CONTENT ANALYSIS OF COGNITIVE DOMAIN IN READING TEST OF SENIOR HIGH SCHOOL ENGLISH TEXTBOOK

SKRIPSI

Submitted in Partial Fulfillment of the Requirements

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ABSTRACT

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The aims of this research was to find out kinds of cognitive domain based on Revised Bloom's Taxonomy in reading test for Senior High School and found the distribution of the higher and lower order thinking skill in reading tests. This study was conducted by using descriptive qualitative method. The data of this research were the reading tests in the *Pathway to English* Textbook for grade X Senior High School with 2013 Curriculum published by Erlangga. After analyzed the data, the result of this study was the reading tests in the textbook covered all of the cognitive domains, they were remembering level was 30,30 %, understanding level was 56,81 %, applying level was 1,51 %, analyzing level was 7,57 %, evaluating level was 1,51 % and creating level was 2,27 %. The distribution of low order thinking which consisted of remembering, understanding and applying consist of 117 tests (88,63 %) and the distribution of high order thinking skill which consisted of analyzing, evaluating and creating consist of 15 tests (11,36 %). It was concluded that there was imbalance number in the distribution of high and low thinking skill in reading tests in the *Pathway to English* Textbook for grade X Senior High School.

Key words: *Cognitive domain, Reading tests, Revised Bloom's Taxonomy*

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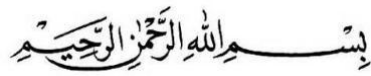
Assalamua'laikumWarahmatullahiWabaratuh,

Alhamdulillah, first of all the researcher would like to thanks to Almighty God, Allah SWT for His infinite and blessing so I can accomplish this proposal in order to fulfill the requirements to get a degree for Sarjana Pendidikan (S.Pd) English Education Program, University of Muhammadiyah North Sumatera. Secondly, blessing and peace be upon the Prophet Muhammad SAW who has brought from the darkness into the brightness. The researcher would like to thanks to her beloved parents who have advised and supported me spiritually and financially with all their best throughout my study.

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Last but not least, I realize that this proposal is still far from being perfect. Therefore, any constructive criticism and suggestion will be highly appreciated. I hope this proposal would be useful for the readers.

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The Researcher

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CHAPTER I

INTRODUCTION

A. Background of the Study

The goal of teaching English is very important. Without clear goal, teachers cannot know simplify students to achieve the goal in learning activity. One of the component that is needed in order to reach the goal in teaching and learning activity is by providing the appropriate the materials. Teaching and learning material can be delivered from textbook, workbook and hand-outs. The teaching material, which is delivered from some different sources but supporting each other in a unit. Ur (2009:184) states that a textbook provides a clear framework; teacher and learners know where they are studying and what is the next, so that there is a sense of structure and progress. From the explanation, it has no doubt that the textbook helps the teacher and learners as one of the learning sources in the English teaching and learning activity.

According to Nunan (2003:68) reading is a fluent process where in building the meaning, readers should combine information from the text with their own background of knowledge. So, reading is one of the skill that should be learned by learners because by reading skill they will get the information and knowledge from what they have been read. While, Alyousef (2005:144) states that reading can be seen as "interactive" process between a reader and a text which lead to automatically or (reading fluency). It means that reading is not passive skill because it needs many times to practice.

Cognitive domain in educational objectives makes reference to Bloom Taxonomy. Bloom's Taxonomy was conceptualized and presented by Dr. Benjamin Bloom at the start of 1956 (Orey, 2010). It is the structure that identifies the skill from low to high level. The goal of Bloom Taxonomy is simple; it helps the teacher to reach the educational goal.

Bloom divided six thinking categories in cognitive domain: knowledge, comprehension, application, analysis and evaluation (Nitko and Brookhart, 2011:25). However, (Krathwohl, 2002:215) stated that in 1990's Bloom's Taxonomy had been revised, the terminology used in the cognitive domain of Revised Bloom's Taxonomy had been changed into verb from noun. The cognitive domain includes *remembering*, *understanding*, *applying*, *analyzing*, *evaluating*, and *creating*.

The research about taxonomy is addressed as a reference for English teacher. They must be able to choose appropriate teaching and learning materials that contain balance order of thinking as stated detail in cognitive domain. Based on the previous research about Bloom's Taxonomy, the cognitive domain in reading test was not balance because the reading test only contained more low level of thinking rather than the higher level.

In fact, based on the preliminary observation done by researcher to students of grade X in senior high school that used English textbook entitled "Pathway to English", the researcher found that there are many reading test have low thinking skill question than high thinking skill question. For example, the

researcher takes one of reading text from Pathway to English textbook page 11, which the title is "Flood" and the reading tests are :

d. Based on the text, answer the following questions.
1. Where does the extra water come from?
2. During a flood, what should people do?
3. What is an evacuation?
4. Who will be evacuated?
5. ". . . the water overflows from **its** normal path in the riverbed . . . ."
   "Its" refers to _____.
6. "During a flood, people should move **themselves** and their most precious belongings to higher ground quickly."
   "Themselves" refers to _____.
7. What is the main cause of a flood?
8. What is the purpose of writing the text?

Figure 1.1 reading tests from Pathway to English textbook page 11

From the reading test above question number 1 until number 8 do not show to higher order thinking. It was found that the question from reading tests indicate low order thinking.

Reading test in the textbook with low thinking skill question do not encourage the learners to think critically. It means that the learners have to need reading test to attract the learners to think more to answer the question. So it can improve their reading skill.

Based on the explanation above, the researcher choose to analyze Cognitive Domain of Revised Bloom's Taxonomy of reading test in the "Pathway to English" textbook for the tenth grade of senior high school students to make sure that the textbook has been support the students in their English competency.

B. The Identification of the Problem

Based on the background of the study explanation, the problem was the reading test in English textbook had low thinking question and the reading test in English textbook should be correspond with cognitive domain of Revised Bloom's Taxonomy. It means that in reading tests were not only contain low thinking questions but also contained high thinking questions so that made the learners think more critically.

C. Scope and Limitation

The study was focus on analyzing the reading test in the textbook for tenth grade of senior high school. The test was analyze based on cognitive domain of revised Bloom's taxonomy.

D. The Formulation of the Problem

The formulation of the study as follows :

1. What kinds of cognitive domain of Revised Bloom's Taxonomy were found in reading textbook for the tenth grade of Senior High school?

2. How are the reading test cover the percentage of cognitive domain of Revised Bloom's Taxonomy?

E. The Objectives of the Study

Based on the formulation of the problem, the objectives of this research are :

1. To find out the kinds of cognitive domain of Revised Bloom's Taxonomy in reading textbook for the tenth grade of Senior High School.

2. To describe the percentage of each cognitive domain in reading test textbook.

F. The Significances of the Study

a) Theoretically

In this research, this study has significance for the researcher herself as a candidate of a teacher and for the learners or readers. For them, this study is expected to give broader insight or perception about the English book selection, the reading tests of higher order thinking skills and the researcher intends to apply her knowledge in cognitive domain such as in high level thinking skill and low level thinking skill in reading test. The researcher expects to provide a contribution for some advantages in cognitive linguistic study. Particularly the branch of cognitive domain. Moreover, this research becomes a reference about Benjamin bloom and Lorin Anderson theory.

b) Practically

1. For Learners

The result of this study can be used as the reference by the learners to know the deficiency of this book, so they will can look for another textbook to complete the materials from the main textbook.

2. For Teachers

The researcher hopes that teacher in using textbook as teaching materials will be more selective in order to choose the suitable test for the learners based on cognitive domain of Revised Bloom's Taxonomy.

3. For Researcher

The researcher hopes that will know more about the types of tests contain in the textbook which is use high level thinking skill and low level thinking skill.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

1. Reading

a. Definition of Reading

Reading is imply of language learning, communication and of sharing information and ideas. Nordquist (2015) defines that reading as the process of extracting meaning from written or printed text. In other, the reader has to proceed the significance of the text. So that the reader can get the comprehension from the text.

Schonell (2006) states that reading as a meaningful interpretation of printed or written verbal symbol. In the other words, reading is a result of an interaction between reader's perception of symbols which represent language and knowledge of the world.

In summary, reading is important skills to learn which needs process to get knowledge or information from the text. It means that to be a good reader, student must to have a good thinking, if the students have a good thinking, they could have a good result in the reading test because they know the author's purpose in writing the text and the meaning of the text.

b. Reading Comprehension

Reading comprehension is skill that obliged an active interaction between text elements and the reader. The reader is an active participant with a text and the reader understand of how ideas of information based on text. Klingner, Vaughn and Broadman (2007:8) defines reading comprehension as a complex process involving interaction of several components. Those components are readers, knowledge, the background, their reading strategy, the text, their interest in the topic and their knowledge of text types.

Similarly with other expert, Grellet (2010:3) states that reading comprehension means extracting the required information from it as efficiently as possible. It means that when understanding the text, the reader requires to extract the knowledge or information that they got from the text as precisely as possible.

According to all explanation, reading comprehension is a process of making sense of written ideas through meaningful interpretation with language. It focuses on thinking and presenting the significance of the text. Reading comprehension require an ability to understand some information from the text.

c. The Process of Reading Comprehension

As mentioned above, reading comprehension is the process of getting knowledge and information by using comprehension skill that connected with the previous knowledge of the reader. Understanding the process of reading is related to the way how the readers construct meaning from text.

According to Brown (2001:299) states that there are three types of the reading process. Those types are :

1) Bottom-up processing

Gregory (2008, 109) argues that in bottom-up processing, the readers recognize from the small unit to the largest one. It means that the readers start to process the word of sound as the basis of understanding the larger part. The recognizing process start from the word sound as the small unit of meaning to the largest one; those are the knowledge of the world and the knowledge of language structure

2) Top-down processing

In top-down process of reading is seen as the process happened inside of the readers. The readers involve their knowledge of syntax and semantic to create meaning of the text (Goodman cited in Hudson, 2007:37). In beginning of process, the readers make some prediction of the text. It is followed by taking sample which will be confirmed or not to the prediction having made. In the end of process, the readers do some correction on the prediction. In top-down processing, the readers use their knowledge of the world and knowledge of the language structure to recognize the individual words.

3) Interactive Processing

This process is a mixture the two previous processing the bottom-up processing and top-down processing. As the process of reading, the readers arouse what they have on their background knowledge related with the written information in a text.

