

Table 2.1 O-NET Test Blueprint Based on English Learning Standards

Strand/ learning standard	Test items				Scores			
	2014	2015	2016	2017	2014	2015	2016	2017
Strand 1: Language for communication								
Standard F 1.1: Understanding what has been read from various type of media, and ability to express opinions with proper reasoning	15	15	15	15	30	30	30	30
Standard F 1.2: Possessing language communication skills for effective exchange of data and information	12	12	15	15	24	24	30	30
Standard F 1.3: Ability to present data and information, concept and views on various matters by speaking and writing	15	15	12	12	30	30	24	24
Strand 2: Language and culture								
Standard F 2.1: Appreciating relationship between language and culture of native speakers and capacity for use of language to occasions and places	3	3	3	3	6	6	6	6
Standard F 2.2: Appreciating similarities and differences between language and culture of native speakers and Thai speakers, and capacity for correct use of language	5	5	5	5	10	10	10	10
Strand 3: Language and relationship with other learning areas								
Standard F 3.1: Using Knowledge to link knowledge with other learning areas, and widen one's world view	-	-	-	-	-	-	-	-
Strand 4: Language and relationship with community and the world								
Standard F 4.1: Ability to use foreign languages in various situations in school, community and society	-	-	-	-	-	-	-	-
Standard F 4.2: Using foreign language as basic tools for further education, livelihood and exchange of learning with the world community	-	-	-	-	-	-	-	-
Total	50	50	50	50	100	100	100	100
Time Taking	90 minutes							

Table 2.1 showed the number of test items in 2014-2017 of Grade 9 English O-NETs based on the learning standards of the Basic Education Core Curriculum B.E. 2551, which mainly focused on the learning standards in Strand 1 and 2. However, some test items might be inserted in Strand 3 and 4.

2.2 Roles of textbook in language teaching and learning

Ansary and Babaii (2002) stated that using an English textbook is a framework which regulates and times the programs. In the eyes of learners, no textbook means no purpose. Without a textbook, learners think their learning is not taken seriously. In many situations, a textbook can serve as a syllabus. A textbook is a cheap way of providing learning materials (Tuansophon, 2013). According to Richards (2001), textbooks are a key component in most language programs. In some situations, they serve as the basis for much of the language input learners receive and the language practice that occurs in the classroom (Krammer, 1985). They may provide the basis for the content of the lessons, the balance of skills taught and the kinds of language practice the students take part in. In other situations, the textbook may serve primarily to supplement the teacher's instruction. According to Stein (2017), for learners, the textbook may provide the major source of contact they have with the language apart from input provided by the teacher.

The Department of Basic Education of Republic of South Africa (2017) illustrated that textbooks can serve different purposes for teachers. They serve teachers in terms of a core resource, a source of supplementary materials, an inspiration for classroom activities, and a curriculum itself.

Since the textbooks are considered as teaching and learning materials, they determined the components and methods of learning such as content, methods, and procedures of learning. The students learn what is presented in the textbook, and the way the students learn is the way the textbooks present (Kitao & Kitao, 1997).

To be considered as good textbooks, Kochai (2014) stated that they should be a good source for other instructional areas. For instance, the good textbook should be a good source for subject matters and cover that certain subject, a source for information recheck on doing experiment, proving theories with other learning sources, a source of activities and self-learning guideline, be a systematically kit for learning developing, and a source of motivation for scholars to write other supportive books. Additionally, Srihaumpai (2014) mentioned that in good books, the subject matters have matched up with the curriculum; teacher manual is clear in detail, and subject matter well-suits with the students' learning level. In addition, good textbooks should provide

illustrations and activities, well-organized texts, durable, clear letters, and accurate spelling, and provide effective evaluation and assessment sections.

2.2.1 The strengths of textbooks

Textbooks are not benefit only as the instructional materials but they also have strength in other perspectives to the teachers and students. The textbooks help the teacher to cut down the preparation time for classes and they provide the easier way to assign the homework based on the activities in the textbook (Ontesol, 2017). Moreover, textbooks are widely available everywhere, can be found new or used, do not need electronic equipment, can be sold back or lent, and can last for many years with a good care (Richland Community College, 2017). In the case of inexperienced teachers, textbooks may also serve as a form of teacher training - they provide ideas on how to plan and teach lessons as well as formats that teachers can use (Richards, 2001). To addition, with a proper design of textbook, the students can find what they are looking for. Moreover, similar design for each chapter helps the students know exactly how to approach each topic (Whitehouse, 2017). In terms of the advantages for teachers, a textbook is seen as assistance for managing the lesson. It saves time, gives directions to lessons, guides discussion, facilitates in giving homework, making teaching 'easier, better organized, more convenient', and it provides confidence and security (Hutchinson & Torres,1994). While the advantages for learners of using textbook are seen as a 'framework' or 'guide', they help the students to organize their learning both inside and outside the classroom. It enables them to learn 'better, faster, clearer and easier'. In conclusion, textbooks help provide the students the knowledge of the subject matters and also help the teachers as the instructional materials.

2.2.2 The weaknesses of the textbooks

The weaknesses of the textbooks are not concerned only to their expensiveness, but some textbooks are also heavy and large to carry around. According to Richland Community College (2017), textbooks can be out of stock, and difficult to search for information.

In addition, Richards (2007), points out some limitations or weaknesses on the textbooks as follows.

2.2.1.1 Textbooks may contain inauthentic language. For example, in dialogues, texts, and other aspects of content tend to not be written in the real language use.

2.2.2.2 Textbooks sometimes may distort contents. In order to make textbooks acceptable in many different contexts, the white-middle class people are used as an ideal in the textbooks.

2.2.2.3 There are different in interests and needs of the students, the textbooks cannot serve every students' needs since they are written for global market.

Since the weaknesses of the textbooks are relevant to the contents, the students' needs, and the prices, then they may affect the students' learning in terms of perceiving the misconception of the language use and cultures, and cannot serve their needs in learning. Since textbooks are main teaching and learning materials in the classroom, the language contents in the textbooks need to be analyzed to see how effective they can be as a tool for teaching and learning.

2.3 Language content analysis

Cunningsworth (1995) mentioned that language contents can be compared with what learners need and expect to learn and suggested that the language content as listed below should be analyzed for effective language teaching and learning.

2.3.1 Language form and language use

According to Cunningsworth (1995), textbooks are a major source of teaching and learning of the language. In order to understand the contents, the readers must understand the language form and language use. Language form refers to the mechanics of the language, either in term of grammar or vocabulary. With regards to grammar, the readers must understand the sentences structure of a specific grammar rule. With regards to vocabulary, the readers must understand the pronunciation of a word. If in a written text, then the readers must know how to spell a word. Students should be able to breakdown the components of a word to guess at the meaning. Language use last comes how the grammar or vocabulary gets used. For example, the past perfect tense is not used in every sentence, but rather in conjunction with the past tense. One sentence appears in the past perfect to order events, and the subsequent sentence appears in the simple past. Similar to grammar use, many words have

specific uses and appear in written communication like academic essays or business. The students must know these points for effective vocabulary use.

2.3.2 Grammar

The thing to consider is what grammatical items are included and how far they can correspond to learners needs. Grammar is a main component in a language course. When presenting new grammar, it is possible to teach the form without its meaning as the grammatical form is already underlying the use, therefore when introducing new grammar items, textbooks should emphasize the use of its form (Cunningsworth, 1995).

2.3.3 Tenses and aspects

Tense is referenced to the moment of speaking. There are three tenses which are present tense, past tense, and future tense.

Aspect expresses how the speaker views the action of the verbs. There are four aspects which are simple, continuous, perfect, and perfect continuous. The table below shows the form of 12 tenses and aspects in English grammar (Haccius, 2002).

Table 2.2 Form of 12 Tenses and Aspects in English Grammar

Tenses / Aspects	Simple	continuous	perfect	Perfect continuous
Present	S+V1	S+is/am/are+Ving	S+have/has+V3	S+have/has+been+Ving
Past	S+V2	S+was/were+Ving	S+had+V3	S+had+been+Ving
Future	S+will+V1	S+will+V1	S+will+have +V3	S+will+have +been+Ving

The most frequently used tenses and aspects were Present Simple, Past Simple, Modals, and Present Perfect, while Future Continuous, Future Perfect, and Past and Future Perfect Continuous were almost never used by native writers in academic papers (Alzuhairy, 2016).

2.3.4 Vocabulary

Vocabulary has been an ignored area of foreign language teaching, but it has lately gained because language learning cannot be successful without small tasks like vocabulary. Textbooks can help learners handle with unfamiliar vocabulary that they might predictable learning activities need to be analyzed to ensure that they will extend and develop learners' skills in a structure way (Cunningsworth, 1995).

2.3.5 Parts of speech

Part of speech is a term of eight main categories of words which are classified according to their function in sentences. The eight main categories in parts of speech are as followed: nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions, and interjections (Nordquist, 2017). Nouns are used to name persons, things, animals, places, ideas, or event, while pronouns functions as a replacement for a noun. Adjective is used to describe a noun or a pronoun. Adjectives can state the quality, the size, and the number of nouns or pronouns. Verbs are the most important part of a speech; it cannot be a sentence with a verb. Verb shows an action or state of being of the subject in a sentence, while adverbs are used to describe adjective, verb, and another adverb. Preposition refers to a word that state location or a location in time. Conjunction helps joining words, phrases, or clauses together, while interjection express emotions (O'Brien, 2017).

2.4 Reading comprehension

Reading is an extension of thinking and perceiving behavior that requires using the readers' experience knowledge and the structure of the language to understand the text (Giles, 1987). Moreover, reading is considered as a powerful activity when the readers look at the text and perceive the meaning to the written symbols in the text (Fitria et al., 2014). According to Fetria et al. (2014), comprehension is the process of understanding words, sentences, connected text, which requires the reader to make inferences and reading question. On the other hand, if the learners do not know what they read, they will not get the point because of the lack of reading skills in learning language, especially in comprehending a text.

According to Woolley (2011), reading comprehension is the process of making meaning from text. The goal is to achieve an overall understanding of what is expressed in the text rather than to obtain meaning from isolated words or sentences. In order to understand or comprehend what they read, the readers need to know what they read and have adequate reading skills in learning language (Fitria et al., 2014).

However, there are two main factors, which affect the reading comprehension (Tompkins, 2014). The first factor is Reader factors included background knowledge, vocabulary, fluency, comprehension, comprehension skills, and motivation. The

second factor is Text factors included genres, text structures, and text features. The overview of two comprehension factors is in Table 2.3.

Table 2.3 Two Main Factors in Reading Comprehension

Types	Factor	Role in Comprehension
Reader	Background knowledge	Students activate their world and literary knowledge to link what they know to what they're reading.
	Vocabulary	Students recognize the meaning of familiar words and apply word-learning strategies to understand what they're reading.
	Fluency	Students have adequate cognitive resources available to understand what they're reading when they read fluently.
	Comprehension strategies	Students actively direct their reading, monitor their understanding, and troubleshoot problems when they occur.
	Comprehension skills	Students automatically note details that support main ideas, sequence ideas, and use other skills.
	Motivation	Motivated students are more engaged in reading, more confident, and more likely to comprehend successfully.
Text	Genres	Genres have unique characteristics, and students' knowledge of them provides a scaffold for comprehension.
	Text structures	Students recognize the important ideas more easily when they understand the patterns that authors use to organize text.
	Text features	Students apply their knowledge of the conventions and literary devices used in text to deepen their understanding.

From Table 2.3 the factor which seems to be the main factor that teachers can prepare students to comprehend the reading is texts.

However, when readers are engaged with the text, they think about many things as they read to comprehend the text such as activating previous knowledge, examining the text to uncover its organization, making prediction, connecting to their own experiences, creating mental images, drawing inferences, noticing symbols and other literary devices, and monitoring their understanding (Tompkins, 2014). Therefore, reading comprehension is one of the important factors contributing to success in any examinations because without an understanding of the texts or questions, the test takers would not be able to answer the questions.

2.5 Types of reading texts

Knowing text genres or text types help students understand the text they are reading. The readers used their understanding of a familiar text type to help them learn from a new text (Anderson et al., 1983). Recognizing the features of different genres helps the students recognize what they are reading and be able to adjust their reading styles to learn information quickly and efficiently (Kissner, 2017). Therefore, getting familiar with different of text types can help the students to understand the text they are reading.

Derewianka (1990) suggested that texts not only consist of linguistic features, but also contexts, situations, purposes and text organization in order to construct meaning and fulfill purposes for audience. She suggests six genres as follows.

First, Argument which can be called exposition involves analysis, interpretation and evaluation of certain topic. The main purpose of Argument is to persuade readers to believe in the writer's point of view. Varieties of verbs of present and past simple tense forms are presented, as well as connector and emotive words, as language features.

Second, Explanation is the text information which is mainly about scientific texts to tell how something works or happens to the readers. Raising questions about the topic is used at the beginning of the text and then the reasons are in logical order. Nominalization, time sequences, cause-and-effect relationship, and active and passive voice in present tense are presented in this genre.

Third, Recount starts by telling the readers the details of participants, places, and time of the story. The story is ordered in the series of past events. At the end personal comments or responses to the topic will be added. Past tense, action verbs, using first and third-person pronouns, passive voices, and words that link to the time sequences are normally seen in this genre.

Fourth, Instruction is to tell the readers to do particular thing step by step. This genre starts the text with goal the readers want to complete and followed by the materials and the steps showing how to achieve the goal. Sometimes, comments or tips are added to help the readers. Numbers and pictures are normally provided to make the text easier to understand.

The Fifth genre is Narrative. The purposes of this genre are to entertain or to teach the readers morals, and to extend their imagination. The Narrative begins with the details of main characters, places, timing, personality, and relationship of the main characters. The problem is used to drive the story by the main characters. The story can be happy ending or sad ending. The features can be both human and non-human. Past tense forms, dialogue, and descriptive language are normally presented.

The last genre is Information Reports. This type provides facts. It starts with an opening statement. The rest of the text will be details and aspects of the topic, not opinions or comments. Present simple tense, types of verbs, descriptive and comparing language, and generalized participants are normally used in this genre (Derewianka, 1990).

Ontario (2006) categorized text genres into eight categories by physical forms and functions as follows. First, narrative can be in the forms of stories told in poetry, novel, short stories, and picture books. Second, recount can be in the forms of diaries, journals, short stories, novels, and memoirs. Third, procedure can be in the forms of recipes, rule books, directions and maps, instruction manuals, "how to" books and posters, and experiments. Forth, exposition can be in the form of essays, position papers, articles, advertisements. Fifth, explanation can be in the forms of textbooks in science, social studies, history, and geography. Sixth, report can be in the forms of magazine and newspaper reports, letters, editorials, critical reviews, essays, and posters. Seventh, electronic text can be found as multimedia texts, e-mail, blogs, websites, and broadcasts. Lastly, functional text can be in the forms of lists, memos,

notes, pamphlets, brochures, flyers, print advertisements, CD cover inserts, invitations, announcements, programs, business letters, scripts, and minutes of a meeting.

Additionally, NSW Government Education (2011) classified the text types which most use as a form of writing at school. There are two main text types which are factual texts and literary texts. Factual texts aims to giving facts and information, while literary texts mainly entertain or draw out an emotional response by using language to create mental images. The factual text type consists of 8 types as follows: Factual Description, Factual Recount, Information Report, Procedure, Procedural Recount, Explanation, Exposition, and Discussion. The purposes and features of each type are as follows.

First, Factual Description aims to describe a place or thing by using facts. It begins with an introductory statement, describes different aspects of the subjects systematically and may end with a concluding statement.

