THE COMPATIBILITY OF READING QUESTIONS IN THE ENGLISH COURSEBOOK FOR GRADE 8 WITH THE LEVEL OF THINKING SKILLS

A THESIS

By

Niswatul Mustafidah
8212713033

ENGLISH EDUCATION DEPARTMENT GRADUATE SCHOOL WIDYA MANDALA CATHOLIC UNIVERSITY SURABAYA 2019
THE COMPATIBILITY OF READING QUESTIONS IN THE ENGLISH COURSEBOOK FOR GRADE 8 WITH THE LEVEL OF THINKING SKILLS

A THESIS

Presented to Widya Mandala Catholic University Surabaya in partial fulfillment of the requirement for the Degree of Master in Teaching English as a Foreign Language

By
Niswatul Mustafidah
8212713033

ENGLISH EDUCATION DEPARTMENT GRADUATE SCHOOL WIDYA MANDALA CATHOLIC UNIVERSITY SURABAYA 2019
Statement of Authenticity

I declare that this thesis is my own writing, and it is true and correct that I did not take any scholarly ideas or work from others dishonestly. That all cited works were quoted in accordance with the ethical code of academic writing.

Surabaya,

Niswatul Mustafidah
(8212713033)
Advisor’s Approval

This thesis entitled The Compatibility of Reading Questions in The English Course book for Grade 8 with The Level of Thinking Skills prepared and submitted by Niswatul Mustafidah (8212713033) has been approved to be examined by the Thesis Board of Examiners.

Prof. Dr. Veronica L. Diptoadi, M.Sc.
Thesis Advisor
Statement of Publication Agreement

I declare that this thesis is my own writing, and I agree to publish it for one of the scientific resources

Surabaya,

Niswatul Mustafidah
(8212713033)
Thesis Examination Board’s Approval

This thesis entitled The Compatibility of Reading Questions in The English Course book for Grade 8 with The Level of Thinking Skills prepared and submitted by Niswatul Mustafidah (8212713033) has been approved and examined by the Thesis Board of Examiners.

Prof. Dr. Agustinus Ngadiman
Chair Person

Prof. Dr. Veronica L. Diptoadi, M.Sc
Secretary

Dr. B. Budiyono
Member

Prof. Dr. S. Ami Soewandi
Director
ACKNOWLEDGEMENT

Praise to Allah SWT for all the mercies and blessings so that the writer could accomplish the thesis. The writer also would like to express her gratitude for:

1. Prof. Dr. Veronica L. Diptoadi, M.Sc, her advisor for all guidance and support during completing her thesis.

2. Prof. Dr. Agustinus Ngadiman and Dr. B. Budiyono for the feedbacks and suggestions so that the writer could finish the thesis.

3. The writer’s family (parents, husband, daughter, and brothers) for their love and support.

4. The writer’s friends for the support and prayers.

Surabaya, 27 Januari 2019

Niswatul Mustafidah
# TABLE OF CONTENTS

**COVER** ................................................................. i  
**ADVISOR’S APPROVAL** ........................................ ii  
**THESIS EXAMINATION BOARD’S APPROVAL** iii  
**STATEMENT OF AUTHENTICITY** ......................... iv  
**ACKNOWLEDGEMENT** ............................................. v  
**TABLE OF CONTENTS** ............................................ vi  
**LIST OF TABLES AND FIGURES** ......................... x  
**ABSTRACT** ........................................................... xi  

Chapter 1 : Introduction  
I.1. Background of The Study.................................1  
I.2. The Research Question.................................4  
I.3. The Purposes of The Study.............................. 4  
I.4. Theoretical Framework.................................... 4  
I.5. Scope and Limitation of The Study............... 5  
I.6. Definition of Key Terms. ................................. 5  
I.6.1. Definition of Reading Questions............... 5  
I.6.2. Definition of Thinking Skills....................... 6  
I.6.3. Definition of Course Book......................... 6  
I.7. Significance of The Study.............................. 6  
I.8. Thesis Organization ....................................... 7
Chapter 2: Review of The Related Literature