In short, there are three types in reading process. Those are bottom-up process with dealing with recognizing the word sound, the top-down processing dealing with the knowledge of the word and knowledge of the language structure and interactive process combining words recognition and knowledge of the readers. Those are help the readers in reading comprehension.

d. Strategies in Reading Comprehension

Reading comprehension cannot be done instantly. There must be some strategies that are used by the students to reach their comprehension in reading. The strategy that is used by the students must be different from one another. It depends on which strategies they fit in. Students can also use some strategies in reading comprehension as follows :

1) Identifying the purpose in reading

The purpose of reading is important in reading. The readers need to know the objective of what they are reading before they read. It is the same as the students. Students have to know the purpose of reading as it can help them in comprehending the text.

2) Using graphemic rules and patterns to aid in bottom-up decoding

This strategy is mainly addressed to beginning learners. The learners are introduced to some patterns of both in oral language and written language. It will help them in understanding the text.

3) Using efficient silent reading techniques for relatively rapid comprehension

Silent reading is appropriate for intermediate and advanced students. This strategy leads the students to try inferring meaning from context. It is also best practices to make the students become efficient readers.

4) Skimming

Skimming is done by the students to comprehend the information by reading the text at glance. It is useful for the students as they can practice on prediction. For instance, they predict the aim of the text, the main idea, and even supporting details.

5) Scanning

Like skimming, scanning is included in fast reading. In contrast, scanning concerns only in findings certain information. The students find the information they need without reading the whole text.

6) Guessing when the readers are not certain

This strategy is useful to encourage the students to be accurate guessers. In guessing, the students try to guess the meaning of a word, a grammatical relationship, a discourse relationship, a cultural reference, content messages, and infer implied meaning.

7) Analyzing vocabulary

In analyzing vocabulary, the students have to notice the prefixes, suffixes, roots, grammatical contexts, and semantic contexts. Prefixes give the clues to the meaning of a word. Suffixes indicate the part of speech the word brings. Grammatical contexts give signals of information and semantic contexts can be clues for the topic.

8) Distinguishing between literal and implied meaning

This strategy is closely related to the top-down processing skill. The meanings are got not only from its literal but also from the surface structure.

9) Capitalizing on discourse markers to process relationship

To relate among ideas, the students need to pay attention to the discourse markers in the text. They have to notice on the phrases, clauses, and sentences as those usually bring discourse markers. Indeed, there are some of strategies that can be used by the students to achieve their comprehension in reading. They can identify the purpose of reading, use bottom-up approach, use semantic mapping, guess, do skimming and scanning, and analyze the vocabulary. They can also pay attention to the literal meaning, implied meaning, and discourse markers to help them in achieving the reading comprehension.

2. Textbook

a. Definition of Textbook

Textbook as an important role in teaching and learning activities. The teacher use textbook as an additional material, textbook help teacher delivering the materials in teaching learning process. It help teacher to develop teaching material and help students to learn easier. Richard (2001:1) claims that textbook provides the basis for the content of a lesson, the balance of skill taught and the kind of language practice the students take part in. It means that textbook supply materials, test and activities for students who will help them in their study.

Moreover, Awasthi (2006:1) shows that textbooks are such teaching materials for teacher and learning materials for teacher and learning materials for students. It means that in textbook there are material for student and teacher that can facilitate in teaching and learning process.

Overall to those explanation it can be concluded , textbook can be specified as teaching aids in which supply material, test and activities that help for students and teacher in learning activity.

b. The Functional of Textbook

A textbook has many functions. According to Thomson, the textbook has many functions as follows:

1) Individual of instruction

A textbook helps students to individualize instruction by enabling them to proceed at their own rate and to a limited extent, according to what they are interested in studying.

2) Organization of instruction

A textbook helps students to organize instruction by providing experiences, suggested activities, recommended reading and question. Written textbook give unity to classroom interaction and graded to introduce new concepts or contents/ they build upon what has preceded.

3) Tutorial Contribution

A teacher often uses the textbook to help students learn how to read better, to study, to weigh evidence and to solve problems.

4) Improvement of Teaching

Textbook is also regarded as a helpful utility which is used by teachers to improve their skills in teaching. From the explanation above, textbook is a kind of visual aid in teaching learning process. It means that the function of a textbook is actually as one of the visual aids by teacher, when they are teach and explain the teaching materials. Besides, it also helps the students in getting a better understanding of the materials given by teacher.

c. The Criteria of a Good Textbook

Greene and Petty (1985) in Tarigan (2009) states that criteria of a good textbook such as : a textbook must be interesting and attractive toward the learners for instance the news information, newness material. Thus they will be interested in using textbook, a textbook must be able to motivate the learners, a textbook should consider the linguistic aspect. In order that, it will be suitable with the learner's and a textbook must stimulate the personal activity of the learners.

As an important role in teaching learning process, the textbook has big effect in the learning outcome so the teachers need to be selective in the textbook selection activity. If the textbook is not considered as a good textbook, it could influence the learning result.

Hamer (1996:257) described that good textbook often contains lively and interesting material; they provide a sensible progression of language items, clearly showing what has to be learnt and in some cases summarizing what has been studied.

From explanation of the expert, it concluded that every teacher of foreign language is faced with necessary of selecting a textbook that is conform to the teaching condition.

3. Reading Test

a. Definition of Test

In teaching learning process, test is very important. A test supposed to be able to measure learning outcome which distinguish the every single student's ability between students already mastered and not yet the learning material. Therefore, testing is one of the powerful tools to measure student's abilities as well as enhance their knowledge towards learning. Hughes (2003) stated that a test is a tool to measure language proficiency of students. And according to Brown (2004:3) that a test is a method of measuring a person's ability knowledge, or performance in a given domain.

In short, a test as an instrument of evaluation to measure that test student's achievement ability, and knowledge what they have been learned in learning process. Hence, the successfulness of the teaching and learning can be seen in the test's result.

b. The Kinds of Test

There are four kinds of tests as explained by Hughes (1989:9-14). They are proficiency test, achievement tests, diagnostic test, and placement test although the categories of the test and the names given vary according to the preference of different writers. A Language Testing Handbook (1983) states that the test are given to the students by purpose : why is a test needed at a particular level in the students' learning and what we will be made of the result.

4. Bloom's Taxonomy

a. Original Bloom's Taxonomy

Bloom's Taxonomy was created on 1948 by psychologist Benjamin Bloom. Originally developed as a method of classifying educational goals for student performance evaluation. Bloom's Taxonomy has been revised over the years and still utilized in educational today. The original intent in creating the taxonomy was to focus of three major domains of learning: cognitive, affective and psychomotor. The cognitive domains cover "the recall or recognition of knowledge and the development of intellectual abilities and skills"; the affective domains covers "changes in interest, attitudes and values, and the development of appreciations and adequate adjustment"; and the psychomotor domain encompassed "the manipulative or motor-skill area" (Bloom, 1956). Despite the creator's intent in address all three domains, Bloom's Taxonomy applies only to acquiring knowledge in the cognitive domain, which involves intellectual skill development.

The cognitive domain of original Bloom's Taxonomy can be used together to understand and measure how critical thinking skill development in student. This hierarchical model or taxonomy, is a system of classifying thinking skills according to six categories: knowledge, comprehension, application, analysis, synthesis and evaluation.
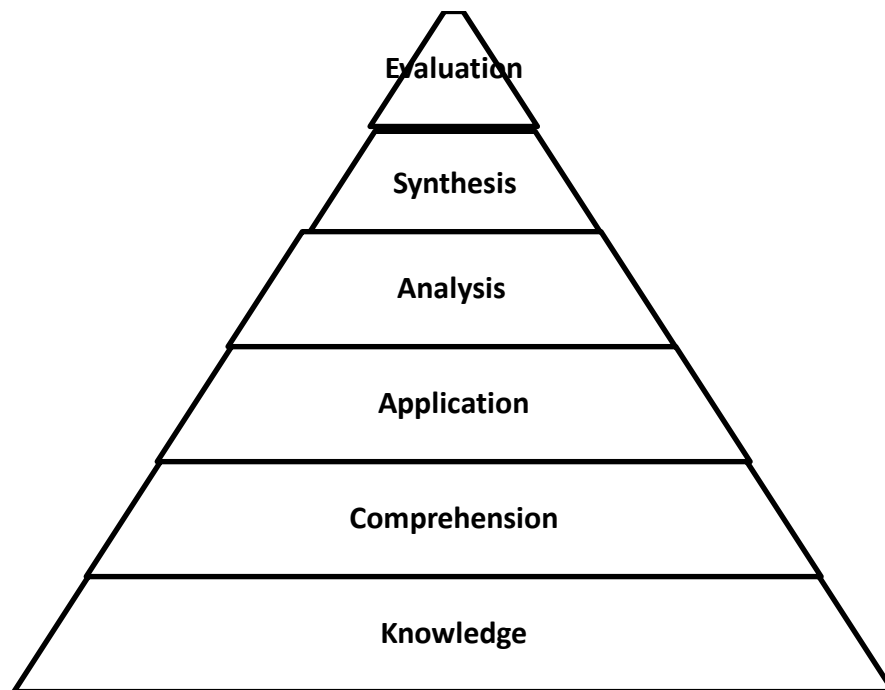
Figure 2.1 The Original Bloom's Taxonomy

In this taxonomy, each subsequent level depends upon the student's ability to perform at the level or levels that precede it. The first step in the taxonomy focused on knowledge acquisition and this level student recall, memorize, list, and repeat information. In the second tier, students classify, describe, discuss, identify, and explain information. Next, students demonstrate, interpret, and write about what they have learned and solve problems. In the subsequent step, students compare, distinguish, and examine what they have learned with other information, and they have opportunity to question and test this knowledge. Then students argue, defend, support, and evaluate their opinion on this information.

Bloom recognized that what was important in education was not that students should be compared, but they should be helped to achieve the goals of the curriculum they were studying.

b. Revised Bloom's Taxonomy

In 1990's Bloom's Taxonomy had been revised by Lorin Anderson, one of the Bloom's student. The result of the revised was published at 2001 by the name of Revised Bloom's Taxonomy. The revised Taxonomy improves the original by adding a two dimensional framework. The two dimension are Cognitive Process Dimension and knowledge dimension.

Cognitive Dimension is much like the original Bloom's Taxonomy. It includes *remembering, understanding, applying, analyzing, evaluating, and creating*. The terminology used in Cognitive Dimension of Revised Bloom's Taxonomy had been changed into verb from noun. The used of verb in the terminology seems more suitable because it shows the thinking process which is the active process rather than the use of noun. The term *"knowledge"* had been revised into *"remember"* because the *"knowledge"* shows the product of thinking rather than the thinking process. The use terminology *"synthesis"* and *"evaluation"* had also been changed into *"evaluate"* and *"create"*. this is in deference to the popularly increasing complexity, then creative thinking (i.e. creating level of the revised taxonomy) is more complex form of thinking than critical thinking (i.e. evaluating level of the knew taxonomy). This changes are also more appropriate because they reflect better than sequence of thinking classification.