Second, Factual Recount aims to retell the past events which already happened in time order. It begins with a background information who, when, where, describes the events in time order, and may end with a personal comment.

Third, Information Report aims to classify, describe and give factual information about people, animals, things or phenomena. It begins with general classification or definition, and lists a sequence of related information about the topic, and ends with concluding comment.

Forth, Procedure aims to give instructions on how to make or do something. It begins with a statement of goal, lists of materials needed, and give an instructions begin with verb in the present tense.

Fifth, Procedure Recount aims to tell how something was made or done in time order with accuracy. It begins with a statement of what was made or done, followed by telling how things was made in order, and it was written in the past tense.

Sixth, Explanation aims to explain how or why something happens. It begins by naming the topic, describes items related to the topic, explains how the items related to each other and to each other and to the topic, and may end with a concluding statement. It is written in present tense and may include visual images to support what is written in words.

Seventh, Exposition gives reasons for a point of view to convince the readers. It begins with a sentence that gives a point of view on a topic, followed with reasons and evidences for arguments. It uses convincing language.

Eighth, Discussion aims to give different points of views in order to decision. It begins with some background information leading to the issue, gives evidences for different points of view, and concludes both sides or recommends one point of view.

From the frameworks above NSW Government Education (2011) was the most suitable for text type analysis for this study since it could cover the frameworks of Larson (1984), Derewianka (1990), and a Guide to Effective Literacy Instruction (2006) well.

2.6 Levels of questions

Many researchers categorized levels of questions in many different ways. The following are the interesting categories levels of questions.

According to Widdowson (1993), questions are classified into four categories based on their contents. The first form is Wh-question which can be asked by who, what, where, when, why, how, which. The second form is Polar question which is known as yes-no questions. Third, truth assessment is known as True-False questions. The fourth form is Multiple Choices. This form of question provides the students several answers to be chosen.

According to Nuttall (1996), types of questions included Literal Comprehension, Reorganization or Reinterpretation, Inferential, Evaluation, Personal Response and Interpretive Questions. The details are as follows:

First, Literal Comprehension is to check the readers' understanding of the text. The answers are generally found in the text. The questions normally ask about who, what, where, when and why.

Second, Reorganization or Reinterpretation is to check the readers' understanding, but the answer cannot be found directly in the text. The readers have to find the information from the text and connect them to answer the questions.

Third, Inferential is the type of question that requires the readers to understand the text as a whole because the messages or answer are hidden implicitly, which requires

readers to connect the piece of information from the text with their background knowledge to answer the questions.

Fourth, Evaluation is a type of question the readers have to provide evidence to support their answer. The readers are expected to judge or provide response in terms of the writers' purpose of the text.

Fifth, Personal Response is the question that requires the readers to explain the feeling of the story based on accurate understanding of the text. However, all responses are still based on the text but personal ideas from the readers are added.

Sixth, Interpretive Questions emphasizes on how the writers say what they mean. This type of question requires the readers to apply some strategies to handle with the text to interpret and find out the answers in terms of syntax and cohesion within the text.

However, in year 2001, Bloom's taxonomy was revised into new version to better fit educational practices of the 21st century (Anderson & Krathwohl, 2001). At that time, the six levels were changed from nouns to verbs because verbs can describe the actions and thinking in active process better. The first level is called Remembering, it is the stage of thinking process. In this level, the students are required to recognize or recall their knowledge from memory to produce definitions, facts, or lists, or recite or retrieve material in order to answer the questions in this level. The second level is called Understanding, which shows that the students understand what they have read. To answer the questions in this level, the students are expected to explain ideas or concepts, interpret, summarize, paraphrase, and classify the information from the text they have read. The third level is called Applying. In this level of question the students are asked to use information in another familiar situation to give the answer. The forth level is Analyzing. To answer this level of question, the students need to break information into parts to understand the text. The fifth level is called Evaluating. In this level of questions, the students are required to make judgment based on criteria and standards through checking and critiquing to give the answer. The sixth level which is the highest level of cognitive is called Creating. In this level, the students will put element together to form a coherent or functional whole to make new ideas, products, or ways of viewing things.

Table 2.4 Verbs and Sample Questions Based on Bloom's Revised Taxonomy
Adapted from Anderson & Krathwohl (2001)

Levels	Keywords	Sample questions/ statements
Remembering	choose, define, find, how, label, list, match, name, omit, recall, relate, select, show, spell, tell, what, when, where, which, who, why	What do you remember about...?, How would you define...?, How would you identify...?, How would you recognize...?, What would you choose...?, Describe what happens when..., How is (are)...?, Where is (are)...?, Which one ...?, Who was...?, Why did...?, What is (are)...?, When did...?, How would you outline...?, List the... in order.
Understanding	classify, compare, contrast, demonstrate, explain, extend, illustrate, infer, interpret, outline, relate, rephrase, show, summarize, translate	How would you compare...?, Contrast...?, How would you clarify the meaning...?, How would you differentiate between...?, How would you generalize...?, How would you express...?, What can you infer from...?, What did you observe...?, How would you identify...?, How can you describe...?, Will you restate...?, Elaborate on..., What would happen if...?, What is the main idea of ...?, What can you say about...?
Applying	apply, build, choose, construct, develop, experiment with, identify, interview, make use of, model, organize, plan, select, solve, utilize	What actions would you take to perform...?, How would you develop... to present...?, What other way would you choose to...?, What would the result be if...?, How would you demonstrate...?, How would you present...?, How would you change...?, How would you modify...?, How could you develop...?, Why does...work?, How would you alter...to...?, What examples can you find that...?, How would you solve...?
Analyzing	analyze, assume, categorize, classify, compare, conclusion, contrast, discover, dissect, distinguish, divide, examine, function, inference, inspect, list, motive, relationships, simplify, survey, take part in, test for, theme	How can you classify... according to...?, How can you compare the different parts...?, What explanation do you have for...?, How is ... connected to...?, Discuss the pros and cons of..., How can you sort the parts...?, What is the analysis of...?, What can you infer...?, What ideas validate...?, How would you explain...?, What can you point out about...?, What is the problem with ...?, Why do you think...?
Evaluating	agree, appraise, assess, award, choose, compare, conclude, criteria, criticize, decide, deduct, defend, determine, disprove, estimate, evaluate, explain, importance, influence, interpret, judge, justify, mark, measure, opinion, perceive, prioritize, prove, rate, recommend, rule on, select, support, value	What criteria would you use to access...?, What data was used to evaluate...?, What choice would you have made...?, How would you determine the facts...?, What is the most important...?, What would you suggest...?, How would you grade...?, What is your opinion of...?, How could you verify...?, What information would you use to prioritize...?, Rate the..., Rank the importance of..., Determine the value of...
Creating	adapt, build, change, choose, combine, compile, compose, construct, create, delete, design, develop, discuss, elaborate, estimate, formulate, happen, imagine, improve, invent, make up, maximize, minimize, modify, original, originate, plan, predict, propose, solution, solve, suppose, test, theory	What alternative would you suggest for...?, What changes would you make to revise...?, How would you explain the reason...?, How would you generate a plan to...?, What could you invent...?, What facts can you gather...?, Predict the outcomes if..., What would happen if...?, How would you portray...?, Devise a way to..., How would you compile the facts for...?, How would you elaborate on the reason...?, How would you improve...?

Since some same verbs are used in the different levels of questions such as 'Choose' found in Remembering, Applying, Evaluating, and creating, there are the different clarification among each level. In Remembering, 'choose' refers to choosing

the answer based on the information found in the reading. In Applying, 'choose' refers to choosing the way to apply the information from the reading text to the readers' situations. In Evaluating, 'choose' refers to choosing the side of your opinion to make a judge toward the reading text, and in Creating, 'choose' refers to making change of information from the text to create something in a new way.

Bloom's revised taxonomy (Anderson & Krathwohl, 2001) was a helpful framework to help teachers plan and deliver appropriate instruction, design valid assessment tasks and strategies, and ensure that instruction and assessment are aligned with the objectives.

2.7 Previous studies on textbook and test analyses

2.7.1 Textbook analysis

Some research studies that related to this study are as follows. Sunggingwati (2003) studied reading questions of junior high school English textbooks. This study aimed to investigate how much the reading questions in the textbooks of "Let's Learn English" 1, 2, and 3 for junior high school students have been constructed to comprehend the texts. All the questions in each topic from the textbook were used as the data analysis for the study. The total reading questions were 338 which consisted of 96 questions from "Let's Learn English 1", 127 questions from "Let's Learn English 2", and 115 questions from "Let's Learn English 3". The instruments used in this study were evaluation sheet of reading questions using Barrett's taxonomy (1968) of reading comprehension (literal, inferential, evaluation, appreciation), and evaluation sheet of sequence patterns of reading questions. The result of the study showed that "Let's Learn English" 1, 2, and 3 do not present all reading comprehension levels based on Barrett's taxonomy (1968). Only literal, inferential, evaluation levels appeared in the textbooks. In "Let's Learn English 1", literal level was the highest portion with 73.6%, followed with inferential (23.61%), and evaluation (1.04%). Likewise, "Let's Learn English 2 and 3" also had the highest portion in literal, inferential, and evaluation levels respectively. Therefore, the finding showed that the textbooks required the students to recall the information from the text rather than producing higher thinking level to answer questions. However, the researcher suggested that to help the students be more active learners the teachers

should introduce appreciation level of questions to improve the students' higher thinking skill since the absence of appreciation level in the textbooks.

Sidek (2012) did a study on EFL textbook analysis. The purpose of the study was to determine how well a national mandated Malaysian EFL Upper Secondary textbook prepared upper secondary students for tertiary reading in English. The data were in a form of comprehension reading passages in 5 selected EFL textbooks. Reading instrument design in the EFL textbook was analyzed in term of types and the grade-level length of passages. This study added to Richards and Rodgers' (2001) model the analyses of the types and length of reading passages found in the Malaysian form 5 EFL secondary textbook. However, for reading comprehension passages, there were no specific guidelines on the selection in terms of types and length of passages that should be included in the textbook. Hence, it was up to the researcher's discretion in determining the types and lengths of passages as long as the passages conform to the themes specified in the Form 5 English Language Curriculum Specifications document. The total passages were 36. The study found that 23% of the passages were narrative passages (63.9%) and 13 were expository passages (36.1%). A finding seemed to be in contrast to the aim of preparing students to read texts in content areas, which are primarily expository texts. In term of length, the mean passage length for the narrative type was approximately 312 words while the mean length for the expository passages was about 540 words.

The analysis of reading comprehension questions in English textbooks of senior high school in Padang done by Fitria et al. (2014), they aimed to examine the forms and levels of reading comprehension questions in the textbooks, and to find the relationship between forms of reading comprehension questions and levels of reading comprehension question in textbooks. The research materials are two textbooks: English Texts in Use, and Look Ahead. The first textbook consists of 13 topics, and the second one consists of 7 topics. This study used Barrett's taxonomy (1968) for analysis. 244 questions in "English Texts in Use" and 145 questions in "Look Ahead" were analyzed. The study found that reading comprehension questions in "English Texts in Use" and "Look Ahead" cover four levels of reading comprehension questions as follows: Literal, Inferential, Evaluation, and Appreciation. The lowest level of reading comprehension which is literal is more dominant in "Look Ahead"

while the higher levels which are Inferential, Evaluation, and Appreciation are dominant in “English Texts in Use”.

Herdiyani (2014) studied on genre analysis on reading passages of English textbook “English in Focus” based on the school-based curriculum. The research aimed to find out whether the genre of reading passage of English textbook “English in Focus” which is published by National Education Department covered the demands recommended by the School-Based Curriculum. Types of genre for the third of Junior High School level were procedure text, report text, and narrative text. In this textbook, there were 11 reading passages which were divided into 4 procedure texts, 5 report texts, and 2 narrative texts. The instrument used in this research was a worksheet designed by Mark Anderson & Kathy Anderson. The reading passages were evaluated by checklist sign, analyzed the characteristic of each genre, and compared them to the genres in the school based curriculum. The result showed that the “English in Focus” textbook presented all genres recommended by the School-Based Curriculum and also the characteristics of each genre (social function, generic structure, and grammatical features) but the distribution of the characteristics did not spread up well in all reading passages of “English in Focus” textbook.

In conclusion, from the previous studies on English textbook analysis, in terms of type of reading passages and the length of the passages using Richards & Rodgers’ model(2001), and genre of reading passages using a worksheet designed by Anderson & Anderson (2003) found that all genres of reading passages required in the Curriculum found in the textbooks. For levels of reading questions using Barrett’s taxonomy (1968) found that the levels of reading questions were lower levels.

2.7.2 Test analysis

There are some research studies on tests analysis as follows. Khorsand (2009) studied cognitive levels of questions used by Iranian EFL teachers in advanced reading comprehension tests. The aim of the study was to examine the cognitive levels of questions used in advanced reading comprehension tests by Iranian EFL teachers. In this study, 20 teachers participated and 215 questions were categorized based on Bloom’s taxonomy. These 20 teachers collected a sample of 215 questions based on two advanced reading comprehension texts. After the required data had been collected, the questions of each test were categorized according to Bloom’s taxonomy (1956)

from low levels to higher levels as follows: Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation. The result showed that most dominant question types was the Knowledge level (54.21%), followed by Comprehension level (38.74%). On the other hand, the higher levels which are Analysis, Synthesis, and Evaluation are 0.47%, 2.33% and 1.39% respectively. From the result, it can be assumed that Iranian EFL teachers mainly teach and test the students in the lowest cognitive levels.

Similarly, Lan & Chern (2010) studied on using revised Bloom's taxonomy (2001) to analyze reading comprehension questions on the SAET (Scholastic Achievement English Test) and the DRET (Department Required English Test) in Taiwan. This study aimed to examine the cognitive process levels and knowledge types on English reading comprehension tests of college entrance examinations from years 2002-2006. The data sources for analysis were reading passages and comprehension questions in SAET and DRET years 2002-2006. Normally, a reading comprehension test consisted of three to four passages with three to five items as a set of questions for each passage. Thus, the total reading passages were 36 and 140 for comprehension items which was 77 items in the SAETs and 63 items in DRETs. Bloom's taxonomy (2001) was used as an instrument to analyze the reading comprehension test items. The study showed that in SAETs from years 2002-2006, 45.5% were in Remember Factual Knowledge, which was the most frequent type of questions in the test. It revealed that around half of the items tended to test the students' abilities to recognize information from the articles, the students had read, while one third of test items aimed to test the ability to understand some specific details from the text. Likewise, the study showed that in DRETs years 2002-2006, the most frequent questions types found was Remember Factual Knowledge (36.5%), follow by Understand Factual Knowledge (36.5%), Understand Conceptual Knowledge (15.9%), and Analyze Conceptual Knowledge (9.5%). In the same way to SAET, it aimed to measure the students' abilities to understand facts, but less focus on analytical skills. The result revealed that most of the test items are mainly measuring the two lowest levels of Bloom's taxonomy, and higher levels were less measured.

In conclusion, the researchers above, similarly, found that reading questions in the tests focused on measuring the students at lower levels. Based on the Bloom's taxonomy, most reading questions are in knowledge (remembering) and

comprehension (understanding) levels, which required the students to recall and understand the information in the text.

