

**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



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2017

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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.

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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

انَّ 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) Chothebul 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, Zuliati 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 precentages 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

TABLE OF CONTENTS

COVER PAGE	i
APPROVAL PAGE	ii
RATIFICATION SHEET	iii
NOTA KONSULTAN	iv
NOTA PEMBIMBING	v
MOTTO	vi
DEDICATION	vii
ACKNOWLEDGEMENT	viii
ABSTRACT	x
TABLE OF CONTENTS	xi
CHAPTER I : INTRODUCTION	1
A. The Background of Study	1
B. The Problem of the Study	5
C. The Objective of the Study	5
D. The Significance of the Study	5
E. The Scope and Limitation of the Study	6
F. The Definition of the Key Terms	6
CHAPTER II : REVIEW OF RELATED LITERATURE	9
A. Textbook	9
B. Reading Comprehension	10
C. The Principle of Questions.....	12
D. Bloom's Taxonomy.....	14
CHAPTER III : RESEARCH METHOD	21
A. Research Design	21
B. Object of The Study	21
C. Research Instrument	22
D. Data Collection	22
E. Data Analysis	23
CHAPTER IV : RESEARCH FINDING AND DISCUSSION	25
A. Research Finding	24
B. Research Discussion	44

CHAPTER V : CONCLUSION AND SUGGESTION.....	51
A. Conclusion	51
B. Suggestion	52
BIBLIOGRAPHY	54
APPENDICES	
CURRICULUM VITAE	

LIST OF TABLES

Table 2.1 : The types of Bloom's Taxonomy and the definition

Table 3.1 : The Resulting of Coding Scheme

Table 4.1 :The precentage of Knowledge, Comprehension, Aplication, Analysis, Synthesis, and Evaluation of Reading Comprehension Questions in English Textbook for XII Class

LIST OF APPENDICES

Appendix 1: Knowledge

Appendix 2: Comprehension

Appendix 3: Application

Appendix 4: Analysis

Appendix 5: Synthesis

Appendix 6: Evaluation

Appendix 7: Daftar Konsultasi Penyelesaian Skripsi Pembimbing I dan II

Appendix 8: The Writer's Curriculum Vitae