Knowledge	Remembering
Comprehension	Understanding
Application	Applying
Analysis	Analyzing
Synthesis	Evaluating
Evaluation	Creating
Bloom's Taxonomy	*Revised Bloom Taxonomy*
(original domain)	*(New Domain)*
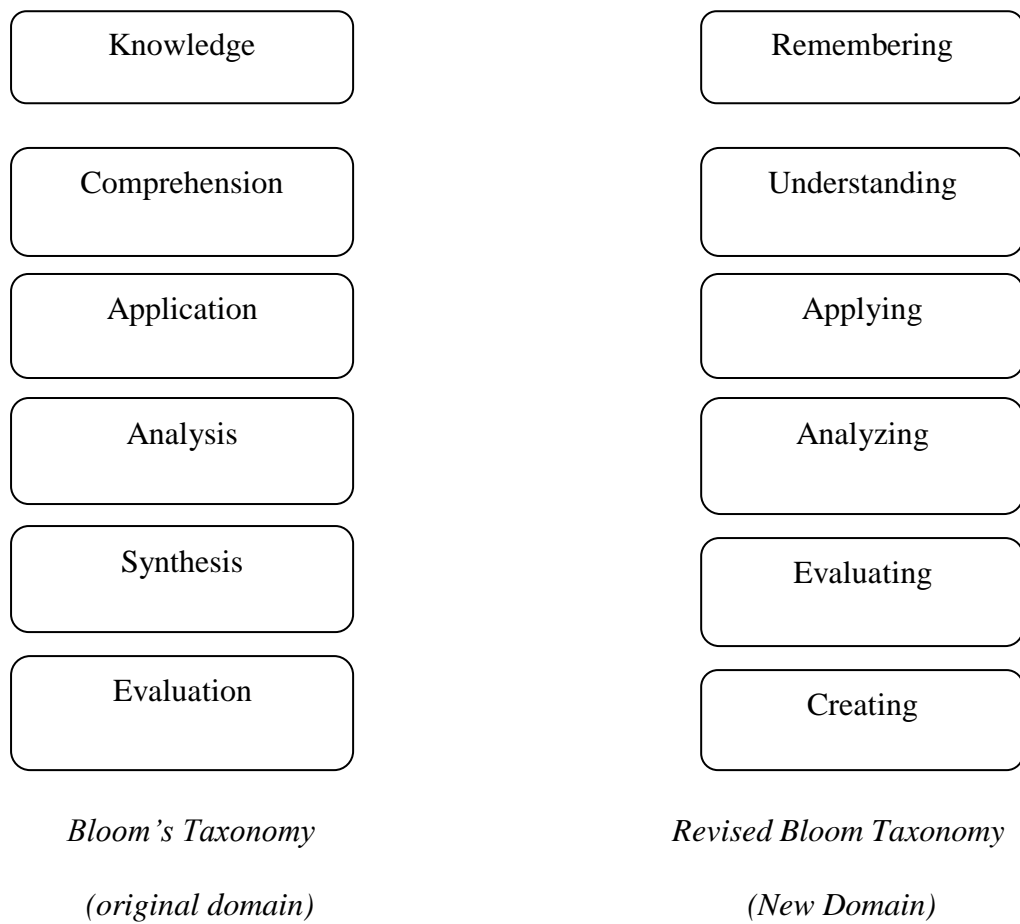
Figure 2.2 The Differences of Bloom's Taxonomy and Revised Bloom's Taxonomy

Knowledge dimension contains the type of content learning targets referring to : a fact, a concept, a procedure or a metacognition or has four categories. They include factual knowledge, conceptual procedural, procedural knowledge, and metacognitive knowledge.

c. Cognitive Domain of Revised Bloom's Taxonomy

Cognitive domain also called cognitive process or cognitive level because those are consist of some different level of thinking. These cognitive levels include low order thinking and high order thinking. The highest of three levels are included in high order thinking. It means the top three of cognitive domain in Revised Bloom's Taxonomy are considered as higher order thinking skills (*analyzing, evaluating, and creating*). This also means that the low order thinking occupies the three lowest levels of Revised Bloom's Taxonomy (*remembering, understanding, and applying*).

According to Anderson and Krathwohl (2001: 67-68), the cognitive processed of the Revised Bloom's Taxonomy are ordered from simple remembering to higher-order critical and creative thinking processes.

a) Remembering: retrieve relevant knowledge from long-term memory.

b) Understanding: construct meaning from instructional messages, including oral, written, and graphic communication long-term memory.

c) Applying: carry out or use a procedure in a given situation.

d) Analyzing: break materials into parts and determine how the parts relate.

e) Evaluating: make judgments based on criteria and standards.

f) Creating: put elements together to form a coherent or functional whole.

B. Previously Relevant Studies

This research is inspired by some previous researchers. The first is an undergraduate student's thesis in Bengkulu University by Ayuturrochim (2014) under the title *The Analysis in Reading Task of "English in Focus" Textbook based on Cognitive Domain of Revised Bloom's Taxonomy.* The study aimed to find out the dominant component of cognitive domain of Revised Bloom's Taxonomy in reading task of "English in Focus" Textbook for Junior High School. The result of this research shows there were 30 (98%) reading task used remembering level of the cognitive domain and only 1 (2%) reading task used understanding level. It could be concluded that the dominant cognitive domain of Revised Bloom's Taxonomy was remembering level.

The second is English Education Journal by Febriani, BustamiUsman, and AsnawiMuslem (2019) under the title *Analysis of Reading Questions by Using Revised Bloom's Taxonomy on Higher Order Thinking Skill (HOTS).* In this research, the result showed that the most dominant level in the textbook was higher order thinking skills (HOTS). It was 66.8% of 100% while it was 33.4% for lower order thinking skills (LOTS). It indicated that this textbook concentrated more on higher-level thinking question than lower level thinking.

Based on the description of those previous study above, it will be references for the researcher in this research to have more detailed study about analysis of cognitive domain in reading tests and detailed analysis in identifying the cognitive domain in reading tests.

C. Conceptual Framework

Textbook serves as an important role in teaching and learning activities. Textbook could be useful in the learning objectives because it provides some materials, testes and learning activities. Using the textbook in the classroom helps teacher delivering materials in teaching and learning activity and help students to learn easier.

Reading comprehension is skill that obliged an active interaction between text elements and the reader. The reader is an active participant with a text and the reader understand of how ideas of information based on text.

Test lead students to comprehend the text. By doing the test the teacher could know the students understanding about the text. A test supposed to be able to measure learning outcome which distinguish the every single student's ability between students already mastered and not yet the learning material. Therefore, testing is one of the powerful tools to measure student's abilities as well as enhance their knowledge towards learning.

Cognitive Dimension is much like the original Bloom's Taxonomy. It includes *remembering, understanding, applying, analyzing, evaluating and creating*. These cognitive levels include low order thinking and high order thinking. The top three of cognitive domain in Revised Bloom's Taxonomy are considered as high order thinking skills (*analyzing, evaluating, and creating*) and the low order thinking occupies the three lowest levels of Revised Bloom's Taxonomy (*remembering, understanding, and applying*).

The aim of this taxonomy is simple; it helps the teacher to achieve the education goal. Essentially, the Revised Bloom's Taxonomy is more authentic tool for curriculum planning, instructional delivery and assessment. Consequently, the researcher think that an analysis of the cognitive domain of Revised Bloom's Taxonomy the reading test in the *Pathway to English* Textbook for the tenth grade of senior high school students is important because it also could help and support the students in improving their ability in reading comprehension.
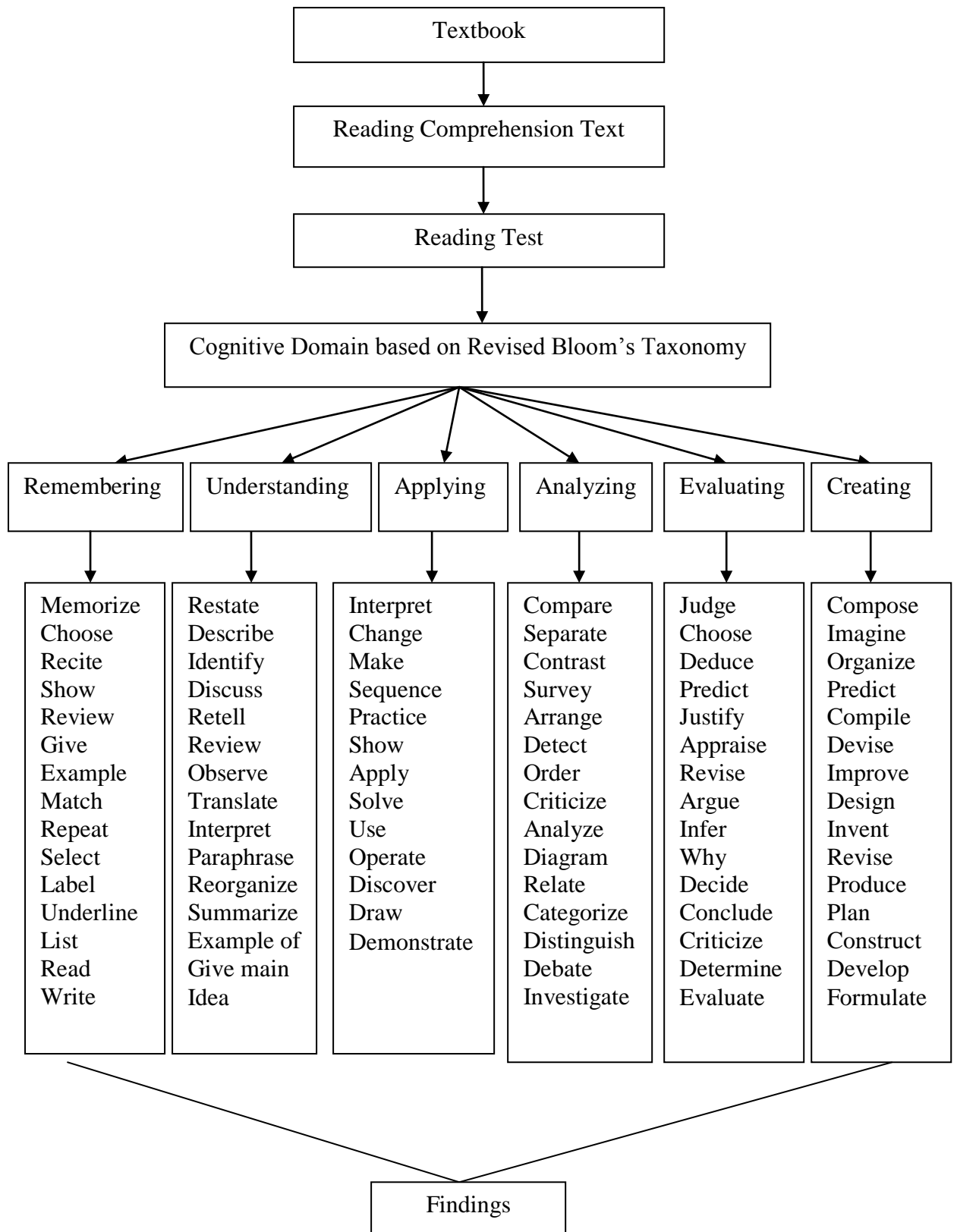
Figure 2.3 Conceptual Framework

CHAPTER III

RESEARCH METHOD

A. Research Design

This design of this study was descriptive qualitative research. According to Ary, et al. (2010:29), qualitative research design was a holistic picture and depth understanding rather than a numeric analysis of data. Therefore, this study described in the form of words than statistical calculation.