2.7.3 Textbooks and tests analysis

Jivavoranum (2016) studied reading genres and questions in Thai and English textbooks for O-NET examinations. The purposes of the study were to investigate the dominant types of reading texts and questions in English textbooks, English O-NET and GAT (General Aptitude Test) examinations. Textbooks used for analyzing were ICON 2, Mega Goal 2, Moving up Critical Reading 2, Reading Adventures with Writing 2, and Weaving it Together 2. Those textbooks were used by grade 11 Thai students. The test papers selected for analyzing were grade 12 O-NET examinations in academic years of 2008-2010, and GAT exam papers from 2009-2010. From the textbooks, the total number of reading passages is 76 and 635 questions. While from the paper tests, there were 21 reading passages and 123 questions. Derewianka's (1990) was used as a framework for analyzing text, while Nuttall's taxonomy (1982) was adopted for the reading questions analysis. The study found that two dominant types of reading texts in five textbooks were Information Report and Recount. The two dominant types of questions found in five textbooks were Literal Comprehension and Personal Response Questions. Moreover, questions in Reorganization, Inference, and Evaluation were less found. The dominant genres found in the five examinations were Information Report and Instruction. Recount and Instruction texts found more frequently than Argumentative and Narrative texts. However, the most dominant type of questions in five examinations was Reorganization Question. Nevertheless, Literal Comprehension Questions found in the examination was still high comparing to other types of questions. The examinations were conducted in the form of multiple choice questions which gave the students the chance to guess the answers without thinking or interpreting the messages of the texts.

Klanawong (2017) studied the reading questions in high school English textbooks and national tests in Thailand. The purpose of the study was to find the connection between reading questions in the tests and in the textbooks. Textbooks used to analyze the dominant type of questions were six of Matthayom six textbooks (i.e. Bridge 6, Elevator 3, English Explorer 3, Learning Icon 3, Success 3, and Upstream 6). Test papers used to analyze the dominant types of questions in the test

were O-NET, GAT (General Aptitude Test), and GET (General Education Test). The O-NET was from years 2011-2013. GAT (General Aptitude Test) was from years 2011-2012. GET (General Education Test) was from years 2011-2012. There were 889 questions from the textbooks and 201 questions from the tests were analyzed. Barrett's taxonomy (1968) was used as a data analysis tool. The study showed that Inferential Comprehension was dominant in the tests, but Literal Comprehension was dominant in the textbooks. O-NET and Upstream 6 had the same ratio of high-order to low-order questions. In the text, Evaluation was found for 10%, while Appreciation was only 2%. However, Evaluation and Appreciation type were 12.5% in Upstream 6 and 31% in Icon 3 which was similar to GET (19%).

From the previous studies, many researchers did the studies on analysis of the textbooks and the tests, but only few of them studied the relationship between textbooks and the tests in terms of reading texts and levels of questions. The previous studies used the Barrett's taxonomy (1968) and Nuttall's taxonomy (1982) for levels of reading question analysis, and Derewianka's taxonomy (1990) for text type analysis for their study framework, however, those taxonomies were not suitable for analysis the levels reading texts in this study. Therefore, the researcher adopted the Bloom's revised taxonomy (2001) instead.

The next chapter will provide source of data, research framework, research procedure, data collection, and data analysis of this study.

CHAPTER 3

METHODOLOGY

This chapter discusses source of data, research framework, research procedure, data collection, and data analysis.

3.1 Source of data

Team Up in English 1-3 textbooks and grade 9 English O-NET tests years 2014-2016 are the main source of data to be explored.

3.1.1 Textbooks

For this study, the “Team Up in English” 1-3 student’s books were analyzed because they were mostly used among the schools in the CEO Namkiang school-network area. Team Up in English 1-3 Textbooks were written by A. Smith, J. Cattunar, F. Kavanagh, C.L. Moore, and C.E. Morris, E.Canaletti published by Eli Publishing for students Grade7-9. Each textbook consists of 12 units. Only the reading sections accompanied by a comprehension questions were analyzed in terms of text types, which also included the levels of reading questions, tenses and aspects, and parts of speech (Nouns, Verbs, and Adjectives) found in the reading passages.

3.1.2 O-NET Test papers

The English O-NET examinations (2014-2017) designed by the National Institute of Educational Testing Service were used in this study for an investigation of the level of reading questions and text types.

3.2 Research Framework

The table below shows the framework of NSW Government Education (2011) for this study.

Table 3.1 Framework for Text Types Analysis based on NSW Government Education (2011)

Factual text type	Purpose	features	Examples
Factual description	Describes a place or thing using facts	<ul style="list-style-type: none"> - begins with an introductory statement -systematically describes different aspects of the subject - may end with a concluding statement 	Landscape descriptions
Factual recount	Retells events which have already happened in time order	<ul style="list-style-type: none"> - begins with an background information who, when, where - describes the series of events in time order - may end with a personal comment 	Historical report
Information report	Classifies, describes and gives factual information about people, animals, things or phenomena	<ul style="list-style-type: none"> - begins with a general classification or definition - lists a sequence of related information about the topic - ends with a concluding comment 	Facts about whales
Procedure	Gives instructions on how to make or do something	<ul style="list-style-type: none"> - begins with a statement of goal (could be the title) - lists materials needed in order of use - gives a series of steps (instructions) in order - each instruction begins with a verb in the present tense 	Recipes Instructions Manual
Procedural recount	Tells how something was made or done in time order and with accuracy	<ul style="list-style-type: none"> - begins with a statement of what was made or done - tells what was made in order - written in the past tense 	Documentaries Retelling a science experiment and its results
Explanation	Explains how or why something happens	<ul style="list-style-type: none"> - starts by naming the topic - describes items related to the topic in their right order - explains how the items relate to each other and to the topic - may end with a concluding statement 	The life cycle of butterfly How gears work Labeled diagrams

Table 3.1 Framework for Text Types Analysis based on NSW Government Education (2011) (Continued)

Factual text type	Purpose	features	Examples
		<ul style="list-style-type: none"> - may include visual images, e.g. flowcharts and diagrams, which support what is written in words - written in the present tense 	Flowchart
Exposition	Gives reasons for a point of view to try and convince others of it	<ul style="list-style-type: none"> - begins with a sentence that gives a point of view on a topic - lists the arguments giving reason and evidence for them - uses convincing language e.g. 'will damage' instead of 'may damage' 	A team's argument for a debate
Discussion	Gives different points of view in order to make an informed decision	<ul style="list-style-type: none"> - begins with some background information leading to the issue - lists argument for and against, giving evidence for different points of view - conclusion might sum up both sides or recommend one point of view 	Should cars be banned from the inner city?

From the text types above in Table 3.1, they can be categorized into two main text types as follows.

Real textual paragraph refers to the reading texts in the 9th grade English O-NET tests (2014-2017) and Team Up in English 1-3 written in a form of paragraph contained sentences to convey the information of the reading texts.

Visual discourse refers to reading texts in the 9th grade English O-NET tests (2014-2017) and Team Up in English 1-3 constructed in form of diagrams, timetables, and labels to convey the information of the reading texts.

The table below shows the framework of Bloom's revised taxonomy (2001) for this study by Anderson & Krathwohl (2001).

Table 3.2 Framework for Levels of Reading Questions Analysis based on Bloom's revised taxonomy (2001) by Anderson & Krathwohl (2001)

Levels	Keywords	Definitions
Remembering	choose, define, find, how, label, list, match, name, omit, recall, relate, select, show, spell, tell, what, when, where, which, who, why	Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers.
Understanding	classify, compare, contrast, demonstrate, explain, extend, illustrate, infer, interpret, outline, relate, rephrase, show, summarize, translate	Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas.
Applying	apply, build, choose, construct, develop, experiment with, identify, interview, make use of, model, organize, plan, select, solve, utilize	Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.
Analyzing	analyze, assume, categorize, classify, compare, conclusion, contrast, discover, dissect, distinguish, divide, examine, function, inference, inspect, list, motive, relationships, simplify, survey, take part in, test for, theme	Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations.
Evaluating	agree, appraise, assess, award, choose, compare, conclude, criteria, criticize, decide, deduct, defend, determine, disprove, estimate, evaluate, explain, importance, influence, interpret, judge, justify, mark, measure, opinion, perceive, prioritize, prove, rate, recommend, rule on, select, support, value	Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria.
Creating	adapt, build, change, choose, combine, compile, compose, construct, create, delete, design, develop, discuss, elaborate, estimate, formulate, happen, imagine, improve, invent, make up, maximize, modify, original, originate, plan, predict, propose, solution, solve, suppose, test, theory	Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.

3.3 Research Procedure

To analyze the major levels of reading questions in the O-NET tests and textbooks, Bloom's taxonomy (2001) was adopted while to analyze the types of reading texts in the O-NET tests and textbooks the framework of NSW Government Education (2011) was used. In order to analyze the tenses and aspects of the reading passages in the tests and the textbooks, 12 English tenses and aspects of Haccuis

(2002) was used. To analyze the words in the tests and textbooks, the Textalyser program was used as tool. However, to find inter-rater reliability on the levels of reading questions and reading text types, three inter-raters were asked to rate them. They are the professors in the field of Teaching English, Faculty of Liberal Arts at Ubon Ratchathani University.

3.4 Data collection

The text types in Team Up in English 1-3 were collected from the reading passages appeared in the reading sections only. The total number of reading passages was 66 passages. While the text types in the O-NET tests (2014-2017) were collected from the reading sections as well. The total number of reading passages was 21 passages. As part of the analysis of the text types the researcher also looked into how the tenses and aspects as well as the three major types of parts of speech were used as they laid a basic foundation for a reading comprehension.

The tenses and aspects found in Team Up in English 1-3 were collected from each sentence of the reading passages in the reading sections. The total number of sentences was 1,396 sentences. The tenses and aspects in O-NET tests (2014-2017) were also collected from the reading sections. The total number of sentences was 204 sentences.

Words in Team Up in English 1-3 were collected from the reading passages in the reading section. The total number of words was 6,147. Words in O-NET tests (2014-2017) were also collected from reading passages in the reading section. The total number of words was 1,183.

Moreover, the reading questions in Team Up in English 1-3 were collected from the reading sections. The total number of reading questions was 416 questions. Similarly, the reading questions in the O-NET tests (2014-2017) were collected from the reading sections. The total number of reading questions was 65 questions.

Table 7 shows the number of reading texts and reading questions in Team Up in English 1-3 as follows.

Table 3.3 The Number of Reading Texts and Reading Questions in Textbooks

Textbooks	Reading Texts	Reading Questions
Team Up in English 1	12	87
Team Up in English 2	16	102
Team Up in English 3	38	227
Total	66	416

Table 3.3 shows the number of reading texts and reading questions in O-NET tests (2014-2017) as follows.

Table 3.4 The Number of Reading Texts and Reading Questions in O-NET Tests

O-NET Tests	Reading Texts	Reading Questions
O-NET 2014	6	15
O-NET 2015	5	15
O-NET 2016	5	15
O-NET 2017	5	20
Total	21	65

The type of reading texts and levels of reading questions were analyzed by three inter-raters. The reading texts from Team Up in English 1-3 and the O-NET tests (2014-2017) were sent with the framework of NSW to the three inter-raters for data analysis, as well as the reading questions from Team Up in English 1-3 and the O-NET tests (2014-2017) were sent with the Bloom's revised taxonomy to three inter-raters for data analysis. After receive the text type analysis and levels of questions analysis from the three inter-raters, the data were analyzed and calculated into percentages.

3.5 Data analysis

All data were categorized and calculated in percentage for the analysis and discussion. The Textalyser program was used as a tool to analyze the part of speech in this section. The differences and similarities of text types, levels of questions, tenses and aspects, and words' parts of speech found between textbooks and O-NET

examinations were reported at the end of each data. The research is quantitative in nature.

The next chapter will demonstrate the results of the investigation.

CHAPTER 4

RESULTS

This chapter aims to answer two research questions: 1) What text types can be found in the Grade 9 English O-NET tests (2014-2017) and Team Up in English 1-3? How similar and different? 2) What levels of reading questions can be found in the Grade 9 English O-NET tests (2014-2017) and Team Up in English 1-3? How similar and different? The result of Grade 9 English O-NET tests (2014-2017) and Team Up in English 1-3 textbooks concerning the text types and reading questions, including words and tenses found in the reading texts are presented below:

4.1 Text Types in the Grade 9 English O-NET tests and Team Up in English 1-3

To answer research question 1, “What text types can be found in the Grade 9 English O-NET tests (2014-2017) and Team Up in English 1-3?, the reading comprehension passages in Grade 9 English O-NET tests (2014-2017) and Team Up in English 1-3 were categorized into text types to find the similarities and differences. Moreover, tenses and aspects, and parts of speech (nouns, verbs, and adjectives) in the reading texts were investigated as well.

All data were put into the form of table. Table 4.1 shows the examples of analyzing reading passages.

Table 4.1 Examples of Analyzing Reading Passages in Team Up in English 1-3

No.	Location	Reading Passage	FD	FR	IR	Pr	PrR	Epl	Epo	Di
1	Team Up 3, p.8	Fancy a bite to eat? In Newcastle you can find everything from the most exclusive Michelin star restaurants to the cheapest takeaways and cafes. Fancy a Mexican meal? To taste the best, hottest fajitas, go to Fernandez in Bean Street. Somewhere to eat a tender T-bone steak? 151 is the place for you because they only serve top quality local meal. It's at 151 Maxwell Road.	-	-	✓	-	-	-	-	-

Table 4.1 Examples of Analyzing Reading Passages in Team Up in English 1-3
(Continued)

No.	Location	Reading Passage	FD	FR	IR	Pr	PrR	Epl	Epo	Di
2	Team Up 3, p.12	Starbucks or Little Bettys? Do English people really drink a lot of tea? Or is the coffee bar trend taking over? I went to York in the north of England to find out which is the most popular....So, which is the most popular: Starbucks or Little Bettys? It's impossible to say. But it's great to have the choice!	-	-	-	-	-	-	-	✓
3	Team Up 3, p. 22	Safari competition...the first stop on our virtual safari is Mexico to see thousands of cute dolphins in the Pacific Ocean. The next destination is Brazil and the Amazon rainforest to look for 1 ____: you have to look very carefully because the jaguar is well camouflaged. Then, you visit Antarctica and the 2 ____ ..Well, that was the last stop on our virtual tour. Do you have all the answer? Call us on 146 258 for your chance to win.	-	-	-	✓	-	-	-	-
4	Team Up 3, p. 113	The House of Lords. The house of Lords is made up of around 750 members. They are not elected but most of them are recommended by the Prime Minister and other special commissions, and then appointed by the Queen.	✓	-	-	-	-	-	-	-
5	Team Up 2, p. 38	Long Way Round. Ewan McGregor is a Scottish actor. He was born on 31 st March 1971 in Crieff, Scotland. 'When I was a teenager my favorite subject at school was drama. In 1988 I attended the Guildhall School of Music and Drama where I studied drama for 3 years.'	-	✓	-	-	-	-	-	-
6	Team Up 1, p. 28	Milk, Yogurt, Cheese Group. This group gives you calcium. You need calcium to have strong teeth and bones.	-	-	-	-	-	✓	-	-
7	Team Up 1, p. 46	He's tall and slim. He's got short red hair and blue eyes. He's got freckles and a fair complexion. He is very sporty. He likes skiing, cricket, swimming, polo and abseiling.	✓	-	-	-	-	-	-	-

