

**AN ANALYSIS OF COGNITIVE LEVELS OF READING
COMPREHENSION QUESTIONS IN AN ENGLISH
TEXTBOOK**

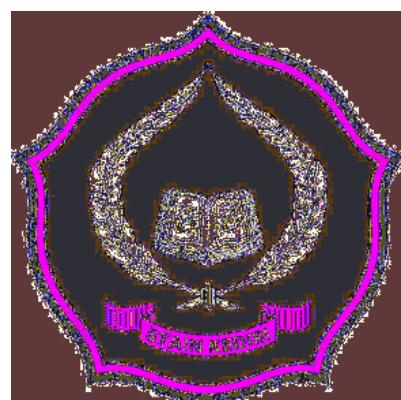
THESIS

Presented to

State College for Islamic Studies (STAIN) Kediri

In Partial Fulfilment of the Requirements

For the Degree of *Sarjana* in English language Education



By :

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(STAIN) KEDIRI

2017

APPROVAL PAGE

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TEXTBOOK**

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I hereby declare that the thesis and the work presented in it are my own and it has been generated by me as the result of my own original research. It does not incorporate any materials previously written or published by another person except those indicated in quotations and references. No portion of this work has been submitted in support of an application for another degree or qualification of this or any other university or institution of higher education. Due to this fact, I am the only person responsible for the thesis if there is any objection or claim from others.

This thesis is to fulfill the requirement for the degree of *Sarjana (S1)* in English Study Program, State College for Islamic Studies (STAIN) Kediri.

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Bersama ini terlampir satu berkas naskah skripsinya, dengan harapan dalam waktu yang telah ditentukan dapat diajukan dalam Sidang Munaqosah.

Demikian agar maklum dan atas kesediaan Bapak, kami ucapan banyak terima kasih.

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Setelah diperbaiki materi dan susunannya, sesuai dengan beberapa petunjuk dan tuntunan dalam sidang munaqosah yang diselenggarakan pada tanggal 14 Juni 2017,kami berpendapat bahwa skripsi tersebut telah memenuhi syarat untuk disyahkan sebagai kelengkapan sebagian syarat memperoleh gelar Sarjana Strata Satu (S-I) Jurusan Tarbiyah Program Studi Bahasa Inggris.

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MOTTO

Terus belajar dan mencoba berubah itu lebih baik daripada duduk
diam menunggu perubahan

اَنْ مَعَ الْعُسْرِ يُسْرًا

Sesungguhnya sesudah kesulitan itu ada kemudahan

(surat Al-Insyirach ayat:6)

DEDICATION

This thesis is whole heartedly presented to :

Allah SWT the Almighty God

My beloved parents, my father Sutarmo (Alm) and my lovely mother

Sumini

My beloved brother Agus Suprianto and my sweet sister Sulis Setyowati

My advisors, Burhanudin Syaifulloh,M.Ed and Chothibul Umam, M.Pd

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ABSTRACT

Setyaningsih, Wahyu Tri. *An Analysis of Cognitive Levels of Reading Comprehension Question in an English Textbook*. Thesis, English Departement, Faculty of Education, the State College for Islamic Studies (STAIN) Kediri, 2017. The advisors: (1) Burhanudin Syaifullon, M.Ed. (2) Chothibul Umam, M.Pd.

Key Word: Textbook, Reading Comprehension Question, Bloom Taxonomy

Textbook is one of equipments in education that has the main role in learning process. There are many components provided inside textbook such as reading questions. Reading comprise a two braches process of decoding of words(word knowledge) and ability to understand the reading material (topic knowledge). It can said that reading is the result of the between the perception of the graphic symbol that represent language and the readers language skill, cognitive skill, and the knowledge of the world.The purpose of this study was to analyze cognitive levels of the reading comprehension question in one of curriculum 2013 English Textbook “*Bahasa inggris Untuk SMA/SMK/MA/MAK Class XII*” created by Utami Widiati, Zuliaty Rohmah, and Furaidah published by Pusat Kurikulum dan Perbukuan, Balitbang, Kemdikbud (2014).This aimed to evaluate the types of cognitive provided and to know the highest and the lowest levels of cognitive by using Blomm’s Taxonomy.

This study used qualitative approaches, in which reading questions in the textbook are analyzed according Bloom Taxonomy theory. The instrument to collect the data is using coding schema that adapted from Razmjoo and Kazempourfard. The researcher analyzed the data using percentages and frequencies of cognitive levels in English Textbook. The result of this coding schema revealed the types of cognitive levels. It also indicated the highest and the lowest of cognitive levels were provide inside.

The results showed that there were six of cognitive levels in English Textbook that observed such as knowledge, comprehension, application, analysis, synthesis and evaluation. The author of *English Textbook* emphasized the cognitive level of *Knowledge* having 41,62% of the questions respectively.The frequency of questions on the cognitive levels of *synthesis* was much closer to the expected frequencies. The results indicated that about 4,56%. Evaluating and choosing a good textbook that agree with the goals of the curriculum is recommended. Such a study would shed light upon the role of textbooks in developing cognitive skills among Indonesian students

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