The data of this study carried out by document or content analysis. Ary (2010:29) stated that content or document analysis was a research method applied to written or visual materials for the purpose of identifying specified characteristics of the material. The materials analyzed can be textbooks, newspaper, films, or any of other types of documents.

In this study, the reading test deals with textbook entitled Pathway to English published by Erlangga. The reading test will be collected from the textbook and then the researcher employs a simple statistical calculation to determine every each of level of Revised Bloom's taxonomy.

B. The Source of Data

In this study, the source of data was the reading test in Pathway to English textbook for Senior High School grade tenth with 2013 Curriculum (K13) published by Erlangga with the title *"Pathway to English for Senior High School Grade X"*. This textbook consisted eleven chapters and two hundred and fifty six pages.

C. Instrument of Collecting Data

The researcher used observation method in this study. Observation method was observing and making a note through systematic phenomenon that will be investigated (Hadi, 1989:134). The instrument of observation was checklist. Checklist is a list of data variable that will be collected (Arikunto, 2006:159).

D. Techniques of Collecting Data

The data in this research collected by the following steps :

1. Reading the texts and their test in the textbook.

2. Identifying the reading text and their test in the textbook.

E. Techniques of Analyzing Data

After collecting all the data from the English textbook, the data will analyzed by the following steps :

1. Identifying the whole reading tests from the English textbook for grade tenth.

2. Classifying the reading tests into six levels of revised Bloom's Taxonomy : (1) Remembering, (2) Understanding, (3) Applying, (4) Analyzing, (5) Evaluating, and (6) Creating.

3. Counting the percentage of each cognitive level of the reading tests that will use in the textbook.

CHAPTER IV

RESEARCH FINDINGS

A. Data

Pathway to English is the title of the textbook that is analyzed by the researcher. The author of the textbook are Th. M. Sudarwati and Eudia Grace. The editors of the textbook are Yuniar Widiastuti, E. Tiyas Utami, and Dwi Wahyu Priyanto. Furthermore, the textbook is published by Erlangga.

This textbook is created for Senior High School and MA Grade X. It facilitates the students to learn not only the four basic English skills; listening, speaking, reading, writing, but also the language components, grammar and vocabulary.

Other than that, this textbook employs the newest 2013 curriculum of English subject. There are 11 c1hapters in the textbook. This study focus only on the reading tests. Following table shows the distribution of reading tests in the Pathway to English textbook.

Table 4.1 Reading Tests in the Pathway to English Textbook

No	Unit (Theme)	Reading Tests
1	How Floods Occur	18 Tests
2	Why Do Earthquakes Happens ?	14 Tests
3	What Causes Tsunami	6 Tests
4	How Juvenile Delinquency Occurs	9 Tests
5	What Causes Poverty ?	10 Tests
6	What Should I Do to Prevent Floods	18 Tests
7	What Experts and Rescuers Recommended During Earthquake	16 Tests
8	What Gigantic Sea Waves !	11 Tests
9	Who to Blame for Students Brawls	11 Tests
10	Many Hands Make Light Work	9 Tests
11	This Land is Mine	10 Tests
	Total	**132 Tests**

B. Data Analysis

There are 132 tests relating with reading skill that contains in the textbook *Pathway to English* which were divided into 11 Chapter. The questions are analyzed by using checklist to find out the distribution of cognitive domain in every tests. There are 6 cognitive domain in Revised Bloom's Taxonomy. Those six cognitive domains are divided into lower order thinking skills (remember, understand, apply) and higher order thinking skills (analyze, evaluate, create).

The tests dominates to the lower order thinking skill, the lower order thinking skill which contains of remembering, understanding and applying get 117 tests out of 132 tests. Based on the data above, there are 40 tests belong to C1 (remembering), C2 (understanding) gets 75 tests, and there are 2 tests belong to C3 (applying). The higher order thinking skill which consists of analyzing, evaluating and creating only get 15 Tests out of 132 tests in the textbook. There are 10 test belong to C4 (analyzing), while the C5 (evaluating) includes 2 tests and C6 (creating) includes 3 Tests. It was supposed to answer the problem of this research whether the six levels of cognitive domains of Revised Bloom's Taxonomy have been applied or not.

a. Remembering

There are 34 tests belong to Remembering level (C1), the table 4.2 is the checklist table of Remembering level (C1) that consist the list of some tests belong to Remembering level (C1) of Revised Bloom's Taxonomy and the verbs of objectives.

Table 4.2 The Tests List of Remembering Level in Pathway to English

Tests	Verbs of objectives
Who will be evacuated ?	Memorize
Decide whether these statement are True (T) or False (F)	Choose
What is the writer's point of view in this text? Does she/he give criticism or advise ?	Review

Anderson and Krathwohl (2001: 67-68) stated remembering is retrieving, recognizing and recalling relevant knowledge from long-term memory. The verbs of objectives of remembering level are *memorize, choose, relate, recite, show, review, give, record, example, match, reproduce cite, repeat, select, label underline, group, liste, read, write, outline*. So, the tests above belong to C1 (remembering) level because they are suitable to the definition and verbs of objectives of remembering level.

The tests "who will be evacuated ?" has verb of objectives *memorize* which belong to remembering level, the objective of the test is ask the readers to memorize from the text that they have read before. The interpretation statement of test above is ask the students to memorize who name that will be evacuated.

The test "*Decide whether these statement are True (T) or False (F)*" has verb of objective *choose* which belong to remembering level, the objective of the exercise is ask the readers to choose something. The interpretation statement

of test is ask the students to choose whether the statements are true or false based on the text that they have read.

The test *"What is the writer's point of view in this text? Does she/he give criticism or advise?"* has verb of objective review which belong to remembering level, the objective of the test is ask the readers to review something. The interpretation statement of test above is ask the students to review whether the writer's give criticism or advise.

Based on the explanation above, the verbs of objective of the tests are memorize, review and choose which belong to the verbs of objectives of remembering level so the tests above belong to remembering level (C1).

b. Understanding

There are 76 tests belong to Understanding (C2), the table 4.3 is the checklist table of Understanding (C2) that consist of the list of some tests belong to Understanding (C2) of Revised Bloom's Taxonomy and the verbs of objectives.

Table 4.3 The Tests List of Understanding Level in Pathway to English

Tests	Verbs of objectives
What can you learn from the first paragraph ?	Summarize
What is the purpose of the poster ?	Give main idea
How does a flood occur ?	Describe

Anderson and Krathwohl (2001: 67-68) stated understanding is construct meaning from instructional messages, including oral, written, and graphic communication long-term memory. The verbs of objectives of understanding level are *restate, describe, identify, report, discuss, recognize, retell, review, research, observe, translate, interpret, paraphrase, reorganize, associate, summarize, give example of, give main idea*. So, the tests above belong to Understanding level (C2) because they are suitable to the definition and verbs of objective of understanding level.

The verb of objective of the test *"What can you learn from the first paragraph ?"* is *summarize* which belong to understanding level, the objective of the test is ask the readers to summarize something. The interpretation statement of the test above is ask the students to summarize the information that students get from the first paragraph.

The verb of objective of the test *"What is the purpose of the poster ?"* is *give main idea* which belong to understanding level, the objective of the test is ask the readers to give main idea of something. The interpretation statement of the test above is ask the students to give main idea based on the poster that they have read.

The verb of objective of the test *"How does a flood occur ?"* is describe which belong to understanding level, the objective of the test is ask the readers to describe something. The interpretation statement of the test above is ask the students to describe about a flood occur.

Based on the explanation above, the verb objective of the test are summarize, give main idea and describe which belong to the verb of objective of understanding level, so the test above belong to understanding level (C2).

c. Applying (C3)

There are 2 tests belong to Applying (C3), the table 4.4 is the checklist table of Applying (C3) that consist of the list of some test belong to Applying (C3) of Revised Bloom's Taxonomy and the verbs of objective.

Table 4.4 The Tests List of Applying Level in Pathway to English

Tests	Verbs of Objective
What can you do to help ?	Solve
What can you do to help them ?	Solve

Anderson and Krathwohl (2001: 67-68) stated applying is carry out of or use a procedure in a given situation. The verbs of objective of applying level are *interpret, change, make, sequence, practice, show, apply, solve, use, operate, discover, draw, demonstrate*. So, the test above belong to applying level (C3) because they are suitable to the definition and verbs of objective of applying level.

The verb of objective of the test *"what can you do to help them ?"* is *solve* which belong to applying level. This test belongs to applying level because there is a topic that students have to apply in their life to answer this test. The

objective of the test is ask the readers to solve a situation. The interpretation statement of the test above is ask students to solve a situation about how do you help them as flood victim.

The verb of objective of the test *"what can you do to help ?"* is *solve* which belong to applying level. This test belongs to applying level because there is a topic that students have to apply in their life to answer this test. The objective of the test is ask the readers to solve a situation. The interpretation statement of the test above is ask students to solve a situation about the problem of flood.

Based on the explanation above, the verbs of objective of the test is solve which belong to the verbs of objective of applying level. So, the tests above belong to applying level (C3).

d. Analyzing (C4)

There are 10 tests belong to analyzing (C4), the table 4.5 is the checklist table of analyzing (C4) that consist of the list some tests belong to analyzing (C4) of Revised Bloom's Taxonomy and the verbs of objective.