**Table 4.1 Examples of Analyzing Reading Passages in Team Up in English 1-3
(Continued)**

No.	Location	Reading Passage	FD	FR	IR	Pr	PrR	Epl	Epo	DI
8	Team UP 2, p. 110	In 55 BC the Roman general Julius Caesar visited Britain. Caesar tried to invade the country but his army was small and the invasion wasn't successful. In AD 43 the Emperor Claudius returned to Britain with about 40,000 soldiers and invaded the country. He arrived in southern England and conquered Colchester, in the south-east of England.	-	√	-	-	-	-	-	-
9	O-NET 2014, p. 8	Welcome to Bolivia. With tropical rain forests in the north, snowcapped mountains in the west, and the world's largest salt flat in the south. Bolivia has a wide variety of environments. You won't find any beaches there, however. That is because Bolivia is landlocked. Get to know the wildlife, land, and rich culture of this country in South America.	√	-	-	-	-	-	-	-
10	O-NET 2014, p.9	The original of trick-or-treat may have also come from Celtic tradition. Poor children in Britain and Ireland went door-to-door on All Hallows Eve and received food in exchange for the promise of praying for the giver's dead relatives on All Saints Day. This practice was known as "going-a-souling."	-	√	-	-	-	-	-	-
11	O-NET 2015, p. 10	Life is really a beach for these employees at an office in Japan. The sound of waves and the crunch of sand beneath your feet, not quite the sensations you expect to have at the office. But staff at a venture company in Tokyo transformed their workplace in the hope of luring its employees, visitors and potential clients into believing that life can be a beach at work.	-	-	√	-	-	-	-	-
12	O-NET 2016, p.15	Be inventive, step outside the square and let go things that have been holding you back for some time. Let your imagination run wild and trust yourself to take a risk. Conversations with children will be important.	-	-	-	√	-	-	-	-

**Table 4.1 Examples of Analyzing Reading Passages in Team Up in English 1-3
(Continued)**

No.	Location	Reading Passage	FD	FR	IR	Pr	PrR	Epl	Epo	Di														
13	O-NET 2017, p. 13	<p>Do you happen to be reading any books or novels at present? (% answering yes)</p> <table><thead><tr><th>Year</th><th>% answering yes</th></tr></thead><tbody><tr><td>2005</td><td>50</td></tr><tr><td>1990</td><td>35</td></tr><tr><td>1957</td><td>25</td></tr><tr><td>1954</td><td>20</td></tr><tr><td>1952</td><td>15</td></tr><tr><td>1949</td><td>20</td></tr></tbody></table>	Year	% answering yes	2005	50	1990	35	1957	25	1954	20	1952	15	1949	20	-	-	-	-	-	√	-	-
Year	% answering yes																							
2005	50																							
1990	35																							
1957	25																							
1954	20																							
1952	15																							
1949	20																							
14	O-NET 2017, p. 20	Mount Tambora, on Sumbawa Island, Indonesia, erupted in April 1815. It destroyed most of the island's population and its vegetation. Trees were pushed into the sea along with the volcanic ash. Tsunamis caused by the explosion also affected island nearby.	-	-	√	-	-	-	-	-														
15	O-NET 2015, p.7	Michael Perham, who became the youngest person to cross the Atlantic alone when he was 14, set sail from Portsmouth harbor on Saturday, trying to become the youngest person to sail solo around the world.	-	√	-	-	-	-	-	-														
16	O-NET 2016, p. 6	Toyota's new robot glides around like R2-D2 from the Star Wars movies. It is devoted to a single task: picking things up. HSR is short for "human support robot." It comes with a single mechanical arm. It can grasp objects of various shapes and sizes and also pick up smaller items with a tiny suction cup.	-	-	√	-	-	-	-	-														

* FD = Factual Description FR= Factual Recount In= Information Report
Pr= Procedure PrR= Procedure Recount Epl=Explanation Epo=Exposition
Di=Discussion

The examples of reading passages in Table 9 were taken from Team Up in English 1-3 and the O-NET tests (2014-2017) and analyzed based on the framework of NSW Government Education.

Table 4.2 shows the text types found in Grade 9 English O-NET tests (2014-2017).

Table 4.2 Text Types in Grade 9 English O-NET Tests (2014-2017)

Test Year	Total No. of reading passages	Text Types							
		Factual Description	Factual Recount	Information Report	Procedure	Procedure Recount	Explanation	Exposition	Discussion
2014	6	1 16.67%	1 16.67%	1 16.67%	3 50%	-	-	-	-
2015	5	1 20%	1 20%	1 20%	2 40%	-	-	-	-
2016	5	-	-	3 60%	2 40%	-	-	-	-
2017	5	-	1 20%	2 40%	1 20%	-	1 20%	-	-
Total	21	2 9.52%	3 14.29%	7 33.33%	8 38.10%	-	1 4.76%	-	-

Table 4.2 shows 21 text types found in the Grade 9 English O-NET tests (2014-2017). In the year 2014, there were six reading passages. The mostly found text type in this year was Procedure, which made up 50% of all. Factual Description, Factual Recount, and Information Report were found only one time for each, which was only about 17%. In the next year, there were five reading passages, and the most frequency found was 40% of Procedure, followed by Factual Description (20%), Factual Recount (20%), and Information report (20%). In 2016, there were five reading passages. Information Report and Procedure were only two text types that were found in this year. The most text type found in 2016 was Information Report (60%), followed by Procedure (40%). In the year 2017, Information Report was the most text type found in this year with 40%, followed by Factual Recount (20%), Procedure (20%), and Explanation (20%).

In sum, the most frequently found text types in the O-NET tests (2014-2017) was Procedure (38.10%), Information Report (33.33%), Factual Recount (14.29%), Factual Description (9.52%), and explanation (4.76%) respectively. Based on the data, Procedure and Information Report were the only two text types, which could be found in every year from 2014-2017. Explanation could be found only in 2017. However, Procedure Recount, Exposition, and Discussion were never presented in any year of the tests from 2014-2017.

Table 4.3 Text Types in Team Up in English 1-3 Textbooks

Textbook	Total No. of reading passages	Text Types							
		Factual Description	Factual Recount	Information Report	Procedure	Procedure Recount	Explanation	Exposition	Discussion
Team Up in Eng 1	12	4 33.33%	-	6 50%	-	-	2 16.67%	-	-
Team Up in Eng 2	16	6 37.50%	5 31.25%	4 25%	1 6.25%	-	-	-	-
Team Up in Eng 3	38	11 28.95%	8 21.05%	13 34.21%	4 10.53%	-	1 2.63%	-	1 2.63%
Total	66	21 31.82%	13 19.70%	23 34.84%	5 7.57%	-	3 4.55%	-	1 1.52%

Table 4.3 shows the text types found in Team Up in English 1-3 textbooks. In Team Up in English 1, there were 12 reading passages. Most text types found in this textbook were Information Report (50%), followed by Factual Description (33.33%), and Explanation (16.67%). In English Team Up in English 2, there were 16 reading passages. Most frequent text types found in this book was Factual Description (37.5%), followed by Factual Recount (31.25%), Information Report (25%), and Procedure (6.25%) respectively. In Team Up in English 3, there were 38 reading passages. The most text types found in this level were Information Report (34.21%), followed by Factual Description (28.95%), Factual Recount (21.05%), and Procedure (10.53%) respectively. Explanation and Discussion were the least text types found in this book, which were only 2.63% each.

In sum, the text types that could be found in all three textbooks were Information Report (34.84%) and Factual Description (31.82%). As overall pictures of the three textbooks, Factual Recount (19.70%), Procedure (7.57%), Explanation (4.55%), and Discussion (1.52%) were found respectively. However, Procedure Recount and Exposition were not discovered in any textbooks. In Table 4.3, Team Up in English 1 provided the least text types as compared to Team Up in English 2 and 3. However, Team Up in English 3 provided the most variety of text types among these three.

Table 4.4 Comparison between Text Types Found in Grade 9 English O-NET Tests (2014- 2017) and Team Up in English 1-3 Textbooks

Test/ Textbook	Total No. of reading passage s	Text Types							
		Factual Description	Factual Recount	Information Report	Procedure	Procedure Recount	Explanation	Exposition	Discussion
Team Up in Eng 1-3	66	21 31.82%	13 19.70%	23 34.84%	5 7.57%	-	3 4.55%	-	1 1.52%
O-NET 2014-2017	21	2 9.52%	3 14.29%	7 33.33%	8 38.10%	-	1 4.76%	-	-

Table 4.4 shows text types found in the O-NET tests and the Team Up in English 1-3 textbooks. The most text type found in the textbooks was Information Report (34.84%), while Procedure (38.10%) was the most text type found in the tests. The least text type found in the textbooks was Discussion (1.52%), while the least text type found in the tests was Explanation (4.76%).

To answer research question 1, the similarity between the tests and the textbooks was that Factual Description, Factual Recount, Information Report, Procedure, and Explanation were found in both of them. However, Discussion (1.52%) was found only in the textbooks, but was not presented in any tests. Nevertheless, Procedure Recount and Exposition were not found in any tests and textbooks.

To answer the similarities and differences in reading texts between Team Up in English 1-3 and the O-NET tests (2014-2017) in terms of tenses and aspects, and parts of speech (nouns, verbs, and adjectives), the results are shown in Table 4.5 below.

Perfect were found at 32.84% and 7.84% respectively. Present Continuous and Future Simple appeared at the same percentage at 4.41%, followed by Past Perfect (2.94%). The least frequency of tenses and aspects were Present Perfect Continuous and Past Continuous at 0.49%. The similarity of the tests years 2014-2017 was the high percentage of tenses and aspects found in the tests were Present Simple and Past Simple respectively.

The tenses and aspects found in reading passages in Team Up in English 1-3 are showed in table 4.6 below.

Table 4.6 Tenses and Aspects in Reading Passages in Team Up in English 1-3 Textbooks

Text books	No. of sentences	Tenses											
		Present Simple	Present Cont.	Present Perfect	Present Perfect Cont.	Past Simple	Past Cont.	Past Perfect	Past Perfect Cont.	Future Simple	Future Cont.	Future Perfect	Future Perfect Cont.
Team Up 1	263	235 89.35%	19 7.22%	9 3.42%	-	-	-	-	-	-	-	-	-
Team Up 2	301	165 54.82%	-	3 1%	-	126 41.86%	6 1.99%	-	-	1 0.33%	-	-	-
Team Up 3	832	502 60.34%	22 2.64%	40 4.81%	-	237 28.49%	11 1.32%	-	-	20 2.40%	-	-	-
Total	1,396	902 64.61%	41 2.94%	52 3.73%	-	363 26%	17 1.22%	-	-	21 1.50%	-	-	-

Table 4.6 shows tenses and aspects found in reading passages in Team Up in English 1-3 textbooks. The most frequency of tenses found in the Team Up in English 1 was Present Simple with 89.35%, followed by Present Continuous (7.22%), and Present Perfect (3.42%). Similarly with the Team Up in English 2, the most frequency of tenses and aspects was Present Simple (54.82%). Past Simple was secondly most frequency found in this level at 41.86%, while Past Continuous appeared only 1.99% and Present Perfect at 1%. The least frequency of tense and aspect found in Team Up in English 2 was Future Simple (0.33%). In Team Up in English 3, Present Simple was still most frequency found this level. Past Simple was secondly most frequency found at 28.49% in this textbook. Present Continuous started to be appeared again in Team

Up in English at 2.64%, while it did not appear in Team Up in English 2. Moreover, Team Up in English 3 provided more aspects of tenses than Team Up in English 1-2.

To sum up, most frequency of tenses found in all three textbooks was Present Simple (64.61%) and Present Perfect (3.73%). However, Past Simple had higher percentage of frequency of tenses found in textbooks than Present Perfect at 26%, but it was found only in Team Up in English 2-3. Present Continuous did not appear in Team Up in English 2, but it presented in Team Up in English 1 and 3. Moreover, Past Simple, Past Continuous, and Future Simple were not found in Team up in English 1, but they appeared in Team Up in English 2-3.

Table 4.7 Tenses and Aspects Found in Reading Texts in Grade 9 English O-NET Tests (2014-2017) and Team Up in English 1-3 Textbooks

Text Books/ Tests	No. of sentences	Tenses											
		Present Simple	Present Cont.	Present Perfect	Present Perfect Cont.	Past Simple	Past Cont.	Past Perfect	Past Perfect Cont.	Future Simple	Future Cont.	Future Perfect	Future Perfect Cont.
Team Up 1-3	1,396	902 56.38%	41 2.56%	52 3.25%	-	363 22.69%	17 1.06%	-	-	21 1.31%	-	-	-
2014	50	35 2.19%	1 0.06%	3 0.19%	-	8 0.5%	-	-	-	3 0.19%	-	-	-
2015	39	16 1%	1 0.06%	3 0.19%	-	15 0.94%	1 0.06%	-	-	3 0.19%	-	-	-
2016	55	29 1.81%	3 0.19%	6 0.38%	1 0.06%	12 0.75%	-	2 0.13%	-	2 0.13%	-	-	-
2017	60	15 0.94%	4 0.25%	4 0.25%	-	32 2%	-	4 0.25%	-	1 0.06%	-	-	-
Total	1,600	997 62.31%	50 3.13%	68 4.15%	1 0.06%	430 26.88%	18 1.13%	6 0.38%	-	30 1.88%	-	-	-

Table 4.7 shows the tenses and aspects found in the reading texts in Grade 9 English O-NET tests (2014-2017) and Team Up in English 1-3 textbooks. The most frequency of tenses found in both the O-NET tests and the textbooks was the Present Simple, followed by the Past Simple. However, in 2017 the most frequently tense and aspect found was Past Simple. Present Simple was found in Team Up in English 1-3 at 56.38% while in the O-NET tests 2014 at 2.19%, 2015 at 1%, 2016 at 1.81%, and

2017 at 0.94%. The Past Simple was found in Team Up in English 1-3 at 22.69%, while in the O-NET tests 2014 at 0.5%, 2015 at 0.94%, 2016 at 0.75%, and 2017 at 2%. Moreover, for the third frequently tense and aspects found in all the textbooks and O-NET tests (2014-2017) was Present Perfect at 3.25%, 0.19%, 0.19%, 0.38%, and 0.25% respectively. Another tense and aspect found in all textbooks and O-NET tests (2014-2017) was Future Simple at 1.31%, 0.19%, 0.19%, 0.13%, and 0.06% respectively in the low percentages. For Present Perfect Continuous, it was found 0.06% only in the test year 2016, and Past Perfect was found only in the tests year 2016-2017 at 0.13%, and 0.25% respectively. Nevertheless, Past Continuous was found in Team Up in English 1-3 at 1.06% and the O-NET test 2015 at 0.06%, however, they were still in the low percentages.

To find the similarities and the differences in tenses and aspects in the reading texts from the textbooks and the O-NET tests, the results showed that the most frequently tense and aspect found in Team Up in English 1-3 was Present Simple, similar to the O-NET tests (2014-2016). However, the most frequently tense and aspect found in the O-NET test 2017 was Past Simple. The Similarity between Team Up in English 1-3 and the O-NET tests (2014-2017) was Present Continuous, Present Perfect, and Future Simple found in all of them, and Past Continuous was only found in Team Up in English 1-3 and the O-NET test 2015. However, the difference was that Present Perfect Continuous appeared only in O-NET 2016, and Past Perfect was found in only the O-NET tests 2016 and 2017.

In order to answer subsequence of research question 1 “How similar and different?” in term of parts of speech (nouns, verbs, and adjectives), the frequency of top 20 nouns, verbs, and adjectives of each textbook and test in Table 4.8 – Table 4.14 would show the similarity and differences.

Table 4.8 The Frequency of Top 20 Nouns in Team Up in English 1-3 Textbooks

Nouns found in Team Up in English 1-3	Team Up in English 1	Team Up in English 2	Team Up in English 3
	Occurrences	Occurrences	Occurrences
People	7	-	23
School	6	7	9
Year	-	-	8
City	6	6	-

**Table 4.8 The Frequency of Top 20 Nouns in Team Up in English 1-3 Textbooks
(Continued)**

Nouns found in Team Up in English 1-3	Team Up in English 1	Team Up in English 2	Team Up in English 3
	Occurrences	Occurrences	Occurrences
World	-	5	18
Children	6	-	13
Day	22	-	12
London	7	4	-
Romans	-	5	-
House	-	-	19
Food	-	-	19
Town	-	5	-
Online	-	5	-
Name	-	6	-
South	-	5	-
Body	-	-	11
Soap	-	-	10
Plastic	-	-	8
Wind	-	-	8
Dad	-	-	8
Total words	(6 words) 30%*	(9 words) 45%*	(13 words) 65%*

* The percentage came from the number of word occurrence of each book compare to the Top 20 words found in Team Up in English 1-3.

