

## ABSTRACT

**Wakhidah, Dika Fitriana (2024) An Analysis of Listening Instructional Questions in English Textbook for Junior High School “BRIGHT” an English Course for SMP/MTs Grade VIII.**

The study aims to reveal the distribution of cognitive dimensions of listening instructions and questions in the English textbook “BRIGHT” an English Course for SMP/MTS Grade VIII and to find out the cognitive dimension that appear most frequently in listening instructions and questions in the English textbook entitled “BRIGHT” an English Course for SMP/MTs Grade VIII.

A qualitative approach was utilized in this study through a descriptive qualitative research design. The document analysis was used as the data source. The data was analyzed by preparing and organizing the data, reading through all data, beginning the details, and interpreting the data. Furthermore, this research used the revised Bloom’s Taxonomy framework to analyze the listening instructions and questions. Moreover, the data source for this research was an English textbook for Junior High School.

The research findings shows that the distribution of “BRIGHT” an English textbook listening instructions and questions contained 5.1% of the items fall into category C1 (Remembering) with 2 occurrences, 53.9% into category C2 (Understanding) with 21 occurrences, 23% into category C3 (Applying) with 9 occurrences, 5.1% into category C4 (Analyzing) with 2 occurrences, 10.3% into category C5 (Evaluating) with 4 occurrences, and 2.5% into category C6 (Creating) with 1 occur. On the other hand, most frequently occurring cognitive dimension in the "BRIGHT" textbook is C2 (Understanding) according to the revised Bloom's Taxonomy (2001).

Based on the result, the conclusion of this research is that it examined the distribution of cognitive dimensions in the listening instructions and questions of the English textbook "BRIGHT: An English Course for SMP/MTs Grade VIII" using the revised Bloom's Taxonomy. The study found that the cognitive domain predominantly featured in the "BRIGHT" textbook is lower-order thinking skills, particularly the C2 (Understanding) category. Overall, the researcher suggests exploring a variety of listening instructions and questions to more evenly distribute the full range of cognitive dimensions and to investigate additional aspects of this textbook.

**Keywords:** Textbook, Cognitive dimensions, Instructions and questions, Bloom’s Taxonomy