2.1. Review of Theoretical Study................................. 9

2.1.1. The Theory of Reading ................................. 9

2.1.2. RBT (Revised Bloom Taxonomy) ................. 11

2.1.4. The Level of Thinking Skills ......................... 22

2.1.5. The Competence Achievement of K13 in Relation to RBT .................................................. 23

2.1.6. What is a Course Book?................................. 26

2.1.6.1. The Benefit of Using Course Book .......... 26

2.1.6.2. The Criteria of a Good Course Book Based on The Experts Perspectives .................................. 29

2.1.6.3. English Course Book entitled “When English Rings a Bell ..................................................... 32

2.2. Review of The Previous Studies......................... 33

Chapter 3: Research Method

3.1. Research Design............................................. 39

3.2. Form of Data Source, Data and Unit of Analysis

................................................................. 40

Instrument .................................................... 40

Data Collection .............................................. 42

3.3. Data Analysis ................................................ 42

3.4. Triangulation ................................................. 42
Chapter 4 : Data Analysis And Findings ….. 44
Chapter 5 : Conclusion And Suggestion
5.1. Conclusion…………………………………….. 65
5.2. Suggestion…………………………………….. 65

REFERENCES……………………………………………….. 67
APPENDIXES 1 a – 38 b…………………………………….. 73-163
LIST OF TABLES AND FIGURES

Figure 2.1. The Connection of reader, text and the reading activity in the context of socio-cultural factor ......................... 12
Figure 2.2. The Level of Thinking Skills ................................. 22
Figure 2.3. The Competence Achievement ............................... 24
Figure 2.4. The Combination of the Competence Achievement and The Level of Thinking Skills .................................. 25
Table 2.1. Structure of the Cognitive Process Dimension of the Revised Taxonomy ....................................................... 14
Table 2.2. Revised Bloom’s Taxonomy Action Verbs .............. 17
Table 2.3. Revised Bloom’s Taxonomy “Model Questions and Instructional Strategies .......................... 19
Table 3.1. Instrument .......................................................... 41
Table 4.1. The Distribution of Reading Questions .................. 45
Table 4.2. Question Types in the Course Book ....................... 46
Table 4.3. Comprehension Levels of Reading Questions ........ 47
Table 4.4. The Distribution of The Questions in Every Dimension ................................................................................. 59
Table 4.5. The Total Number of Reading Questions based on The Cognitive Domain or RBT in The Course Book ......... 60
ABSTRACT

This study analyzes cognitive level of the reading questions used in the course book entitle *When English Rings a Bell for Grade 8* by using cognitive levels of Revised Bloom’s Taxonomy. This study attempts to determine the thinking skills level and compatibility of the reading questions used in *When English Rings a Bell for Grade 8* students according to K-13.

The data of this study were taken from all of the reading questions in *When English Rings a Bell for Grade 8*. It had 13 chapters and 262 reading questions. The writer classified the questions into cognitive levels of Revised Bloom’s Taxonomy to determine the thinking skills level and compatibility of the reading questions.

The analysis showed that the reading questions in the course book has 24% in the level of remembering, 28% in the level of understanding, 18% in the level of applying and 30% in the level of analyzing. It means that the biggest portion is in the level of analyzing. Meanwhile, there were no questions in the level of evaluating and creating.

In conclusion, the reading questions in the course book entitle *When English Rings A Bell for Grade 8* are in the level of analyzing which took the biggest portion 30% from all cognitive levels. Moreover, according to the document of K-13 which is the competence achievement for junior high school students is a little bit in level of analyzing, therefore it can be concluded that the reading questions in the course book are compatible for grade 8 students.

Keywords: Reading Questions, Thinking Skills Level, Revised Bloom’s Taxonomy.