Table 4.8 shows the frequency of top 20 nouns found in Team Up in English 1-3 textbooks. There were only 6 nouns in Team Up in English 1 found in top 20 nouns among the three textbooks. The most frequency noun in Team Up in English 1 found in the top 20 nouns among these three textbooks was 'day' with 22 times occurrences, followed by 'people' and 'London' with 7 times of occurrences each. The total number of nouns found in Team Up in English 1 compared with the top 20 nouns found in Team Up in English 1-3 was 6 with 30%. However, Team Up in English 2 had more occurrences of words than Team Up in English 1. The most frequency noun found in Team Up in English 2 was 'school' with 7 times, followed by 'city' (6 times). The total number of nouns found in Team Up in English 2 in Top 20 nouns among these three books was 9 words with 45%. Team Up in English 3 had the most occurrences of nouns found in the top 20 noun found in Team Up in English 1-3 with 13 words (65%) out of 20. The most frequency noun found in this book was 'people'

with 23 times, followed by 'house' and 'food' with 19 times each. The word 'world' was the third most frequency noun found with 18 times. However, the only one noun that could be found in all three textbook was 'school' which found in Team Up in English 1-3 6 times, 7 times, and 9 times respectively.

In sum, Team Up in English 1 had the least number of nouns found in top 20 nouns found in Team Up in English 1-3, which had only 6 nouns with 30%. Team Up in English 2 had only 9 nouns found in the top 20 nouns found among these three textbooks with 45%, while Team Up in English 3 had the most number of nouns occurred in top 20 nouns found in these three textbooks with 13 words which was 65%.

Table 4.9 The Frequency of Top 20 Verbs in Team Up in English 1-3 Textbooks

Verbs found in Team Up in English 1-3	Team Up in English 1	Team Up in English 2	Team Up in English 3
	Occurrences	Occurrences	Occurrences
Live	6	8	7
Find	3	-	6
Meet	3	3	-
Help	3	-	10
Like	-	6	19
Started	-	3	13
Play	4	4	-
Got	9	4	-
Called	-	6	8
Work	5	-	7
Get	5	6	-
Eat	4	-	7
See	5	-	9
Used	-	-	13
Visited	-	3	-
Hit	-	3	-
Travelled	-	3	-
Should	-	-	11
Invented	-	2	-
Want	-	-	10
Total words	(10 words) 50%*	(12 words) 60%*	(12 words) 60%*

* The percentage came from the number of word occurrence of each book compare to the Top 20 words found in Team Up in English 1-3.

Table 4.9 shows the frequency of top 20 verbs found in Team Up in English 1-3 textbooks. Team Up in English 1 had the least number of verbs among top 20 verbs found in Team Up in English 1-3. There were only 10 verbs (50%) found in Team Up in English 1 among top 20 verbs. The most frequency verb found in Team Up in English 1 was 'got' with 9 times, followed by 'live' (6 times), 'work' (5 times), 'get' (5 times), and 'see' (5 times). Team Up in English 2 had the most occurrences of verbs found in top 20 verbs found in these three textbooks with 12 words (60%). The most frequency verb occurred in this textbook was 'live' with 8 times. Team Up in English 3 had the same number of occurrences of verbs found in top 20 as Team Up in English 2, which was 12 words (60%). The most frequency verb of this textbook occurred in top 20 verbs was 'like' with 19 times, followed by 'used' (13 times), 'started' (13 times), and 'should' (11 times). However, there was only verb from top 20 that appeared in Team Up in English 1-3, which was 'live' with 6, 8, 7 times respectively.

To sum up, Team Up in English 1 textbook had the least number of verbs occurrences in top 20 verbs found in Team Up in English 1-3 with only 10 words (50%). However, Team Up in English 2 and 3 had the same number of verbs occurrences in top 20 verbs found in Team Up in English 1-3 with 12 words which was 60%.

Table 4.10 Top 20 Adjectives in Team Up in English 1-3 Textbooks

Adjectives found in Team Up in English 1-3	Team Up in English 1	Team Up in English 2	Team Up in English 3
	Occurrences	Occurrences	Occurrences
Old	4	3	9
Important	3	2	13
Famous	3	5	7
Million	6	2	10
Many	-	2	18
Great	3	6	-
Every	3	-	6
First	-	3	20
Next	2	-	7
New	-	6	13
Two	-	6	11
Big	4	5	-
Large	3	3	-
Different	4	-	16

Table 4.10 Top 20 Adjectives in Team Up in English 1-3 Textbooks (Continued)

Adjectives found in Team Up in English 1-3	Team Up in English 1	Team Up in English 2	Team Up in English 3
	Occurrences	Occurrences	Occurrences
American	-	-	10
National	-	-	10
Welsh	-	2	-
English	-	2	-
Half	-	2	-
Black	5	-	-
Total words	(11 words) 55%*	(14 words) 70%*	(13 words) 65%*

* The percentage came from the number of word occurrence of each book compare to the Top 20 words found in Team Up in English 1-3.

Table 4.10 shows the frequency of top 20 adjectives found in Team Up in English 1-3 textbooks. Team Up in English 1 had the least number of adjectives occurrences found in top 20 with only 11 words (55%). The most frequency adjective found in Team Up in English 1 was 'million' with 6 times, followed by 'black' (5 times), 'old' (4 times), 'big' (4 times), 'different' (4 times). However, Team Up in English 2 had the most number of adjective occurrences in top 20 with 14 words (70%). The most frequency adjectives in Team Up in English 2 found in top 20 were 'great', 'new', and 'two' with 6 times each. Team Up in English 3 had 13 adjectives, which was 65%, found in Top 20 adjectives found in Team Up in English 1-3. The most frequency adjective in Team Up in English 3 found in top 20 was 'first' with 20 times, followed by 'many' (18 times), and 'different' (16 times). However, there were four adjectives that could be found in all three textbooks which were 'old', 'important', 'famous', and 'million'. Moreover, these four adjective appeared most frequently in Team Up in English 3 with 9, 13, 7, and 10 times respectively.

To sum up, the textbook which had the occurrences of adjectives found in top 20 adjectives of all three textbooks were Team Up in English 2 with 14 words (70%), followed by Team Up in English 3 with 13 words (65%), and Team Up in English 1 with 11 words (55%). However, there were only 4 adjectives which could be found in top 20 of all three textbooks were 'old', 'important', 'famous', and 'million'.

Table 4.11 Top 20 Nouns in Team Up in English 1-3 Textbooks Found in Grade 9 English O-NET Tests (2014-2017)

Top 20 Nouns in Team Up in English 1-3	Word Occurrences			
	O-NET 2014	O-NET 2015	O-NET 2016	O-NET 2017
People	-	-	√ (4 times)	√ (2 times)
School	-	-	-	-
Year	-	-	-	-
City	-	-	-	-
World	√ (2 times)	√ (3 times)	-	-
Children	-	√ (3 times)	-	-
Day	-	-	-	-
London	√ (2 times)	-	-	-
Romans	-	-	-	-
House	-	-	-	-
Food	-	√ (2 times)	√ (2 times)	-
Town	-	-	-	-
Online	-	-	-	-
Name	-	-	-	-
South	-	-	-	-
Body	-	-	-	-
Soap	-	-	-	-
Plastic	-	-	-	-
Wind	-	-	-	-
Dad	-	-	-	-
Percentage of word occurrences	(2 words) 10%	(3 words) 15%	(2 words) 10%	(1 word) 5%

* The percentage came from the number of word occurrence of each text year compare to the Top 20 words found in Team Up in English 1-3.

Table 4.11 shows the number of Top 20 nouns in Team Up in English 1-3 found in Grade 9 English O-NET tests (2014-2017). The data showed that in the O-NET test 2014, there were only two nouns in the tests found in the textbook, which were 'world' (2 times), and 'London' (2 times). Each word occurred 2 times in the test. However, in the O-NET test 2015 the number of nouns found in the test had increased a little bit. There were 3 nouns found which were 'world' (3 times), 'children' (3 times), and 'food' (3 times). In the O-NET test 2016, there were only two nouns found in the test which were 'people' (4 times), and 'food' (2 times). However, in the O-NET test 2017, there was only noun found, which was 'people' (2 times).

In sum, the O-NET test year 2015 had the most frequently nouns found in Team Up in English 1-3 with 20%, while O-NET year 2017 had the least frequently nouns found with 5%.

Table 4.12 Top 20 Verbs in Team Up in English 1-3 Textbooks Found in Grade 9 English O-NET Tests (2014-2017)

Top 20 Verbs in Team Up in English 1-3	Word Occurrences			
	O-NET 2014	O-NET 2015	O-NET 2016	O-NET 2017
Live	-	-	√ (1 time)	-
Find	-	-	-	-
Meet	-	-	-	-
Help	-	-	√ (3 times)	-
Like	√ (1 time)	√ (4 times)	√ (2 times)	√ (1 time)
Started	-	√ (2 times)	-	-
Play	-	-	-	-
Got	-	-	-	-
Called	-	-	-	-
Work	√ (2 times)	-	-	-
Get	-	-	-	-
Eat	-	-	-	-
See	-	-	-	-
Used	-	-	-	-
Visited	-	-	√ (1 time)	-
Hit	-	-	-	-
Travelled	-	-	-	-
Should	-	-	-	-
Invented	-	-	-	-
Want	-	-	√ (2 times)	-
Percentage of word occurrences	(2 words) 10%	(2 words) 10%	(5 words) 25%	(1 word) 5%

* The percentage came from the number of word occurrence of each text year compare to the Top 20 words found in Team Up in English 1-3.

Table 4.12 shows the number of Top 20 verbs in Team Up in English 1-3 found in Grade 9 English O-NET tests (2014-2017). In 2014, there were only two verbs found the textbooks occurred in the test, which were 'like' (1 time), and 'work' (2 times). In 2015, the number of word was the same, but the frequently number of occurrence was higher. There were 'like' (4 times), and 'started' (2 times) in 2015. In

2016, the verbs in the tests found in Top 20 verbs in textbooks were increased in number. There were 5 verbs found, which were 'live' (1 time), 'help' (3 times), 'like' (2 times), 'visited' (1 time), and 'want' (2 times). The total percentage found was 25%, which was the highest. However, in 2017, there was only one verb occur in the test, which was 'like' (1 time).

To sum up, O-NET test year 2016 had the highest in number and frequently of occurrence found in Top 20 verbs in Team Up in English 1-3 with 25%, while in 2017, there was only verb found in the test with 5%.

Table 4.13 Top 20 Adjectives in Team Up in English 1-3 Textbooks Found in Grade 9 English O-NET Tests (2014-2017)

Top 20 Adjectives in Team Up in English 1-3	Word Occurrences			
	O-NET 2014	O-NET 2015	O-NET 2016	O-NET 2017
Old	-	-	-	-
Important	-	-	-	-
Famous	-	-	-	-
Million	-	-	-	-
Many	-	-	-	-
Great	-	-	-	√ (4 times)
Every	√ (1 time)	-	-	-
First	√ (2 times)	-	-	-
Next	-	-	-	-
New	-	-	√ (2 times)	√ (1 time)
Two	√ (1 time)	-	-	√ (2 times)
Big	-	-	-	-
Large	-	-	-	√ (1 time)
Different	-	-	-	-
American	-	-	-	-
National	-	-	-	-
Welsh	-	-	-	-
English	-	-	-	-
Half	-	-	-	-
Black	-	-	-	-
Percentage of word occurrences	(3 words) 15%	0%	(1 word) 5%	(4 words) 20%

* The percentage came from the number of word occurrence of each text year compare to the Top 20 words found in Team Up in English 1-3.

Table 4.13 shows the number of Top 20 adjectives in Team Up in English 1-3 found in Grade 9 English O-NET tests (2014-2017). In 2014, there were three adjectives found in the Top 20 adjective in the textbooks, which were 'every' (1 time), 'first' (2 times), and 'two' (1 time). In 2015, there was no adjective found in Top 20 adjective from the textbook at all. However, in the test year 2016, there was only 'new' (2 times) could find in the Top 20 adjective of the textbooks. In the O-NET test 2017, the number of adjective found in the Top 20 adjectives was increased to 4 words, which were 'great' (4 times), 'new' (1 time), 'two' (2 times), and 'large' (1 time).

In sum, in 2017 adjective could be found the most from the Top 20 adjectives in Team Up in English 1-3 with the highest in number and frequently of word occurrence. While in the test 2015, there was no adjective found in the Top 20 adjective in Team Up in English 1-3.

Table 4.14 Percentage of Parts of Speech (Nouns, Verbs, and Adjectives) in the O-NET Tests (2014-2017) and in Team Up in English 1-3

O-NET test years	Top 20 Words in Team Up in English 1-3		
	Nouns	Verbs	Adjectives
2014	10% (2 words)	10% (2 words)	15% (3 words)
2015	15% (3 words)	10% (2 words)	0%
2016	10% (2 words)	25% (5 words)	5% (1 word)
2017	5% (1 word)	5% (1 word)	20% (4 word)

* The percentage came from the number of word occurrence of each text year compare to the Top 20 words found in Team Up in English 1-3.

To answer subsequence of research question 1 "How similar and different?" in term of parts of speech (nouns, verbs, and adjectives), the study showed that in term of nouns, the test year 2015 had the highest number of nouns found in the textbooks, while in the test year 2014 had the high number of adjectives found in the textbooks. However, in 2016 the number of found verbs in Top 20 words was the highest with 25%, while the percentage of found adjective was the lowest. In the test year 2017, the number of nouns and verbs were quite low in percentage; however, it had the highest

percentage in adjective found in the textbooks with 20%. In sum, the O-NET tests (2014-2017) had found similar words with the words in Top 20 parts of speech (nouns, verbs, and adjectives) in Team Up in English 1-3, except in year 2015 there was no adjective found.

4.2 Levels of reading comprehension questions in the Grade 9 English O-NET tests and Team Up in English 1-3

To answer research question 2, “What levels of reading questions can be found in the Grade 9 English O-NET tests (2014-2017) and Team Up in English 1-3?”, the levels of reading questions in Grade 9 English O-NET tests (2014-2017) and Team Up in English 1-3 were investigated and searched for the similarities and differences.

Data in table 23 shows the examples of analyzing reading comprehension questions.

