

TABLE OF CONTENTS

ABSTRACT	i
DECLARATION OF AUTHENTICITY	ii
BIOGRAPHY	iii
PREFACE	iv
ACKNOWLEDGMENT	v
TABLE OF CONTENTS	vii
LIST OF TABLES	ix
LIST OF PICTURES	xi
LIST OF APPENDIXES	xii
CHAPTER I	1
INTRODUCTION	1
A. Background	1
B. Research Questions	3
C. Research Purposes	4
D. Research Significances	4
E. Research Scope	4
F. Conceptual Framework	5
G. Previous Studies	6
CHAPTER II	8
LITERATURE REVIEW	8
A. Bloom's Taxonomy	8
1. The Origin of Bloom's Taxonomy	8
2. The Revised Bloom's Taxonomy	10
3. Cognitive Domain of the Revised Bloom's Taxonomy	12
B. Lower-Order Thinking Skills (LOTS)	14
1. Definition of LOTS	14
2. Keywords of Lower-Order Thinking Skills	14
C. Higher-Order Thinking Skills (HOTS)	16
1. Definition of HOTS	16
2. Keywords of Higher-Order Thinking Skills	17

D.	Textbook	19
1.	Definition of Textbook	19
2.	The Importance of Textbooks.....	20
3.	Criteria of a Good English Textbook.....	21
E.	Exercises in English Textbook.....	22
1.	Definition of Exercise	22
2.	Criteria of a Good Exercise	22
3.	Kinds of Exercises on English Textbook.....	23
CHAPTER III		34
RESEARCH METHODOLOGY		34
A.	Research Design.....	34
B.	Data Source	34
C.	Data Collection Technique.....	35
D.	Research Instrument and Procedure.....	35
E.	Data Analysis Technique	38
CHAPTER IV.....		40
FINDING AND DISCUSSION		40
A.	Research finding.....	40
1.	The analysis of revised Bloom's taxonomy cognitive level exercises on the textbook.....	40
2.	The percentage of the cognitive level exercises on the textbook	94
B.	Discussion	96
CHAPTER V		100
CONCLUSION AND SUGGESTION		100
A.	Conclusion	100
B.	Suggestion.....	100
REFERENCES.....		102
APPENDIXES		111