Table 4.5 The Tests List of Analyzing Level in Pathway to English

Tests	Verbs of Objectives
Explain about the condition of the flood victim ?	Analyze
What will happen if earthquakes on the land and in the sea keep increasing in frequency and in magnitude ?	Compare
What makes the beggar do such a thing ?	Analyze

Anderson and Krathwohl (2001: 67-68) stated analyzing is break materials into parts and determine how the parts relate. The verbs of objective of analyzing level are *question, compare, separate, contrast, inquire, survey, arrange, detect, group, calculate, order, criticize, analyze, diagram, relate, test, categorize, distinguish, debate, discriminate, investigate*. So, the tests above belong to analyzing (C4) level because they are suitable to the definition and verbs of objectives of analyzing level.

The verb of objective of the test *"Explain about the condition of the flood victim ?"* is *analyze* which belong to analyzing level. The objective of the test is ask the readers to analyze a situation. The interpretation statement of the test above is ask the students to explain about the condition of the flood victim.

The verb of objective of the test *"What will happen if earthquakes on the land and in the sea keep increasing in frequency and in magnitude ?"* is *compare* which belong to analyzing level. The objective of the test is ask the readers to compare between two situation. The interpretation statement of the test

above is ask the students to compare about two situation between earthquakes on the land and in the sea keep increasing in frequency and in magnitude.

The verb of objective of the test *"What makes the beggar do such a thing ?"* is *analyze* which belong to analyzing level. The objective of the test is ask the readers to analyze a situation. The interpretation statement of the test above is ask the students to analyze the reason of the beggar do such a thing.

Based on the explanation above, the verbs of objective of the tests are analyze and compare which belong to the verbs of objective of analyzing level and so the tests above belong to analyzing level (C4).

e. Evaluating (C5)

There are 2 tests belong to evaluating (C5), the table 4.6 is the checklist table of evaluating (C5) that consist of the list some tests belong to evaluating (C5) of Revised Bloom's Taxonomy and the verbs of objective.

Table 4.6 The Tests List of Evaluating Level in Pathway to English

Tests	Verbs of Objective
Explain your reason	Evaluate
Mention the examples of damage to the warning system	Determine

Anderson and Krathwohl (2001: 67-68) stated evaluating is make judgments based on criteria and standards. The verbs of objective of evaluating level are *judge, chooseate, deduce, predict, justify, assess, appraise, score, probe, revise, argue, infer, why, decide, conclude, tell, criticize, determine, compare, evaluate, measure, discriminate, recommend*. So the tests above belong to evaluating level (C5) because they are suitable to the definition and verbs of objective of evaluating level.

The verb of objective of the test *"Explain your reason"* is *evaluate* which belong to evaluating level. The objective of the test is ask the readers to evaluate something. The interpretation statement of the test above is ask students to evaluate their reason about the beggar.

The verb of objective of the test *"Mention the examples of damage to the warning system"* is *determine* which belong to evaluating level. The objective of the test is ask the readers to determine something. The interpretation statement of the test above is ask students to determine the example of damage to the warning system.

Based on the explanation above, the verbs of objective of the tests are evaluate and determine which belong to the verbs of objective of evaluating level, so the tests above belong to evaluating level (C5).

f. Creating (C6)

There are 3 tests belong to creating level (C6), the table 4.7 is the checklist table of creating level (C6) that consist of the list some tests belong to creating level (C6) of Revised Bloom's Taxonomy and the verbs of objective.

Table 4.7 The Tests List of Creating Level in Pathway to English

Tests	Verbs of Objective
Write down one supporting sentence for each topic sentence.	Develop
If you want to support the organization, what should you do ?	Imagine
If a beggar asked you for some small changes, would you give it or not ?	Imagine

Anderson and Krathwohl (2001: 67-68) stated creating is put elements together to form a coherent or functional whole. The verbs of creating level are *compose, imagine, organize, predict, compile, devise, improve, design, invent, revise, produce, plan, construct, generate, prepare, develop, formulate*. So the tests above belong to the definition and verbs of objective of creating level.

The verb of objective of the test *"Write down one supporting sentence for each topic sentence."* Which belong to creating level. The objective of the test

is ask the readers to develop something. The interpretation statement of the test above is ask the students to develop topic sentence.

The verb of objective of the test *"If you want to support the organization, what should you do ?"* which belong to creating level. The objective of the test is ask the readers to imagine something. The interpretation statement of the test above is ask the students to image what action to do if you want to support the organization.

The verb of objective of the test *"If a beggar asked you for some small changes, would you give it or not ?"* which belong to creating level. The objective of the test is ask the readers to imagine something. The interpretation statement of the test above is ask the students to imagine if a beggar asked them for some small change, what action that students do?

Based on the explanation above, the verbs of objective of the tests are develop and imagine which belong to the verbs of objective of creating level, so the tests above belong to creating level (C6).

Table 4.8 The Proportion of Cognitive Level in Pathway to English Textbook

No	Cognitive Level	Frequencies	Percentage
1	Remembering	40	30,30%
2	Understanding	75	56,81%
3	Applying	2	1,51%

4	Analyzing	10	7,57%
5	Evaluating	2	1,51%
6	Creating	3	2,27%
	Total	132	100 %

Based on the table 4.2, it shows that from total 132 tests in the textbook, the remembering level gets 40 out of 132 tests or 30,30 %, the understanding level gets 75 out of 132 tests or 56,81 %, the applying level gets 2 out of 132 tests or 1,51 %, the analyzing level gets 10 out of 132 tests or 7,57 %, the evaluating level gets 2 out of 132 tests or 1,51 %, the creating level gets 3 out of 132 tests or 2,27 %. Remembering and understanding are the most dominant cognitive levels of reading tests in *Pathway to English* Textbook. Those result was inappropriate with the five scientific approaches which are considered as the steps in teaching and learning process in 2013 curriculum. The cognitive level of revised Bloom's Taxonomy which should be applied for senior high school students are applying, analyzing, evaluating and creating. However, the result showed that the remembering level and understanding level were the most dominant cognitive levels which is should not be applied mostly in *Pathway to English* Textbook whereas the number of tests of applying, analyzing, evaluating and creating level were too less.

C. Finding Research

After analyzing the data, the researcher stated that there were two findings of this study. The first finding showed that kinds of cognitive domain of Revised Bloom's Taxonomy in reading tests Pathway to English Textbook represented all of the reading tests, they are remembering, understanding, applying, analyzing, evaluating and creating.

The second finding showed that the tests in the textbook covered all of the cognitive levels, they are remembering, understanding, applying, analyzing, evaluating and creating but the proportion in each level was unbalance. The highest level percentage belong to understanding level gets 75 out of 132 tests or 56,81 %, the remembering level gets 40 out of 132 tests or 30,30 %, the analyzing level gets 10 out of 132 tests or 7,57 %, the creating level gets 3 out of 132 tests or 2,27 %, and the lowest percentage belongs to the applying level gets 2 out of 132 tests or 1,51 % and the evaluating level gets 2 out of 132 tests or 1,51 %. The distribution of higher order thinking skill which consisted of analyzing, evaluating, and creating obtained 15 tests (11,36 %). Therefore, this research found that there was inequality number in the distribution of high and low thinking skill.

D. Discussion

English lesson is very important to be learnt by the students, because English lesson is one of the subjects which included in the national examination. So, it is important to now how good the English textbook that the teacher and students use by knowing the level of each tests that contains in the textbook by using the theory of Revised Bloom Taxonomy. This study focus only on the reading tests. There are 11 chapters in the textbook.

In fact, it shows unbalance number of cognitive levels because the distribution of lower order thinking skill which consisted of remembering, understanding and applying got 117 out of 132 test (88,63 %) and the distribution of higher order thinking skill which consisted of analyzing, evaluating and creating got 15 out of 132 tests (11,36%).

Finally, the author of the *Pathway to English* Textbook give more emphasis only on the low order thinking skill that the most total number is understanding level. This number contradicting with the higher order thinking skill. There are so few the higher order thinking skill in the textbook. In fact, the most important thing that we must be concern for the teachers and also the author of the English textbook is the higher order thinking skill. The higher order thinking skill is necessary for students because it trains the students to think critically.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

After analyzing the data and elaborate the findings, conclusion were drawn as following :

1. The kinds of cognitive domain of Revised Bloom's Taxonomy in reading Pathway to English Textbook covered all of the reading test, they are remembering, understanding, applying, analyzing, evaluating and creating.

2. The proportion of each level in *Pathway to English* Textbook was unbalance. The highest percentage belonged to the understanding level was 56,81 % the remembering level was 30,30 %, the analyzing level 7,57 %, the creating level 2,27 %, and the lowest percentage belong to applying level and evaluating level were 1,51 %. The distribution of lower order thinking which consisted of remembering, understanding and applying consist of 117 tests (88,63%). The distribution of higher order thinking skill which consisted of analyzing, evaluating and creating consist 15 tests (11,36%).

B. Suggestions

Some suggestions are made from the researcher as following :

1. For the English teacher, it will be better to give more attention to the content conformity of the cognitive domains of the textbook. It is need to be selective in choosing appropriate textbook that can develop student's competence.

2. For the students, it will help them improve their knowledge and also help them to choose the English textbook.

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APPENDIX 1

Cognitive Domain of Reading Tests in Pathway to English Textbook

(Low Order Thinking Skills

Ch   : Chapter

C1   : Remembering

C2   : Understanding

C3   : Applying

Ch	No	Reading Tests (How Floods Occur)	Cognitive Domain (Low Order Thinking Skill)		
			C1	C2	C3
I	1	What is the poster about ?		√	
	2	What is the purpose of the poster ?		√	
	3	When people encounter such situations what should they do ?		√	
	4	What will happen if they don't pay attention to the warning sign ?	√		
	5	What can you do to help ?			√
	6	According to the text, why does the water overflow from its normal path in the riverbed ?		√	
	7	How does a flood occur ?		√	
	8	Why should people move to a higher place ?		√	
	9	What makes floodwaters unsafe ?	√		

Ch	No	Reading Tests	C1	C2	C3
	10	What do people usually do to protect themselves from a flood ?		√	
	11	Where does the extra water come from ?	√		
	12	During a flood, what should people do ?		√	
	13	What is an evacuation ?	√		
	14	Who will be evacuated ?	√		
	15	"… the water overflows from **its** normal path in the riverbed …" "Its" refers to ?		√	
	16	"During a flood, people should move **themselves** and their most precious belongings to higher ground quickly". Themselves refers to ?		√	
	17	What is the main cause of a flood ?		√	
	18	What is the purpose of writing the text ?		√	
		Total	5	12	1

Ch	No	Reading Tests (Why Do Earthquakes Happen)	Cognitive Domain (Low Order Thinking Skill)		
			C1	**C2**	**C3**
II	1	According to the text, what always moves ?	√		
	2	What is plate tectonics ?	√		
	3	What is the main idea of the text ?		√	
	4	What is the best title of the text ?		√	
	5	Read these extracts from the text and choose the correct meaning.	√		