Table 4.15 Examples of Analyzing Reading Comprehension Questions

No.	Location	Questions	Re	Un	Ap	An	Ev	Cr
1	Team Up 1, p.7	What is his name? Where is he from? How old is he?	✓					
2	Team Up 1, p.28	Give three good reasons for eating fruit.		✓				
3	Team Up 2, p.46	When did Columbus first go to sea? What were the name of the ships Columbus took for his first voyage?	✓					
4	Team Up 2, p.112	Read what Joe and Annie say about where they live. Find: 1. Two differences 2. One thing they have in common				✓		
5	Team Up 2, p.115	When did these historic events take place? Write them on the timeline.		✓				
6	Team Up 3, p.8	Write what you can eat at these restaurants.	✓					
7	Team Up 3, p.94	What did it represent? Why do people tie ribbons and notes to trees?		✓				
8	Team Up 3, p.46	What do you think about this book?					✓	
9	Team Up 3, p.55	Compare and discuss your answer with your partner. Use the prompts to help you.				✓		

Table 4.15 Examples of Analyzing Reading Comprehension Questions
(Continued)

No.	Location	Questions	Re	Un	Ap	An	Ev	Cr
10	Team Up 3, p.66	Read the article again and write other rules for a healthy diet.						✓
11	Team Up 3, p.98	Imagine the story continues. Make up the ending with your friends.						✓
12	Team Up 3, p.113	Which politicians, political events or dates are important for your nation?			✓			
13	O-NET 2014, p.7	In which section of the newspaper is this text likely to be found?				✓		
14	O-NET 2014, p.8	The word 'there' refers to _____		✓				
15	O-NET 2014, p.10	This announcement is for those who _____				✓		
16	O-NET 2015, p.8	How old is Perham now?	✓					
17	O-NET 2015, p.11	The word 'soothing' means that the sound of the waves makes that employee feel _____		✓				
18	O-NET 2016, p.15	In which section of the newspaper is this excerpt likely to be found?				✓		
19	O-NET 2017, p.19	What would be the best title for this passage?				✓		
20	O-NET 2017, p.	How can the patient take this medicine?		✓				

*Re = Remembering

Un = Understanding

Ap = Applying

An = Analyzing

Ev = Evaluating

Cr = Creating

The examples of reading comprehension questions in Table 4.15 were taken from Team Up in English 1-3 and the O-NET tests (2014-2017) and analyzed based on Bloom's revised taxonomy.

Data of levels of reading questions analysis in Grade 9 English O-NET tests (2014-2017) based on Bloom's taxonomy (2001) is showed in Table 4.16 as follows.

Table 4.16 Levels of Reading Questions in Grade 9 English O-NET Tests (2014-2017) Compatibility with Bloom's Taxonomy (2001)

Test years	No. of questions	Level of Questions based on Bloom's Taxonomy (2001)					
		Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
2014	15	7 46.67%	5 33.33%	-	3 20%	-	-
2015	15	9 60%	6 40%	-	-	-	-
2016	15	9 60%	5 33.33%	-	1 6.67%	-	-
2017	20	2 10%	11 55%	1 5%	5 25%	1 5%	-
Total	65	27 41.54%	27 41.54%	1 1.54%	9 13.85%	1 1.54%	-

Table 4.16 shows the reading questions found in Grade 9 English O-NET tests (2014-2017) based on Bloom's Taxonomy (2001). In the 2014 test, there were only three levels of questions found, which were Remembering (46.67%), Understanding (33.33%), and Analyzing (20%) from the most frequency to the least one in year 2014. In the 2015 test, Remembering was the most frequently used questions with 60%, followed by Understanding with 40%. Other levels of questions, which were Applying, Analyzing, Evaluating, and Creating, were not found. In the year 2016, the most frequently found questions were Remembering (60%), followed by Understanding (33.33%) and Analyzing (6.67%). Applying, Evaluating, and Creating did not appear in the test of the year 2016. In the year 2017, there were more various levels of questions, except Creating. The most frequency levels of questions in this year were Understanding (55%), followed by Analyzing (25%), and Remembering (10%). Applying and Evaluating were the least found with only 5% for each.

In sum, the most frequency of levels of questions found were Remembering and Understanding with 41.54% for each. Moreover, only these two levels – Remembering and Understanding could be found in every test from the year 2014-2017. Analyzing is the second most frequently found (13.85%), followed by Applying and Evaluating (1.54%) for each. However, Analyzing, which was the lowest level of high level of questions based on Bloom's taxonomy (2001), was mostly found among the high

levels of questions (13.85%). Nevertheless, Creating which is the highest level of Bloom's taxonomy (2001), did not appear in any test of any year.

Table 4.17 Levels of Reading Questions in Team Up in English 1-3 Textbooks Based on Bloom's Taxonomy (2001)

Textbooks	No. of questions	Level of Questions based on Bloom's Taxonomy (2001)					
		Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
Team Up in Eng 1	87	70 80.46%	17 19.54%	-	-	-	-
Team Up in Eng 2	102	89 87.26%	11 10.72%	-	2 1.96%	-	-
Team Up in Eng 3	227	137 60.35%	42 18.50%	14 6.17%	11 4.85%	21 9.25%	2 0.88%
Total	416	296 71.15%	70 16.83%	14 3.37%	13 3.13%	21 5.05%	2 0.48%

Table 4.17 shows reading questions found in Team Up in English 1-3 textbooks based on Bloom's Taxonomy (2001). In Team Up in English 1, Remembering was the most frequency level found in the textbook with 80.46%, followed by Understanding (19.54%). There were only two levels found in this textbook. These two levels - Remembering and Understanding were considered as low levels of questions. In Team Up in English 2, Remembering was most found with 87.26%, followed by Understanding with 10.78%, and Analyzing with 1.96%. Applying, Evaluating, and Creating were still not found in this textbook. In Team Up in English 3, every level of questions appeared. The most frequency level of questions found was Remembering with 60.35%, followed by Understanding (18.50%), Evaluating (9.25%), Applying (6.17%), Analyzing (4.85%), and Creating (0.88%). The most percentages found were in the levels of Remembering and Understanding - low levels of questions, while the most percentage among high levels of questions was in Evaluating level (9.25%).

To sum up, most level of questions found in Team Up in English 1-3 was Remembering (71.15%), followed by Understanding (16.83%), Evaluating (5.05%), Applying (3.37%), Analyzing (3.13%), and Creating (0.48%). In other word, majority of percentages were in low levels of questions, while in high levels of questions could be found altogether only 8.66%. Evaluating had the highest percentage among high level of questions. The similarity among Team Up in English 1-3 was that

Remembering and Understanding appeared in all of them. However, Analyzing level started to appear in Team Up in English 2-3. Moreover, Team up in English 3 covered every level of questions.

Table 4.18 Comparison between Levels of Reading Questions in Grade 9 English O-NET Tests (2014-2017) and Team Up in English 1-3 Textbooks Based on Bloom's Taxonomy (2001)

Tests/ Textbooks	Level of Questions based on Bloom's Taxonomy (2001)					
	Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
O-NET 2014	46.67%	33.33%	20%	-	-	-
O-NET 2015	60%	40%	-	-	-	-
O-NET 2016	60%	33.33%	-	6.67%	-	-
O-NET 2017	10%	55%	5%	25%	5%	-
Team Up 1-3	71.65%	16.83%	3.37%	3.13%	5.05%	0.48%

Table 4.18 shows the comparison between the reading questions found in Grade 9 English O-NET tests (2014-2017) and Team Up in English 1-3 textbooks based on Bloom's Taxonomy (2001). Remembering was the most frequently found questions in both O-NET tests (2014-2017) and Team Up in English 1-3. From the results, O-NET test years 2015-2016 had high percentage in Remembering (60%) each, which similar to Team Up in English 1-3 (71.65%). Understanding was the second high percentage found in both the O-NET tests and the textbooks. In 2014-2017, Understanding was 33.33%, 40%, 33.33%, and 55% respectively, and there was 16.83% found in the textbooks. Applying was found in quite low percentage in both the tests and the textbooks, which only 20% found in 2014, and 5% in 2017, while only 3.37% were in the textbooks. Similarly to Analyzing, Evaluating, and Creating were found in low percentage in both the O-NET tests and the textbooks. However, there was only in year 2016-2017, which reading questions could be found in Analyzing with 6.67% and 25% respectively, and 3.13% in the textbooks. For Evaluating, it appeared only in year 2017 with 5% and the textbooks with 5.05%. However, Creating did not appear in any text year, but in very low percentage found in Team Up in English 1-3 with 0.48%.

In sum, most levels found both in the tests and the textbooks were in a low level of questions, which were Remembering and Understanding. However, in high levels

of questions, Creating level was not found in any test years, but appeared only in Team Up in English 1-3. However, it was still in the very low percentage.

To answer research question 2, the study found the similarity between the tests and the textbook was Remembering, Understanding, Applying, Analyzing, Evaluating. They were found in both of them. However, Creating was found only in Team Up in English 1-3 but in very low percentage. The most frequency level of reading question found in both of the O-NET tests and Team Up in English 1-3 was Remembering, followed by Understanding. For the O-NET tests the least level found was Evaluating, while in Team Up in English was Creating. However, levels of reading questions of both were in low levels.

Next Chapter will be a discussion of the results in term of the text types and reading questions found in Grade 9 English O-NET tests years 2014-2017 and Team Up in English 1-3 textbooks.

CHAPTER 5

DISCUSSION

The study aims to examine the major reading texts and levels of questions in the O-NET examinations of the year 2014-2017 and Team Up in English textbooks 1-3 to find out if those evident in the textbooks will help prepare students for the test and future's learning.

According to the data, mostly found text types in Team Up in English 1-3 were Information Report and Discussion, and mostly found text types in Grade 9 English O-NET tests (2014-2017) were Procedure and Information Report. Therefore, the similar between these two are Information Report, which mainly aimed to give factual information about people, animals, things, or phenomena in the reading texts. In sum, the most text type found in the textbook was Information Report (34.84%), while Procedure (38.10%) was the most text type found in the tests. For the levels of reading questions, the study showed that levels of reading questions in both textbooks and the O-NET tests were in low levels based on Bloom's taxonomy. Remembering and Understanding were mostly found levels of questions in Team Up in English 1-3, alike the O-NET tests, Remembering and Understanding were mostly found. Since the reading texts contain words and sentences to contribute the sentences, the researcher also took a look at tenses and aspects, and parts of speech (nouns, verbs, and adjectives). The results showed that most tenses and aspects found in both the textbooks and the O-NET tests were Present Simple and Past Simple, which related to the most type of reading texts found in both of them (Information Report, Factual description, and Procedure), since these text types required Present Simple and Past Simple to write the texts. Moreover, for the numbers of words (nouns, verbs, and adjectives) found the O-NET tests (2014-2017), the O-NET test 2015 had the highest number of nouns found in Top 20 nouns in Team Up in English 1-3, while O-NET test 2016 had the highest number of verbs found in Top 20 verbs in Team up in English 1-3, and the O-NET test 2017 had the highest number of adjectives found in Top 20 adjectives in Team Up in English 1-3.

5.1 Text types

To analyze the text types based on the framework of the NSW Government Education (2011), this study found that the most text types found in Grade 9 English O-NET tests (2014-2017) were Procedure and Information Report, while Procedure Recount, Exposition, and Discussion were not present in any year of the tests. The possible reason was that the test writers wanted to focus on Information Report and Procedure based on the Basic Education Core Curriculum B.E. 2551, which focus on Strand 1 (Language for communication), and Strand 2 (Language and culture) for the O-NET tests in this level.

However, the text types found in Team Up in English 1-3 textbooks showed the different results. The most frequency of text types found in the textbooks were Information Report and Factual Description. Since Information Report was found in both the textbooks and the O-NET tests, this text type can help prepare the students in term of form of the texts, sentences structure, and familiarity with the words. There are two main factors, which affect the reading comprehension. The first factor is reader factors include background knowledge, vocabulary, fluency, comprehension strategies, comprehension skills, and motivation. The second factor is text factors include genres, text structures, and text features (Tompkins, 2014).

Therefore, getting familiar with the text type can help prepare the students for the tests. For example, Information Report was most found in the textbook, which aimed to describe and give factual information about people, animals, things, or phenomena. It began with a general classification or definition, listed a sequence of related information about the topic, and ended with a concluding comment. So, the more the students get familiar with the text type, the more they tend to know what to expect from the reading text in the tests.

However, the number of reading passages in the textbooks related to Procedure was still in a lower number if compared to the tests. This showed that the textbooks provided less Procedure text types, such as a timetable, a recipe, a diagram, a label, an instructions, a manual, which were mainly found as the majority of text types in the O-NET tests. The students may face with difficulty in doing the tests on this type of reading passages. Since Exposition and Discussion were less found in both textbooks and tests, the students will lack of experience in exploring the form of their text types,

sentence structures, and words used in the text, which may lead the students to face difficulty doing the next coming tests in the future. Similar to Jivavoranum (2016), found that two dominant types of reading texts in five textbooks were Information Report and Recount. The dominant genres found in the five examinations were Information Report and Instruction. Recount and Instruction texts found more frequently than Argumentative and Narrative texts. Even though, Jivavoranum (2016) did a study in Grade 12, the results showed the similarity to this study. Unlike, Sidek (2012) found that the comprehension reading passages in 5 selected EFL textbooks were mainly narrative passages, which contrast to the aim of preparing the students to read texts in content areas. However, in this study the result was contradict to Sidek (2012) since most frequently text types found in both the tests and the textbooks were Information Report and Factual Description, which aimed to give and explain the information by using facts rather telling the stories. However, the result of this study was quite similar to Herdiyani (2014) that report texts and procedure texts were mainly found in textbooks.

5.2 Tenses and aspects

In the reading passages in the Grade 9 English O-NET tests years 2014-2017, there were 8 aspects of tenses found. The most frequency of tenses used in the tests were the Present Simple and Past Simple, similar to the tenses found in the textbooks. However, in the textbooks – Team Up in English 1-3, there were only 6 aspects of tenses, while the Present Perfect Continuous and Past Perfect appeared only in the tests. This showed that Team Up in English 1-3 did not prepare the students well in Present Perfect Continuous and Past Perfect for the tests, since these two tenses and aspects were not presented in the textbooks. However, there was the low number of sentences in the Present Perfect Continuous and Past Perfect used in the reading passages in the tests.

Since Procedure, Information Report, and Factual Description were the major text types found in both of the tests and the textbooks, the Present Simple was most used in the reading passages to describe the texts based on their nature of feature of text types. Moreover, factual recount was also most found text type in both the O-NET tests and

the textbooks; Past simple tense was frequency appeared in the texts as well according to its nature of feature text type.

5.3 Parts of speech (nouns, verbs, and adjectives)

For the words found in the reading passages in both the O-NET tests and Team Up in English 1-3, only the top 20 of nouns, verbs, and adjectives were analyzed since these three types of content words played the important roles in the comprehension of the reading texts. Since Team Up in English 3 provided the most variety of words among these three textbooks, when it came to the comparison with the Top 20 words (nouns, verbs, and adjectives) found in the O-NET tests, Team Up in English 3 showed the highest percentage in Top 20 words (nouns, verbs, and adjectives) found in the O-NET tests. It showed that Team Up in English 3 could prepare the students well for the tests in term of words variety since it provided the highest number of the same content words found in the O-NET tests. The more same words found in the textbooks and the tests, the more the students can comprehend the text. From the results, Team Up in English 1-3 could prepare the students in terms of nouns and verbs, since they were appeared most in every test year (2014-2017). In the test years 2014-2017, there were five nouns ('people', 'world', 'children', 'London', and 'food'), seven verbs ('live', 'help', 'like', 'started', 'work', 'used', 'want'), and six adjectives ('great', 'every', 'first', 'now', 'two', and 'large') found in Top 20 nouns, verbs, and adjectives in Team Up in English 1-3, which could help the students do well on the test. The O-NET test year 2015 had the most frequent nouns found in Team Up in English 1-3 with 20%, O-NET test year 2016 had the highest in number and frequency of occurrence found in Top 20 verbs in Team Up in English 1-3 with 25%, and in 2017 adjective could be found the most from the Top 20 adjectives in Team Up in English 1-3 with the highest in number and frequency of word occurrence. The result can be inferred to the tendency of words appeared in the test next coming year. According to Cunningsworth (1995), language learning cannot be successful without small tasks like vocabulary. Textbooks can help learners handle with unfamiliar vocabulary that they might predict learning activities need to be analyzed to ensure that they will extend and develop learners' skills in a structure way.

Moreover, according to Fetria et al. (2014), comprehension is the process of understanding words, sentences, and connected text.

