

TABLE OF CONTENTS

ABSTRACT	i
DECLARATION OF AUTHENTICITY	ii
DEDICATION	iii
BIOGRAPHY	iv
PREFACE.....	v
ACKNOWLEDGEMENT	vi
TABLE OF CONTENTS	vii
LIST OF FIGURES	x
LIST OF TABLES	xi
CHAPTER I.....	1
INTRODUCTION	1
A. Background of Study	1
1. Research Questions	3
2. Research Purposes.....	3
3. Research Significances.....	4
4. Research Scope	4
5. Conceptual Framework	5
6. Previous Studies	6
CHAPTER II	11
LITERATURE REVIEW	11
A. Textbook for Language Learning	11
1. Definition of Textbook	11
2. The Role of Textbooks in EFL Classrooms.....	13
3. The Characteristics of Textbook.....	15
4. Textbook Evaluation in Language Education.....	17
B. Listening Skills.....	18
1. Definition of Listening skill.....	19
2. The Role of Listening skills in Language Learning	20
3. The Importance of Listening Skills in Language Learning	22
4. Analysis of Listening Instruction in Textbooks.....	23
C. Instruction.....	25
1. Definition of Instruction	25

2. The Characteristics of Instruction.....	27
D. Cognitive Dimensions	29
E. Bloom Taxonomy.....	32
1. The Concept of Bloom's Taxonomy	32
2. Higher Order thinking Skills (HOTS)	36
3. Lower Order Thinking Skills (LOTS)	38
CHAPTER III.....	41
RESEARCH METHODOLOGY	41
A. Research Design.....	41
B. Data Source	42
C. Data Collection Technique.....	44
1. Document Analysis.....	45
2. Interpretive Analysis.....	45
D. Research Instrument and Procedure.....	46
E. Data Analysis Technique.....	52
CHAPTER IV	55
FINDING AND DISCUSSION	55
A. Research Findings.....	55
1. The analysis of the cognitive dimensions are presented in listening instructions in the English textbook.....	55
2. The analysis of the cognitive levels of Bloom's Taxonomy, in higher-order thinking skills (HOTS) and lower-order thinking skills (LOTS) represented in listening instructions in the English textbook	90
B. Research Discussion.....	94
1. The cognitive dimensions are presented in listening instructions.....	94
2. Higher-order thinking skills (HOTS) and lower-order thinking skills (LOTS) are represented in listening instructions in the Textbook.....	95
CHAPTER V	99
CONCLUSION AND SUGGESTIONS	99
A. Conclusion	99
B. Suggestions	100
1. EFL Teachers	100
2. English Textbook Author	101
3. For future researchers.....	101
REFERENCES	102

APPENDIX	108
English Textbook “Pathway to English” for SMA/MA Grade XII	108
Table Textbook Detail	108
Table Analysis English Textbook.....	108
SK Pembimbing.....	112



LIST OF FIGURES

Figure 1. 1 Theoretical Framework	5
Figure 2. 1 Bloom's Taxonomy Revised	33
Figure 3. 1 “Pathway to English” an English Course for SMA/MA Grade XII...	43
Figure 3. 2 Example of Listening Instruction	44
Figure 3. 3 Table of Contents in Textbook	43



LIST OF TABLES

Table 2. 1	Gagne's book, The Conditions of Learning, 1965	26
Table 2. 2	The Cognitive Process Dimension.....	34
Table 2. 3	Bloom's Taxonomy (Anderson and Krathwohl, 2001)	35
Table 3. 1	ELT Textbook Detail	43
Table 3. 2	Bloom's Taxonomy	46
Table 3. 3	Keywords of HOTS and LOTS (Shabatura, 2014).....	47
Table 3. 4	The Rubric of Cognitive Dimension in Listening Instruction	50
Table 3. 5	The Frequency of HOTS and LOTS in Listening Instruction	51
Table 3. 6	The Analysis Frequency of HOTS and LOTS.....	52
Table 4. 1	Analysis of the cognitive dimension in pre-listening (Unit 1).	56
Table 4. 2	Analysis of the cognitive dimension in while-listening (Unit 1).....	58
Table 4. 3	Analysis of the cognitive dimension in post-listening (Unit 1).....	55
Table 4. 4	Analysis of the cognitive dimension in pre-listening (Unit 2).....	57
Table 4. 5	Analysis of the cognitive dimension in whilst-listening (Unit 2).....	63
Table 4. 6	Analysis of the cognitive dimension in post-listening (Unit 2).....	65
Table 4. 7	Analysis of the cognitive dimension in pre-listening (Unit 3)	70
Table 4. 8	Analysis of the cognitive dimension in whilst-listening (Unit 3).....	72
Table 4. 9	Analysis of the cognitive dimension in post-listening (Unit 3).....	73
Table 4. 10	Analysis of the cognitive dimension in pre-listening (Unit 4)	75
Table 4. 11	Analysis of the cognitive dimension in whilst-listening (Unit 4).....	76
Table 4.12	Analysis of the cognitive dimension in post-listening (Unit 4).....	78
Table 4.13	Analysis of the cognitive dimension in pre-listening (Unit 5)	80
Table 4. 14	Analysis of the cognitive dimension in whilst-listening (Unit 5).....	81
Table 4. 15	Analysis of the cognitive dimension in post-listening (Unit 5).....	83
Table 4. 16	Analysis of the cognitive dimension in pre-listening (Unit 6)	84
Table 4. 17	Analysis of the cognitive dimension in whilst-listening (Unit 6).....	87
Table 4. 18	Analysis of the cognitive dimension in whilst-listening (Unit 6).....	89
Table 4. 19	The Result of Cognitive Dimension in Listening Instruction.....	90
Table 4. 20	The Frequency of HOTS and LOTS in Listening Instruction	93
Table 4. 21	The distribution of cognitive dimensions in the textbook.	95