	6	What is the movement of the earth like ?	√		
	7	What causes an eruption ?		√	
	8	Why do scientists say that the movement of continents and oceans is violent ?		√	
	9	What causes scientists not to believe the theory that the earth had always looked like the first picture ?		√	
	10	Why does the surface of the earth change and how do those changes cause earthquakes ?		√	
	11	What will happen if melted rock pushes up from inside the planet ?		√	
	12	It is said that continents move about the earth like huge ships at the sea. What can you tell about the scientists from the descriptions of the continent movement ?		√	
		Total	4	8	-

Ch	No	Reading Tests (What Causes Tsunami)	Cognitive Domain (Low Order Thinking Skill)		
			C1	**C2**	**C3**
III	1	The topic of the paragraph is ?		√	
	2	The first sentence of the first paragraph is about ? and the rest of the sentence is about ?		√	
	3	The information in the third paragraph is about ?		√	
	4	The given details to support the information in the third paragraph are ?		√	
	5	The information given in paragraph five is ?		√	
	6	The important information in the last paragraph is ?		√	

		Total	-	6	-

Ch	No	Reading Tests (How Juvenile Delinquency Occurs)	Cognitive Domain (Low Order Thinking Skill)		
			C1	C2	C3
IV	1	What is the difference between the terms "juvenile delinquency" and "juvenile delinquent" ?	√		
	2	Is it possible for juvenile under 18 to be charged and tried as adults ?	√		
	3	Mention some legal systems to deal with juveniles.		√	
	4	What makes juveniles commit a crime ?	√		
	5	"**It** is also known as juvenile offending or youth crime." 'It' refers to ….		√	
	6	"A juvenile delinquent is a person **who** is typically under the age of 18 and commits an act that …"		√	
	7	What is the best title of the text ?		√	
	8	What can you learn from the first paragraph ?		√	
	9	Paragraph 2 tells us about ?		√	
		Total	3	6	-

Ch	No	Reading Test (What Causes Poverty)	Cognitive Domain (Low Order Thinking Skill)		
			C1	C2	C3
V	1	The subject of the first sentence in the first paragraph is ?	√		
	2	What is the difference between paragraph one and two ?		√	
	3	The first sentence of the first paragraph is about ….. and the rest of the sentence is about ?		√	
	4	The second paragraph tells us ?		√	
	5	The details to support the new information in the second paragraph are ?		√	
	6	The same words are found in paragraph one, two, three. Circle them.		√	
	7	The subject of paragraph three is ?	√		
	8	The last paragraph tells us ?		√	
	9	Write down the topic sentence of paragraph 1 to 3.		√	
		Total	2	7	-

Ch	No	Reading Test (What Should I Do To Prevent Floods)	Cognitive Domain (Low Order Thinking Skill)		
			C1	C2	C3
VI	1	What is the poster about ?		√	
	2	What is the purpose of the poster ?		√	
	3	Why do the flood victims lack clean drinking water ?		√	
	4	What will happen if urgent help doesn't come immediately ?		√	
	5	what can you do to help them ?			√
	6	what should the people of Jakarta do to avoid gutters and drains clogging ?	√		
	7	How many canals were built by the former governor ?	√		
	8	Why did the former governor build the elevated road to Soekarno-Hatta International Airport ?		√	
	9	Where can we see garbage piled up in Jakarta ?	√		
	10	What is the text telling us about ?		√	
	11	What is the main idea of the first paragraph ?		√	
	12	What is the purpose of the writer sending this letter to the Jakarta Post ?		√	
	13	The underlined word refers to ….		√	
	14	The underlined word refers to ….		√	
	15	What do they refer to ?		√	
	16	Find 3 pieces of advice in the letter from the writer.	√		
		Total	4	11	1

Ch	No	Reading Test (What Experts and Rescuers Recommend During Earthquakes)	Cognitive Domain (Low Order Thinking Skill)		
			C1	C2	C3
VII	1	The purpose of the two letters above is ?		√	
	2	The calamities were ?	√		
	3	The earthquake took place in …. while the volcanic eruption.	√		
	4	Decide whether these statements are True (T) or False (F).	√		
	5	What is the text about ?		√	
	6	Who will most probably read this tips ?	√		
	7	What is the writer's point of view in this text ? Does he/she give criticism or advice ?	√		
	8	If countries around the pacific "Ring of Fire" experience powerful earthquakes all around at the same time, and tsunamis after tsunamis hit these countries, will there be a global flood ?		√	
	9	Will animal and human life be wiped out ?	√		
		Total	6	3	-

Ch	No	Reading Test (What Gigantic Sea Waves)	Cognitive Domain (Low Order Thinking Skill)		
			C1	C2	C3
VIII	1	Who issued the warning process ?	√		

	2	What is the purpose of issuing this poster ?		√	
	3	Who would probably read this poster ?	√		
	4	How many levels of warnings are there ?	√		
	5	Which level shows the most critical situation ?	√		
	6	In which level should one take action to save his life ?	√		
	7	What happened to the early-tsunami warning system ?		√	
	8	When did the Vice President state that the country's tsunami early warning systems needed to be repaired ?	√		
	9	Where did the Vice President state that the warning system needed repairing ?	√		
		Total	7	2	-

Ch	No	Reading Test (Who to Blame for Student Brawls ?)	Cognitive Domain (Low Order Thinking Skill)		
			C1	C2	C3
IX	1	How many students became victims during the student brawl on 24 September ?	√		
	2	Fill in the table with the different roles of parents, school and society.		√	
	3	Why will everything students do have consequences ?		√	
	4	According to the writer, how serious are student brawls today ?		√	
	5	What will happen if students mix the wrong group of people ?		√	
	6	According to the text, how should adults behave toward		√	

			C1	C2	C3
		students ?			
	7	Who does the underlined word refer to ?		√	
	8	The underlined word refers to ?		√	
	9	What does the underlined word refers to ?		√	
	10	The underlined word refers to ?		√	
		Total	1	9	-

Ch	No	**Reading Test** **(Many Hands Make Light Work)**	**Cognitive Domain** (Low Order Thinking Skill)		
			C1	**C2**	**C3**
X	1	What is the announcement about ?		√	
	2	To whom is the announcement addressed ?	√		
	3	What is the purpose of the activity ?		√	
	4	When and where will the activity be conducted ?	√		
	5	What should the participants do if they want to join the activity ?		√	
	6	What did the writer do on last Sunday ?		√	
	7	What happened to the park ?		√	
	8	What did the writer usually do in the park ?		√	
	9	Who did the cleaning ?	√		
		Total	3	6	-

Ch	No	Reading Test (This Land Is Mine)	Cognitive Domain (Low Order Thinking Skill)		
			C1	C2	C3
XI	1	Where can you see beggars ?	√		
	2	The purpose of paragraph 2, 3 and 4 is to ?		√	
	3	The similarity between the first paragraph and the last paragraph is ?		√	
	4	To relate the reasons, the writer uses the linking words.		√	
	5	The word "thus" in the last paragraph function as ?		√	
	6	The difference between the second paragraph and the fourth paragraph is that ?		√	
		Total	1	5	-

APPENDIX 2

Cognitive Domain of Reading Tests in Pathway to English Textbook

(High Order Thinking Skills)

Ch : Chapter

C4 : Analyzing

C5 : Evaluating

C6 : Creating

Ch	No	Reading Test (Why Do Earthquakes Happen ?)	Cognitive Domain (High Order Thinking Skill)		
			C4	C5	C6
II	1	What do the scientists mean when they say that 'the first picture appears as if the earth had always looked that way and always would.'	√		
	2	'Since the 1960s scientists have begun to understand that the earth is a great, living structure' what can we infer from that statement ?	√		
		Total	2	-	-

Ch	No	Reading Test (What Causes Poverty ?)	Cognitive Domain (High Order Thinking Skill)		
			C4	**C5**	**C6**
V	1	Write down one supporting sentence for each topic sentences.			√
		Total	-	-	1

Ch	No	Reading Test (What Should I Do To Prevent Floods)	Cognitive Domain (High Order Thinking Skill)		
			C4	**C5**	**C6**
VI	1	Explain a little about the condition of the flood victims.	√		
	2	If you want to support the organization, what should you do ?			√
		Total	1	-	1

Ch	No	Reading Test (What Experts and Rescuers Recommended During Earthquake)	Cognitive Domain (High Order Thinking Skill)		
			C4	**C5**	**C6**
VII	1	What will happen if earthquake on the land and in the sea keep increasing in frequency and in magnitude ?	√		
	2	What can we expect when we see earthquakes increasing in frequency ?	√		
		Total	2	-	-

Ch	No	Reading Test (What Gigantic Sea Waves)	Cognitive Domain (High Order Thinking Skill)		
			C4	**C5**	**C6**
VIII	1	Where do you think this poster should be placed ?	√		
	2	Mention the examples of damage to the warning system.		√	
		Total	1	1	-

Ch	No	Reading Test (Who To Blame for Students Brawls)	Cognitive Domain (High Order Thinking Skill)		
			C4	**C5**	**C6**
IX	1	The writer thinks that student brawls have become violent. Can you explain it ?	√		
		Total	1	-	-

Ch	No	Reading Test (This Land Is Mine)	Cognitive Domain (High Order Thinking Skill)		
			C4	**C5**	**C6**
XII	1	Look at the picture. Describe the picture.	√		
	2	Why does the beggar ask alms the passers-by ?	√		
	3	What makes the beggar do such a thing ?	√		

	4	If a beggar asked you for some small changes, would you give it or not ?			√
	5	Explain your reason.		√	
		Total	3	1	1

APPENDIX 3

Cognitive Domain of Reading Tests in Pathway to English Textbook

(Low And High Order Thinking Skills)

Ch : Chapter

C1 : Remembering   C4 : Analyzing

C2 : Understanding   C5 : Evaluating

C3 : Applying   C6 : Creating

Ch	No	Reading Tests	Cognitive Domain					
			Low Order Thinking Skills			High Order Thinking Skills		
			C1	C2	C3	C4	C5	C6
I	1	What is the poster about ?		√				
	2	What is the purpose of the poster ?		√				
	3	When people encounter such situations, what should they do ?		√				
	4	What will happen if they don't play attention to the warning sign ?	√					
	5	What can you do to help ?			√			
	6	According to the text, why does the water overflow from its normal path in the riverbed ?		√				
	7	How does a flood occur ?		√				