5.4 Levels of reading questions

For the level of reading questions found in Grade 9 English O-NET tests (2014-2017) based on Bloom's revised taxonomy (2001), Remembering and Understanding were mostly found in every year of the tests. O-NET test years 2015-2016 had high percentage in Remembering (60%) each, which similar to Team Up in English 1-3 (71.65%), followed by Understanding was the second high percentage found in both the O-NET tests and the textbooks. However, Analyzing was presented in the year 2014, 2016, and 2017, except the year 2015. For Evaluating, it appeared only in year 2017 with 5% and the textbooks with 5.05%. It means that the O-NET tests (2014-2017) mostly provided the reading questions at lower level, and the textbooks were mainly in low levels. However, according to the data, it can be assumed that the test writers tend to provide more high levels of questions at the present years. Still, the low level of reading questions, which were Remembering and Understanding, remained the majority number of the questions in the tests. Similarly to the textbooks, the majority numbers of reading questions were at the Remembering and Understanding levels. According to the results, Team Up in English 3 was the only textbook that presented every level of questions based on Bloom's revised taxonomy (2001). It showed that Team Up in English 3 could help prepare the students to be familiar with the levels of questions in the tests better than Team Up in English 1 and 2.

Based on the analysis of the level of reading questions in the tests and the textbooks in this study, the results were similar to the previous studies, such as Fitria et al. (2014), and Klanawong (2017), which illustrated that most reading questions were at the lower levels, Literal Comprehension and Reorganization, while the higher levels, Inferential, Evaluation, and Appreciation, were the least found reading questions.

Moreover, the results in this study were also similar to Khorsand (2009), Veeravagu et al. (2010), and Lan and Chern (2010)'s works, which showed that most reading questions found were at the low levels which were knowledge (Remembering), and Comprehension (Understanding). On the other hand, the higher

levels of reading comprehension questions, which were Analyzing, Evaluating, and Creating were also found but in the small number. The difference was that, Creating did not appear in the textbook; it appeared only in the tests at very low percentage.

Additionally, the result of this study was also similar to Sunggingwati's study (2003) that the research found that the reading questions in junior high school English textbooks were Literal, Inferential, Evaluation levels based on Barrett's taxonomy (1968). Therefore, the finding showed that the textbooks required the students to recall the information from the text rather than producing higher thinking level to answer question. Similar to the result of this study that most frequently levels found in the tests and textbooks based on Bloom's revised taxonomy (2001) were in low level as well.

On the other hand, the result was contradicted with Saiyasomnut (2012) that some types of questions were never taught in schools or rarely seen in the textbooks. However, the result of this study showed that Team Up in English 1-3 provided all the levels of reading questions based on Bloom's taxonomy (2001).

However, it can be concluded from this study and previous studies that the textbooks and the tests mostly provided the low levels of questions, which did not much help the students to move up their higher thinking skills. The teachers should add supplementary materials with higher levels of questions in order to extend the students' higher critical thinking skills and prepare them for the future study.

CHAPTER 6

CONCLUSION

This chapter presents the conclusion, pedagogical implication, limitations of the study, and suggestions for further study.

6.1 Conclusion

This research study has attempted to find the text types and levels of reading questions found in the Grade 9 English O-NET tests (2014-2017) and Team Up in English 1-3 textbooks. Two research questions were established in order to find out 1) What text types can be found in the Grade 9 English O-NET tests (2014-2017) and Team Up in English 1-3? How similar and different? 2) What levels of reading questions can be found in the Grade 9 English O-NET tests (2014-2017) and Team Up in English 1-3? How similar and different?

The first research question was to find out the text types in reading passages by adopting the framework of NSW Government Education, while the second research question sought to find out the levels of reading questions by adopting Bloom's revised taxonomy (2001) as a framework.

The research found that the most frequency of text types found in the O-NET tests years 2014-2017 was Procedure, which was in the form of timetables, medicine label, and instructions. Moreover, Procedure and Information Report were the only text types that could be found in all three textbooks. In textbooks, Procedure was in a form of giving steps of doing something, recipe, and instructions; while Information Report was in the form of passages that described and gave factual information about people, animals, things, or phenomena. However, the most frequency of text types found in Team Up in English 1-3 was Information Report. Most of the reading texts found both in the tests and the textbooks aimed to describe and gave factual information about people, animals, things, or phenomena.

In the reading passages, Present Simple and Past Simple were the most frequency of tense and aspects found in both O-NET tests and Team Up in English 1-3. Since Procedure and Information Report were most found, present simple tense were needed for contribute the sentences because these two text types required Present simple tense. However, Past simple tense was also found in reading texts in a high percentage since Factual Recount appeared in both the tests and the textbooks. Past simple tense was used to retell events which had already happened in time order in Factual Recount text type.

In term of parts of speech (nouns, verbs, and adjectives), the O-NET tests (2014-2017) had the number of nouns and verbs found in Top 20 nouns, verbs, and adjectives in Team Up in English 1-3, except year 2015, there was no adjective from the test found in Top 20 adjectives in Team Up in English 1-3. In order to find the percentage of the number of word occurrences (nouns, verbs, and adjectives) in the textbooks compare to the O-NET tests, Top 20 words in O-NET tests (2014-2017) was arranged, and the same words found in each textbook were count to find the percentage. In sum, the result showed that in the O-NET test 2014 had the highest percentage of nouns found in Top 20 nouns in Team Up in English 1-3, while the test year 2016 had the highest percentage found adjective in Top 20 words from the textbooks, and the test year 2017 had the highest percentage of adjectives found in the Top 20 adjectives in Team Up in English 1-3.

Additionally, the levels of reading questions found in Grade 9 English O-NET tests years 2014-2017 and Team Up in English 1-3 were Remembering and Understanding. Most found questions in the O-NET tests and the textbooks aimed to ask the students' understanding and finding the answers from the information provided in the reading texts. However, the highest level of questions, which was Creating, was found only in the O-NET but in the low percentage. There was a few questions, which asked the students to put element together to form a coherent or functional whole to make new ideas, products, or ways of viewing things.

6.2 Pedagogical implication

The teachers can make use from the analysis of this study to prepare the students for the O-NET tests the next following years. Since the study showed that Procedure and Information Report were the most found text types in both the O-NET test and the textbooks, the teachers can prepare the students with reading tasks that presented in the form of Procedure and Information Report. However, for the least text types found in the O-NET tests, the teacher can avoid spending too much time teaching on that. Since the teachers make use of this study, they will know the weakness and strength of these textbooks in order to prepare the extra tasks to support their students' learning on reading comprehension through each type of reading text type.

Since Grade 9 students have to take the O-NET tests every year, getting familiar with the type of questions can help them do well on the tests. The teachers can make use from the result of this study by training the students to be familiar with the variety of low level question (Remembering and Understanding) based on Bloom's revised taxonomy. The teachers can train their students to be better at finding the answer from the reading texts, and referring information from the texts, since the most found questions were low level (Remembering and Understanding). Moreover, teachers and students can make use of the result of this study by taking a look at reading questions in the textbooks in order to practice answering the questions, since the O-NET tests and the textbooks both provided most reading questions in low levels. However, teachers also need to be aware of higher levels of questions, since there were some high levels of questions appeared in the O-NET tests such as Analyzing and Evaluating. Therefore, teacher will know what kinds or levels of materials they need to provide to support their students.

Moreover, in order to comprehend the reading text, students need to understand the meaning of the words, and also tenses and aspects to understand the time event of the story. Therefore, students can make use of the frequency parts of speech (nouns, verbs, and adjectives) found in the O-NET tests and the textbooks to prepare themselves for the vocabulary. The students can make use of Top 20 words found in each textbook to remember since they were appeared most in the O-NET tests. For the tenses and aspects, teachers can take the advantages of teaching Present simple, and Past Simple to the class because they were most appeared in the O-NET most

frequently. However, from this research result, teachers know that Past Perfect Continuous, Future Continuous, Future Perfect, Future Perfect Continuous should be less focus when teaching for the O-NET because these tenses and aspects were not presented in any test year from 2014-2017. On the other hand, teachers and students know which words, and tenses and aspects should be focused on to be able to do well on the O-NET tests.

6.3 Limitation of the study

6.3.1 Textbooks

The number of reading texts in the textbooks is limited since there are other parts of language skills. They are used to teach 4 skills.

6.3.2 Tests

Some years of O-NET tests are not allowed for a download. Therefore there were the limitations of the number of the test years.

6.3.3 Generalizability

This study examined only Team Up in English 1-3, which the result may not be able to cover or refer to any other detail in other textbooks.

6.4 Suggestions for further study

6.4.1 Textbooks

The researchers should use a variety of textbooks, not only one series of textbooks for data analysis in order to cover contents as much as possible.

6.4.2 Tests

The O-NET tests should be collected as many years as possible to have the consistency of data and the trend of the tests.

6.4.3 Interview

For the further study, the researchers should interview the teachers and students to receive the data that might affect the result of the study. Doing so will encourage a triangulation of data in this work.

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APPENDICES

Sample of Text Types Analysis in Team Up in English 1-3

4 Skills

Look at the photos of these Young Royals and match them to the texts. Be careful, there is one extra text!

A He's tall and slim. He's got short red hair and blue eyes. He's got freckles and a fair complexion. He's very sporty. He likes skiing, cricket, swimming, tennis and shooting.

B She's got large brown eyes, short red hair and she's got long red hair. She loves the TV series 'The Tudors'.


C He's got blue eyes and short blond hair. He's tall and slim. He's got a fair complexion. He's got a black dog called 'Waggon'. He plays water polo. He likes hamburgers, pasta and fruit salad.

D She's got blonde hair and blue eyes. She's tall. She loves horses.


Writing

Write a short text about a famous person.


She's got short red hair and blue eyes.



Prince William



Zara Phillips



Prince Harry

46


This reading is considered to be **Information Report** because it describes and give factual information about people.

Sample of Text Types Analysis in Team Up in English 1-3

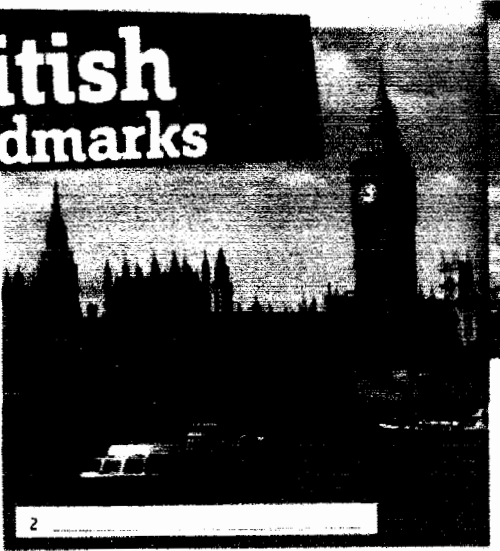
3 Culture Spot

British Landmarks

1 Look at the photographs. Do you recognise these British sites and monuments?



2




2 Read the texts and write the name of the places under the correct photograph.

Choose your tour!

See the sights of London by bus.

It's a fantastic way to see everything and it's great fun too! You can go to see all the best sights you want. You can see most of the places you can see and visit.



Or discover the sights around Britain.

Discover the famous stone circle. Stonehenge. You can see these amazing stones up close and gaze at their size and curious beauty. Why not try a visit of course?

The bus tour starts here at one of the most famous landmarks in London. 130 metres high you need only 10 minutes to see the sights of London from the sky! Thousands of people visit the London Eye every week and they love it!

We all know about Big Ben! The magnificent clock tower stands high above London and it's right next to the Houses of Parliament, where Britain's politicians regularly meet and make important decisions. Do you know that Big Ben is the name of the bell and not the tower?

Finally, how about visiting the Queen? Yes, the final stop on our tour of London is Buckingham Palace, the home and office of Queen Elizabeth II and the Royal Family. When the Queen is at home, the royal flag flies on the top.

Next on the tour is the Cathedral in the south of England. Millions of tourists visit Canterbury Cathedral each year. Walk around the 2000 year old church, meet the Archbishop and experience the tranquility.

122
one hundred and twenty-two

This reading is considered to be **Factual Description** because it describes a place using facts.

Sample of Text Types Analysis in Team Up in English 1-3

1 Culture Spot

Roman Britain

1 Read the text and match A-E on the map to the place names.

A Bath	London
B Chester	C Hadrian's Wall
D Colchester	

In 55 BC the Roman general Julius Caesar visited Britain. Caesar tried to invade the country but his army was small and the invasion was not successful. In AD 43 the Emperor Claudius returned to Britain with about 40,000 soldiers and invaded the country. He arrived in southern England and conquered Colchester in the south-east of England.

Between AD 43 and AD 47 the Romans conquered the whole of southern Britain. They founded London around AD 50 and built a bridge across the River Thames. The Romans also conquered Bath in the south-west of England and Chester in the north-west.

Between AD 75 and 77 the Romans conquered the last tribes in the north of the country, making Britain a Roman colony. In AD 122 the Emperor Hadrian began building a wall between England and Scotland. It is called Hadrian's Wall. You can walk along parts of the wall today. The Romans remained in Britain from AD 43 to AD 410. That's almost 400 years.

Not Tip!

BC means Before Christ. It refers to a date before the birth of Jesus Christ.

AD means Anno Domini in Latin. It refers to a date after the birth of Jesus Christ.

2 Read the text again and tick (✓) T (True) or F (False). Correct the false sentences.

1. Julius Caesar had a small army.	T F
2. Emperor Claudius had about 50,000 soldiers.	
3. The Romans built a bridge in Chester.	
4. Emperor Hadrian did not build a wall.	

3 Now answer the following questions.

1. Where did Emperor Claudius arrive in AD 43?
2. When did the Romans found London?
3. Which city did the Romans conquer in the north-west of England?
4. Where is Hadrian's Wall?

Interesting Fact

The Romans brought elephants to Britain in AD 43 to frighten the native people!

This reading is considered to be **Factual Recount** because it retells events which have already happened in time order.

Sample of Text Types Analysis in Team Up in English 1-3

1 Skills

Reading

(1) Read the article and complete the tables below.

Starbucks or Little Bettys?

Do English people really drink a lot of tea? Or is the coffee bar trend taking over? I went to York in the north of England to find out which is the most popular.



Little Bettys – a traditional English tea room – is small and cosy. It serves hot lunches and snacks, so you can come when you want, but I was interested in the afternoon tea. Tea, sandwiches and scones with strawberry jam and cream. It was busy – a few families, some old ladies and young people – so I spoke to some of them to find out why they come here. 'It's the perfect place to have a break. And they serve a good cup of tea,' said Mrs Riley. 'We come here for the delicious cakes,' two friends told me.



At Starbucks – an American coffee shop – the atmosphere is more international and dynamic. The speciality here is coffee, with a really long list, from a 'half fat decaf' to an 'iced Vanilla Latte'.

I decided to try the 'White Chocolate Mocha' and went to speak to a group of teenagers. 'We always come here, especially after school or on Saturdays,' said Ray. 14. Miles, 13, added, 'I don't really like coffee – but this is the place to hang out.'

Their take-away service is very popular with office workers. Graham, 28, told me, 'I never have breakfast at home now. I just buy a 'Latte' on my way to work.'

So, which is the most popular: Starbucks or Little Bettys? It's impossible to say. But it's great to have the choice!

Little Bettys	
Atmosphere:	
Food / Drink:	
Customers:	

Starbucks	
Atmosphere:	
Food / Drink:	
Customers:	

12 Twelve

This reading is **Discussion** because it gives different point of view in order to make an informed decision.

Sample of Text Types Analysis in Team Up in English 1-3

3 Meet the Natural World

1 Listen to the audio version of the text and complete the table. Then check the route on the map. Don't forget to pack your suitcase! Ready?

