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STAIN KEDIRI

**AN EVALUATION OF COGNITIVE LEVEL ON INTENSIVE
COURSE BOOKS USED BY ENGLISH DEPARTMENT
STUDENTS OF STAIN KEDIRI**

THESIS

Presented to
State College for Islamic Studies (STAIN) Kediri
in Partial Fulfillment of the Requirements
For the Degree of Sarjana in English Language Education



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dalam waktu yang telah ditentukan dapat di ujikan dalam Sidang
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Demikian agar maklum dan atas kesediaan Bapak kami ucapkan
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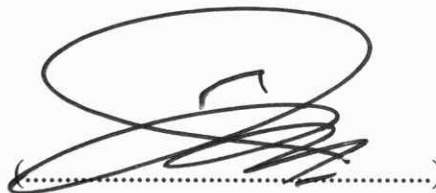
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MOTTO

Tiada Jalan yang Bertabur Bunga dalam Menggapai

Cita dan Cinta (Rifa'I Rif'an)

DEDICATION

I proudly dedicated this thesis to:

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ABSTRACT

Sicha, Ainus, Advisors : (1) Dra. Nurul Ain, M.Pd (2) Chotibul Umam, M.Pd, *An Evaluation of Cognitive Level on Intensive Course Books Used by English Department Students of STAIN Kediri*, English Department, Faculty of Education, State College for Islamic Studies, 2016.

Key words : Textbook Evaluation, Cognitive Level, Bloom's Taxonomy.

The design of teaching materials and textbooks that will be used in EFL classroom is one of the most crucial factors that may emerge significant differences in teaching learning process. Thus, teachers should pay more attention in determining the appropriate textbooks for the classroom. The present study evaluates Intensive course books published by English Department of STAIN Kediri. It is a collaborated effort of some lecturers in English Department to give the same and better basic foundation in English for all of freshmen. As a result, it is important to know how far English department of STAIN Kediri prepares their students in terms of cognitive level through the textbooks provided to Intensive course program.

This research used qualitative research because, at first, the researcher evaluated textbook and drew the concept in the end. The object are the textbooks for intensive course program at English department of STAIN Kediri. There are three kinds of textbooks, but the researcher only focus on two textbooks namely book 1 and book 2. A checklist based on Bloom's Taxonomy was the instrument used to categorize the cognitive levels of each question. The researcher evaluated the cognitive level on Intensive course books using the theoretical needs of International standards. The theory used by the researcher is six levels of cognitive level proposed by Bloom. Moreover, the researcher calculated the frequencies of each level of cognition to rank the cognitive levels of the questions provided in Intensive course books.

The findings of this research imply that Intensive course books provide questions that require both the lower and the higher level of cognitive demands. The result showed that application has the highest number with the percentage 36,23% of the questions. knowledge level is the second rank with the percentage 23,87%. Interestingly, synthesis level as the higher level of cognitive level is the third rank with the percentage 15,73% and comprehension level has the percentage 11,23%. In addition, evaluation as the highest level is the fifth rank with percentage 7,02%. The activities that work on the cognitive level of analysis is the lowest rank with the total perform 5,89% of the questions. As a result, the researcher believes that the authors of Intensive course books were successful in designing the teaching materials of the textbooks.

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