				√				
	8	Why should people move to a higher place ?		√				
	9	What makes floodwaters unsafe ?	√					
	10	What do people usually do to protect themselves from a flood ?		√				
	11	Where does the extra water come from ?	√					
	12	During a flood, what should people do ?		√				
	13	What is an evacuation ?	√					
	14	Who will be evacuated ?	√					
	15	"Its" refers to ?		√				
	16	"Themselves" refers to ?		√				
	17	What is the main cause of a flood ?		√				
	18	What is the purpose of writing the text ?		√				
II	19	According to the text, what always moves ?	√					
	20	What is plate tectonics ?	√					
	21	What is the main idea of the text ?		√				
	22	What is the best title of the text ?		√				
	23	Read these extracts from the text and choose the correct meanings.	√					
	24	What is the movement of the earth like ?	√					
	25	What causes an eruption ?		√				
	26	Why do scientists say that the movement of continents and oceans is		√				

		violent ?						
	27	What causes scientists not to believe the theory that the earth had always looked like the first picture ?		√				
	28	Why does the surface of the earth change and how do those changes cause earthquakes ?		√				
	29	What will happen if melted rock pushed up from inside the planet ?		√				
	30	What do the scientists mean when they say that 'the first picture appears as if the earth had always looked that way and always would' ?				√		
	31	It is said that continents move about the earth like huge ships at sea. What can you tell about the scientists from the descriptions of the continent movement ?		√				
	32	'Since the 1960s scientists have begun to understand that the earth is a great, living structure'. What can we infer from that statement ?				√		
III	33	The topic of the first paragraph is ?		√				
	34	The first sentence of the first paragraph is about ? and the rest of the sentence is about ?		√				
	35	The information in the third paragraph is about ?		√				
	36	The given details to support the information in the third paragraph are ?		√				
	37	The information given in paragraph		√				

		five is ?						
	38	The important information in the last paragraph is ?		√				
IV	39	What is the difference between the terms "juvenile delinquency" and "juvenile delinquent"	√					
	40	Is it possible for juveniles under 18 to be charged and tried as adults ?	√					
	41	Mention some legal systems to deal with juveniles.		√				
	42	What makes juveniles commit a crime ?	√					
	43	"**It** is also known as juvenile offending or youth crime. 'It' refers to ….		√				
	44	"A juvenile delinquent is a person who is typically under the age of 18 and commits an act that. 'who' refers to …		√				
	45	What is the best title of the text ?		√				
	46	What can you learn from the first paragraph ?		√				
	47	Paragraph 2 tells us about ?		√				
	48	The subject of the first sentence in the first paragraph is ?	√					
	49	What is the difference between paragraph one and two ?		√				
	50	The first sentence of the first paragraph is about ? and the rest of the sentence is about ?		√				

V	51	The second paragraph tells us ?		√				
	52	The details to support the new information in the second paragraph are ?		√				
	53	The same words are found in paragraph one, two and three. Circle them.		√				
	54	The subject of paragraph three is ?	√					
	55	The last paragraph tells us ?		√				
	56	Write down the topic sentence of paragraph 1 to 3.		√				
	57	Write down one supporting sentence for each topic sentence.						√
VI	58	What is the poster about ?		√				
	59	What is the purpose of the poster ?		√				
	60	Explain a little about the condition of the flood victims.				√		
	61	Why do the flood victims lack clean drinking water ?		√				
	62	What will happen if urgent help doesn't come immediately ?		√				
	63	What can you do to help them ?			√			
	64	If you want to support the organization, what should you do ?						√
	65	What should the people of Jakarta do to avoid gutters and drains clogging ?	√					
	66	How many canals were built by the former governor ?	√					
	67	Why did the former governor build		√				

		the elevated road to Soekarno-Hatta International Airport ?						
	68	Where can we see garbage piled up in Jakarta ?	√					
	69	What is the text telling us about ?		√				
	70	What is the main idea of the first paragraph ?		√				
	71	What is the purpose of the writer sending this letter to the Jakarta Post ?		√				
	72	The underlined word refers to …		√				
	73	The underlined word refers to …		√				
	74	What do they refer to ?		√				
	75	Find 3 pieces of advice in the letter from the writer.	√					
VII	76	The purpose of the two letters above is ?		√				
	77	The calamities were ?	√					
	78	The earthquake took place in ?	√					
	79	When an earthquake happens, it is best to crawl out before the earthquake drops you (Decide the statement with True (T) or False (F)).	√					
	80	Studies find out that people are much more likely to be injured by falling or flying objects (Decide the statement with True (T) or False (F)).	√					
	81	If there is no furniture nearby, you can still reduce the chance of injury from falling objects by hiding behind the wall (Decide the statement with	√					

		True (T) or False (F)).					
	82	If you are in bed, the best thing to get out of the bed and cover your head with a pillow (Decide the statement with True (T) or False (F)).	√				
	83	The area near the exterior walls of a building is the most dangerous place to be (Decide the statement with True (T) or False (F)).	√				
	84	In modern houses, doorways are stronger than any other part of the house, so the doorway protect you from the most likely source of injury- falling or flying objects (Decide the statement with True (T) or False (F)).	√				
	85	What is the text about ?		√			
	86	Who will most probably read the tips ?	√				
	87	What is the writer's point of view in this text ? Does he/she criticism or advice ?	√				
	88	What will happen if earthquake on the land and in the sea keep increasing in frequency and in magnitude ?				√	
	89	If countries around the pacific "Ring of Fire" experience powerful earthquakes all around at the same time, and tsunamis after tsunamis hit these countries, will there be a global flood ?		√			
	90	Will animal and human life be wiped out ?	√				
	91	What can we expect when we see				√	

		earthquakes increasing in frequency ?						
VIII	92	Who issued the warning poster ?	√					
	93	What is the purpose of issuing this poster ?		√				
	94	Who would probably read this poster ?	√					
	95	How many levels of warnings are there ?	√					
	96	Which level shows the most critical situation ?	√					
	97	In which level should one take action to save his life ?	√					
	98	Where do you think this poster should be placed ?				√		
	99	What happened to the early tsunami warning system ?		√				
	100	When did the Vice President state that the country's tsunami early warning systems needed to be repaired ?	√					
	101	Mention the examples of damage to the warning system ?						√	
	102	Where did the Vice President state that the warning system needed repairing ?	√					
	103	How many students became victims during the student brawl on 24 September ?	√					
	104	Fill the table with the different roles of parents, school and society.		√				
	105	Why will everything students do have		√				

	No.	Question						
IX		consequences ?						
	106	According to the writer, how serious are student brawls today ?		√				
	107	The writer thinks that student brawls have become violent. Can you explain it ?				√		
	108	What will happen if students mix with the wrong group of people ?		√				
	109	According to the text, how should adults behave toward students ?		√				
	110	What does the underlined word refer to ?		√				
	111	The underlined word refers to ?		√				
	112	What does the underlined word refers to ?		√				
	113	The underlined word refers to ?		√				
X	114	What is the announcement about ?		√				
	115	To whom is the announcement addressed ?	√					
	116	What is the purpose of the activity ?		√				
	117	When and where will the activity be conducted ?	√					
	118	What should the participants do if they want to join the activity ?		√				
	119	What did the writer do on last Sunday ?		√				
	120	What happened to the park ?		√				
	121	What did the writer usually do in the park ?		√				

	122	Who did the cleaning ?	√					
XI	123	Look at the picture. Describe this picture.				√		
	124	Why does the beggar ask alms to the passers-by ?				√		
	125	What makes the beggar do such a thing ?				√		
	126	Where can you see beggars ?	√					
	127	If a beggar asked you for some small changes, would you give it or not ?						√
	128	Explain your reason.					√	
	129	The purpose of paragraph 2, 3 and 4 is to ?		√				
	130	The similarity between the first paragraph and the last paragraph is ?		√				
	131	To relate the reasons, the writer uses the linking word.		√				
	132	The word "thus" in the last paragraph function as ?		√				
		Total	**40**	**75**	**2**	**10**	**2**	**3**

APPENDIX 4

The Proportion of Cognitive Domain of Reading Tests in Pathway to English Textbook

No	Cognitive Level	Frequencies	Percentage
1	Remembering	40	30,30 %
2	Understanding	75	56,81 %
3	Applying	2	1,51 %
4	Analyzing	10	7,57 %
5	Evaluating	2	1,51 %
6	Creating	3	2,27 %
Total		**132**	**100 %**

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==

Yth : Bapak/Ibu Ketua & Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat, yang bertanda tangan di bawah ini :

Nama	: Rizki Ramadhani
NMP	1602050060
ProgramStudi	: Pendidikan Bahasa Inggris

IPK = 3,52

Persetujuan Ketua/Sek Prodi	Judul yang diajukan	Disyahkan Oleh Dekan Fakultas
	Content Analysis of Cognitive Domain in Reading Test of Senior High School English Textbook	
	The Effect of Visual Media on Student's Achievement in Writing Procedure Text : A Study Case in SMP PAB 2 Helvetia	
	Teacher's Questioning Strategy in English Classroom Interaction in Junior High School	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, 6 April 2020

Hormat Pemohon,

Rizki Ramadhani

Dibuat Rangkap 3 :
- Untuk Dekan/Fakultas
- Untuk Ketua/Sekretaris Prodi
- Untuk Mahasiswa yang bersangkutan

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Kepada Yth : Bapak/Ibu Ketua & Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Assalamu'alaikum Wr. Wb.

Dengan hormat, yang bertanda tangan di bawah ini :

Nama : Rizki Ramadhani
NPM : 1602050060
ProgramStudi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut :

Content Analysis of Cognitive Domain in Reading Test of Senior High School English Textbook.
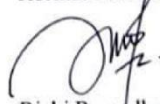
Sekaligus saya mengusulkan/menunjuk Bapak/Ibu sebagai :

Dosen Pembimbing : Yusriati, S.S., M.Hum   ACC PF
Sebagai Dosen Pembimbing proposal/risalah/makalah/skripsi saya

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, 17 April 2020
Hormat Pemohon,

Rizki Ramadhani

Dibuat Rangkap 3 :
- Untuk Dekan/Fakultas
- Untuk Ketua/Sekretaris Prodi
- Untuk Mahasiswa yang bersangkutan

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Jl. Kapten Mukhtar Basri No.3 Telp.(061) 6619056 Medan 20238
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===

Nomor	:	784/II.3/UMSU-02/F/2020
Lamp.	:	---
H a l	:	**Pengesahan Proposal dan Dosen Pembimbing**

Bismillahirrahmanirrahiim
Assalalamu'alaikumWr. Wb.