Safari competition

Hello everyone and welcome to today's competition! To have the chance to win tickets for a real safari, follow us on this virtual safari around the world. What do you have to do? Just guess the animals you meet in each country. You don't even have to pack your suitcase! Ready?

The first stop on our virtual safari is Mexico to see thousands of cute dolphins in the Pacific Ocean. The next destination is Brazil and the Amazon rainforest to look for (1) you have to look very carefully because the jaguar is well camouflaged.

Then, you visit Antarctica and the (2) They're having fun in the snow, but you have to wear very warm clothes because it's extremely cold.

Your next destination is Rwanda, Africa, to see the (3) You have to be very quiet in front of them. Look for the wrinkles above their noses: the researchers use them to identify the gorillas.

In Northern Russia you see some (4) and they're looking for food. Luckily, you don't have to eat the refrigerated meat offered to the young animals! After this, you travel to India to look for tigers.

Your final destination is the coast of Australia. You have to be really brave now - you're in a cage under the water and the dangerous (5) are swimming around you. Don't panic! You're safe, but just look at those powerful jaws!

Well, that was the last stop on our virtual tour. Do you have all the answers? Call us on 145 256 for your chance to win.

Comprehension

2 Listen again and check.

3 Copy this table in your notebook. In pairs, read the text again and fill in the table.

Country	Animals	You have to
Mexico	dolphins	be quiet in front of them
	gorillas	look carefully

Vocabulary

4 Match the words to the pictures. Then listen and check.

A sleeping bag D walking boots G torch
B insect repellent E mask H compass
C tent F sun cream

22 twenty-two

This reading is **Procedure** because it gives instructions on how to make or do something.

Sample of Text Types Analysis in Team Up in English 1-3

3

11 **1** Here is an article about Joy's experience in the Green Club. Where did she go last summer? Listen, read and find out.

Go Green!

What is the Green Club?
It's an organisation for young people. We're all interested in protecting the environment and saving animals.

Can anyone join the club?
Yes, you have to be over 14. And, of course, you must be green.


What kind of things do you do?
We often clean up local parks and rivers, because we must respect the areas near us. There are also international projects.

For example?
Last summer, I went to a national park in the North of Canada for two weeks to look after some seals.

Was it hard work?
Yes, very hard. But I also had some free time. There was no TV, so I read a lot of books and went hiking.

Did you have to do any special training?
Not really. The organisers gave us a few rules. For example, you mustn't touch the seals and you mustn't feed them too much.

What else can you tell our readers?
Well, on a project you must be ready to work hard and live without modern comforts. But, it's a fantastic experience.



Comprehension

2 Read the article again and answer the questions.

How old do you have to be to join the club?
(1) 14

1. What does the Green Club do?
(2) They often clean up local parks and rivers.

2. Why did Joy go to a national park in Canada?
(3) Last summer, she went to a national park in the North of Canada for two weeks to look after some seals.

3. How long did she go for?
(4) Two weeks.

4. What did she do there in her free time?
(5) She worked very hard. There was no TV, so she read a lot of books and went hiking.

5. Did she have to do any special training?
(6) Not really.

6. What rules did the organisers give?
(7) For example, you mustn't touch the seals and you mustn't feed them too much.

3 Read and complete this short summary of the article. Then in pairs, compare your answers.


Joy is a member of the Green Club. She's interested in protecting the environment and saving (1) animals. They often clean up local parks and (2) rivers.

Last summer, she went to a national (3) park in the North of Canada for two (4) weeks to look after some seals. She worked very hard. There was no (5) TV, so in her free time, she read a lot of (6) books and went hiking.

24 twenty-four

This reading is **Explanation** because it explains how or why something happens.

Sample of Text Types Analysis in Grade 9 English O-NET Tests Years 2014-2017

ข้อสอบ 93 ภาษาอังกฤษ  ข้อ 8


แบบที่ 1 ภาษาไทย 2557

Reading Two

Directions: Read the passage and answer the questions that follow.

Landlocked countries are those that do not have a coastline. They are surrounded by other countries. There are 49 landlocked countries in the world. They are located in all continents except Australia.

This reading is **Factual Description** because it describes a place using facts.

ข้อสอบ 93 ภาษาอังกฤษ  ข้อ 9

แบบที่ 1 ภาษาไทย 2557

Reading Three

Directions: Read the passage and answer the questions that follow.

The people of the world have been using the Internet for many years. It has become a very important part of our lives. We can use it to communicate with others, to learn new things, and to do many other things. The Internet has changed the way we live and work. It has made the world a smaller place. We can now talk to people from other countries as if they were right next to us. We can also find out about anything we want to know. The Internet is truly a wonderful invention.

This reading is **Factual Recount** because it retells events which have already happened in time order.

Sample of Text Types Analysis in Grade 9 English O-NET Tests Years 2014-2017

วิชาไทย 93 การอ่านออก
 วันอาทิตย์ 1 ตุลาคม 2557



หน้า 13

เวลา 13.00 - 14.30 น.

Reading Six

Directions: Read the following passage and answer the first answer. (Questions 27-29)

1. Drive Less

One of the most important things you can do to save the environment is to drive less. Cars do most car pollution. Take to your car only when you really need it. Use public transportation or carpooling.

2. Recycle More

To save money and the environment, recycle. Instead of throwing away old newspapers, magazines, and other paper, take them to a recycling center. Also, recycle old glass bottles and jars. And don't forget to take e-waste to a recycling center. E-waste is a big problem because it can be harmful to the environment.

3. Avoid products with a lot of packaging

When you go shopping, look for products that are better for the environment. Choose products that are made from recycled materials and have less packaging. And when you buy food, choose local farmers' market.

4. Turn off electronic devices

Turn off your phone, TV, and other electronic devices when you are not using them. This will save energy and reduce your carbon footprint. Also, turn off your car when you are not using it. This will save gas and reduce your carbon footprint. Finally, turn off your computer when you are not using it. This will save electricity and reduce your carbon footprint.

This reading is **Procedure** because it gives instructions on how to make or do something.

Sample of Text Types Analysis in Grade 9 English O-NET Tests Years 2014-2017

Reading 4 Items 40-44

The Great Sphinx of Giza in Egypt is a 20.22-meter tall stone figure of a lion with the head of a human. The structure of the Sphinx is cut entirely out of rock. Some people believe that there is a hidden area inside which people can enter, but no one has yet found a way to get in. Many stories have been told about the Great Sphinx as if it were a living creature and had the human qualities of being strong and wise.

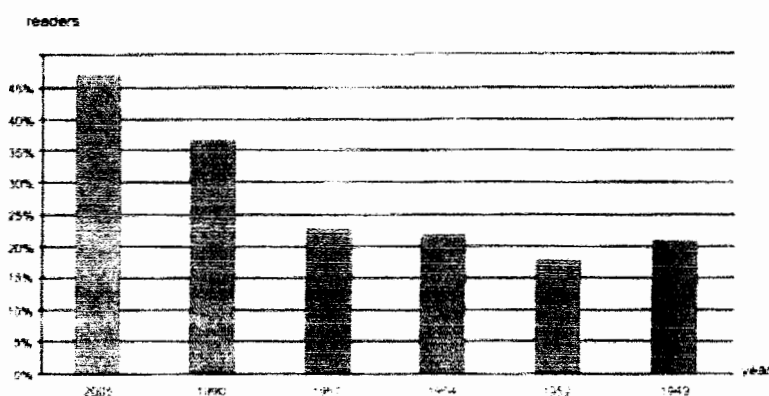
There is one story about a young man who fell asleep next to the Great Sphinx. The man had gone hunting that day and he was tired. As he slept, the man dreamt that he would become the King of Egypt if he cleared away the desert sand that was partially covering the Sphinx.

But the story oddly had no ending. What do you think happened? Did the boy clean the sand away from the Sphinx? Did he become King of Egypt? No one seems to know.

Over time, wind and sand have worn away part of the Great Sphinx's nose as well as other areas. However, it is now being restored to look much like it once did.

This reading is **Information Report** because it describes and gives factual information about things.

Do you happen to be reading any books or novels at present?
(% answering yes)



This reading is **Explanation** because it explains how or why something happens in the form of graph or diagram.

APPENDIX B
THE EXAMPLES OF THE LEVELS OF READING QUESTION
ANALYSIS

**Sample of Levels of Reading Questions from Grade 9 English O-NET tests
years 2014-2017 and Team Up in English 1-3**

31. What is the percentage of readers in the year that has the least readers?
1. More than 20
 2. Less than 15
 3. More than 15
 4. Less than 10
32. What is the trend of percentage of readers from 1952 to 2005?
1. Upward
 2. Downward
 3. Unchanged
 4. Up and down
33. This year is 2016. How many years ago was the question first asked?
1. 49 years
 2. 56 years
 3. 67 years
 4. 76 years

These questions are in **Remembering** level because they require the students to recall the information represented.

40. What is the story mainly about?
1. A lion
 2. An animal
 3. A king
 4. A statue

This question is in **Understanding** level because it asks the students to state the main idea.

**Sample of Levels of Reading Questions from Grade 9 English O-NET tests
years 2014-2017 and Team Up in English 1-3**

2



Shopping?

No, window shopping!

Every Saturday, all over the UK, you can see loads of teenagers in shopping centres and town centres. But are they actually shopping? No, they're window shopping or simply hanging out with their mates. They have a laugh, they watch people and look at the latest trends in clothes and music. They don't normally buy anything, because they don't have enough money.

Why are shopping centres the new place to hang out? Probably because young people don't have other places to go or they don't have other ideas on how to spend their free time. How do you spend your Saturdays?



3



Car boot sales

Have you got a lot of old things? Do you want to sell them? Here's what they do in England. First they fill their car with old things. Then they pay £5 to the organisers of the sale. They drive to the place, usually a field, and then they open their car boot and the sale starts.

Lots of people go to these original markets, because what is old or rubbish for you is a dream object for others.


Yard sales in the USA are similar, but people sell their things from the front of their houses.

OVER TO YOU...

You are going on holiday.
What shops are you going to visit and what are you going to buy? Write a list with your friends.

The questions below the reading are in **Applying** level because they provide the students opportunities to use ideas, or problem solving techniques and apply them to new situations.

**Sample of Levels of Reading Questions from Grade 9 English O-NET tests
years 2014-2017 and Team Up in English 1-3**



Lisa Yee

Lisa Yee was born in Los Angeles. She has written four books about pre-teen life. *Millicent Min, Girl Genius* won an award in 2004.

Millicent Min, Girl Genius

by Lisa Yee

Millicent's 11 years old. She learnt to read when she was three. She started High School when she was only ten and she'll finish school next year. She's very good at Maths but she's hopeless at making friends.

One day, she meets Emily. Emily doesn't know Millicent is a genius. She thinks that Millicent's cool.

So can Millicent make her first friend? Maybe, if she can hide her awards, convince her parents to be silent and remember to behave like an average 11 year old.



'It's official. Emily will be my first overnight guest! I've given my parents instructions on the correct sleepover etiquette:

- *They must be kind, but keep their distance.*
- *They mustn't discuss politics, kiss or dance in front of my guest.*
- *They mustn't mention my intellectual achievements or my academic status.*

Mom and Dad protested, but they accepted my rules in the end. In exchange, I promised to put the dirty dishes in the dishwasher and not in the sink. I also promised not to cut out articles from the newspaper before people read it.

'I'll tell Emily that I'm in high school soon.'

I said to Mom while I was trying to hide my chess trophies into the wardrobe. 'Don't worry. I know exactly what I'm doing.'

OVER TO YOU...

What do you think about this book?

46

forty-six

This question is in **Evaluating** level because it provide the students opportunity to make a judgment.


**Sample of Levels of Reading Questions from Grade 9 English O-NET tests years
2014-2017 and Team Up in English 1-3**

7 Skills

Reading

1 Do you know the TV programme *Grey's Anatomy*? Do you like watching this kind of programme?

2 Read about the job of an important person in a hospital team. Does he enjoy his job?



A DAY IN THE LIFE OF A PARAMEDIC

Have you ever seen the people on the TV show *Grey's Anatomy* who run into the A&E department with a patient on a stretcher and shout numbers and incomprehensible things at the doctors? Well, I'm one of those people – a paramedic.

If there's a road accident or a sudden illness, I'm the first medical person to arrive. I assess the situation and give immediate care and drugs to the patient. While the ambulance takes the patient to the hospital, I continue to look after and monitor the patient's health. When we arrive at the hospital, I tell the doctors the situation and give them vital information about the state of the patient.

If a patient is seriously ill, it can be a very difficult job. You have to remain very calm. If you start to panic, then everyone will start to panic and the situation will get out of control. I'm studying for some exams at the moment. If I pass them, I'll start working with an air ambulance.

I really enjoy my job. It's a good feeling when you go home at the end of a shift and know that you really made a difference. It's very rewarding to help people in an emergency situation.

3 Read the text again and list four important aspects of his job.

He's the first person to be aware of what's going on.

4

5

6

7

8

4 Do you think it is a rewarding job?

A I think it's a rewarding job because I can help people.

B I don't think it's a rewarding job because I have to study for exams.

EXERCISE 3

In the UK, they usually refer to A&E or the Accident and Emergency department.

In the USA, they usually refer to ER or the Emergency Room.


64 Sixty-four

The question in exercise 3 is in **Analyzing** level because it asks the students to examine concepts and ideas and break them down into basic parts, while question in exercise 4 is in **Evaluating** level because it asks the students to make a judgment.

**Sample of Levels of Reading Questions from Grade 9 English O-NET tests
years 2014-2017 and Team Up in English 1-3**

8

Healthy Living



1 Do you have a healthy diet? Read and listen to this article to find out.

Eating the rainbow

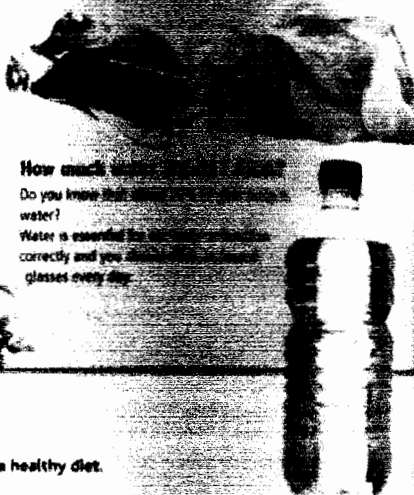
What is a balanced diet?
A balanced diet means eating the right variety of foods in the right quantities for your body. To stay healthy, your body needs different food groups, like carbohydrates for energy, protein for growth and vitamins and minerals to protect against disease. The quantity of each type of food varies from person to person, but there are some general rules that everyone should follow.

Should I always eat breakfast?
Your body needs energy to start the day so you shouldn't miss breakfast. You should start the day with a good breakfast, including bread or cereal, milk or yogurt and fruit.

How many portions of fruit and vegetables should I eat?
You should have at least 5 portions of fruit and vegetables a day. Think of the rainbow and try to eat foods of different colours: red tomatoes, green spinach, orange carrots, yellow bananas and so on. This will give you all the necessary vitamins and minerals.

Should I stop eating things like cakes and chocolate?
Everybody likes cakes and chocolate, but you shouldn't eat them too often. Remember, cakes often have a lot of sugar, fat or salt, so always read the label to check the nutritional information.

How much water should I drink?
Do you know that water is the most important water? Water is essential for your body to function correctly and you should drink at least 8 glasses every day.



Comprehension

2 Read the article again and write other rules for a healthy diet.

How should I eat a healthy diet to stay healthy?

66

The question in exercise 2 is in **Creating** level because it asks the students to bring together parts of knowledge to form a new ideas for new situations.

VITAE

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