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proposal skripsi dan Dosen Pembimbing bagi mahasiswa yang tersebut di bawah ini :

Nama	:	**Rizki Ramadhani**
N P M	:	1602050060
Progam Studi	:	Pendidikan Bahasa Inggris
Judul Penelitian	:	Content Analysis of Cognitive Domain in Reading Test of Senior High School English Textbook
.Pembimbing	:	**Yusriati, S.S., M.Hum**

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal skripsi dengan ketentuan sebagai berikut :
1. Penulisan berpedoman kepada ketentuan atau buku *Panduan Penulisan Skripsi* yang telah ditetapkan oleh Dekan
2. Proposal Skripsi dinyatakan *BATAL* apabila tidak selesai pada waktu yang telah ditetapkan.
3. Masa Daluarsa tanggan : *8 Mei 2021*

Medan, <u>15 Ramadhan 1441 H</u>
08 Mei 2020 M
Wassalam
Dekan
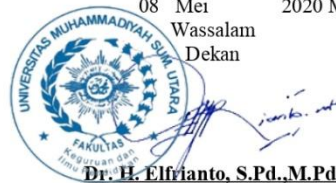
Dr. H. Elfrianto, S.Pd.,M.Pd.

Dibuat Rangkap 4 :
1. Fakultas (Dekan)
2. Ketua Program Studi
3. Dosen Pembimbing
4. Mahasiswa yang bersangkutan
 (*WAJIB MENGIKUTI SEMINAR*)

BERITA ACARA BIMBINGAN PROPOSAL

Nama   : Rizki Ramadhani
NPM   : 1602050060
Program Studi   : Pendidikan Bahasa Inggris
                : Content Analysis of Cognitive Domain in Reading Test
Judul Skripsi   of Senior High School English Textbook

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
01st May 2020	Revise Chapter 1 : Backgorund, formulation of problem and significance of study	
05th May 2020	Revise Chapter 2 Revise theory, add previous relevant research	
10th May 2020	Revise Chapter 3 Reasons choosing the method Techniques of collecting data and analyzing data	
12th May 2020	Acc for seminar	

Medan, 12th May 2020
Diketahui/Disetujui   Dosen Pembimbing
Ketua Prodi Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd.,M.Hum   Yusriati,S.S.,M.Hum

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ
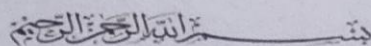
BERITA ACARA SEMINAR PROPOSAL

Pada hari ini Senin Tanggal 18 Bulan Mei Tahun 2020 diselenggarakan seminar Prodi Pendidikan Bahasa Inggris menerangkan bahwa :

Nama : Rizki Ramadhani

N P M : 1602050060

Program Studi : Pendidikan Bahasa Inggris

Judul Penelitian : Content Analysis of Cognitive Domain in Reading Test of Senior High School English Textbook

NO	MASUKAN / SARAN
JUDUL	Content Analysis of Cognitive Domain in Reading Test of Senior High School English Textbook
BAB I	Divide the significance of the study into two (theoretically and practically)
BAB II	Check all grammatical error
BAB III	Check all grammatical error
LAINNYA	
KESIMPULAN	( ) Disetujui ( ) Ditolak (√) Disetujui Dengan Adanya Perbaikan

Medan, 18 Mei 2020

Dosen Pembahas

Erlindawaty S.Pd.,M.Pd

Dosen Pembimbing

Yusriati S.S., M.Hum

PANITIA PELAKSANA

Ketua

Mandra Saragih, S.Pd, M.Hum

Sekretaris

Pirman Ginting, S.Pd, M.Hum

SURAT KETERANGAN

بِسْـــــمِ اللهِ الرَّحْمٰنِ الرَّحِـــــيْمِ

Ketua Program Studi Pendidikan Bahasa Inggris Fakultas Keguran dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara dengan ini menerangkan bahwa :

Nama Mahasiswa   : Rizki Ramadhani

NPM   : 1602050060

ProgramStudi   : Pendidikan Bahasa Inggris

Adalah benar telah melaksanakan Seminar Proposal Skripsi pada :

Hari   : Senin

Tanggal   : 18 Mei 2020

Dengan Judul Proposal

: Content Analysis of Cognitive Domain in Reading Test of Senior High School English Textbook

Demikianlah surat keterangan ini kami keluarkan/diberikan Kepada Mahasiswa yang bersangkutan, smoga Bapak/Ibu Pimpinan Fakultas dapat segera mengeluarkan surat izin riset mhasiswa tersebut. Atas kesediaan dan kerjasama yang baik kami ucapkan banyak terima kasih. Akhirnya selamat sejahteralah kita semuanya. Amin

Dikeluarkan di : Medan
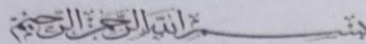
Pada Tanggal   : 18 Mei 2020

Wassaalam
Ketua Program Studi
Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd, M.Hum

بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيمِ

LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminarkan oleh mahasiswa di bawah ini :

Nama   : Rizki Ramadhani
N P M   : 1602050060
Program Studi   : Pendidikan Bahasa Inggris
Judul Penelitian   : Content Analysis of Cognitive Domain in Reading Test of Senior
                      High School English Textbook

Pada hari Senin bulan Mei tahun 2020 sudah layak menjadi proposal skripsi

Medan, 18 Mei 2020

Disetujui oleh :

Dosen Pembahas   Dosen Pembimbing

Erlindawaty S.Pd., M.Pd   Yusriati S.S., M.Hum

Diketahui oleh
Ketua Program Studi

Mandra Saragih, S.Pd, M.Hum

SURAT PERNYATAAN

Assalamu'alaikum Warahmatullahi Wabarakaatuh

Saya yang bertandatangan dibawah ini :

Nama	: Rizki Ramadhani
N P M	: 1602050060
Program Studi	: Pendidikan Bahasa Inggris
Judul Penelitian	: Content Analysis of Cognitive Domain in Reading Test of Senior High School English Textbook

Dengan ini saya menyatakan bahwa :

1. Penelitian yang saya lakukan dengan judul di atas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara

2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun dengan kata lain penelitian ini tidak saya tempahkan (dibuat) oleh orang lain dan juga tidak tergolong plagiat

3. Apabila point 1 dan 2 di atas saya langgar maka saya bersedia untuk dilakukan pembatalan terhadap penelitian tersebut dan saya bersedia mengulang kembali mengajukan judul penelitian yang baru dengan catatan mengulang seminar kembali.
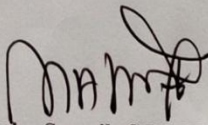
Demikian surat pernyataan ini saya perbuat tanpa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana mestinya.

Medan,   Oktober 2020
Hormat saya
Yang membuat pernyataan,

Rizki Ramadhani

Diketahui oleh Ketua Program Studi
Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd, M.Hum

Nomor	:	921/II.3/UMSU-02/F2020	Medan, 20 Syawal 1441 H
Lamp.	:	--	12 Juni 2020 M
H a l	:	**Mohon Izin Riset**	

Kepada Yth.:
Bapak/Ibu **Kepala Perpustakaan UMSU**
Di

    Tempat

Assalamu'alaikum Warahmatullahi Wabarakatuh.

Wa ba'du, semoga kita semua sehat wal'afiat dalam melaksanakan kegiatan aktifitas sehari-hari, sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk pembuatan skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/Ibu memberikan izin kepada mahasiswa untuk melakukan penelitian/riset di tempat yang Bapak/Ibu Pimpin. Adapun data mahasiswa kami tersebut sebagai berikut :

N a m a	:	**Rizki Ramadhani**
NPM	:	1602050060
Program Studi	:	Pendidikan Bahasa Inggris
Judul Penelitian	:	Content Analysis of Cognitive Domain in Reading Test of Senior High School English Textbook.

Demikianlah hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

Akhirnya selamat sejahteralah kita semuanya, Amin.
Wassalamu'alikum Warahmatullahi Barakatuh

Dekan

Dr. H. Elfrianto S.Pd., M.Pd.
NIDN : 0115057302

Tembusan :
- Pertinggal

<u>**SURAT KETERANGAN**</u>
Nomor: *ABJ*.../KET/II.10-AU/UMSU-P/M/2020

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Kepala Unit Pelaksana Teknis (UPT) Perpustakaan Universitas Muhammadiyah Sumatera Utara dengan ini menerangkan :

Nama	:	**Rizki Ramadhani**
NPM	:	**1602050060**
Univ./Fakultas	:	**UMSU/ Keguruan dan Ilmu Pendidikan**
Jurusan/P.Studi	:	**Pendidikan Bahasa Inggris/ S1**

adalah benar telah melakukan kunjungan/penelitian pustaka guna menyelesaikan tugas akhir / skripsi dengan judul :

"Content Analysis of Cognitive Domain in Reading Test of Senior High School English Textbook"

Demikian surat keterangan ini diperbuat untuk dapat dipergunakan sebagaimana mestinya.

Medan, <u>17 Safar 1442 H</u>
05 Oktober 2020 M

Kepala UPT Perpustakaan,

Muhammad Arifin, S.Pd, M.Pd

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
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UMSU
Unggul | Cerdas | Terpercaya

BERITA ACARA BIMBINGAN SKRIPSI

Perguruan Tinggi	:	Universitas Muhammadiyah Sumatera Utara
Fakultas	:	Keguruan dan Ilmu Pendidikan
Nama	:	Rizki Ramadhani
N P M	:	1602050060
Program Studi	:	Pendidikan Bahasa Inggris
Judul Penelitian	:	**Content Analysis of Cognitive Domain in Reading Test of Senior High School English Textbook**

Tanggal	Materi Bimbingan Skripsi	Paraf	Keterangan
07/09/20	Revise Chapter 1 - 3		
16/09/20	Revise Data collection		
04/10/20	Revise Data Analysis		
10/10/20	Revise chapter V / etc		
11/10/20	acc for the exam		

Medan, 11 Oktober 2020

Diketahui oleh :
Ketua Program Studi

Mandra Saragih, S.Pd, M.Hum

Dosen Pembimbing

Yusriati S.S., M.Hum

CURRICULUM VITAE

IDENTITY

1. Name   : Rizki Ramadhani
2. Place/Date of Birth   : TitiPapan, December 20th, 1998
3. Register Number   : 1602050060
4. Sex   : Female
5. Religion   : Moslem
6. Marital Status   : Single
7. Address   : Jl. Platina 7D Lingk. I, TitiPapan, Medan Deli
8. Hobby   : Listening to Music
9. Parents
   a. Father's Name   : Eko Wariso
   b. Mother's Name   : Suryati
   c. Parents' Address   : Jl. Platina 7D Lingk. I, TitiPapan, Medan Deli

EDUCATION

1. Elementary School at SD Swasta Pelita Kasih TitiPapan
2. Junior High School at SMP Negeri 38 Medan
3. Senior High School at SMA Negeri 16 Medan
4. The Student of UMSU in Faculty of Teacher Training and Education, English Department (2016-2020)