

TABLE OF CONTENT

ABSTRACT	i
DECLARATION OF AUTHENTICITY	ii
MOTTO.....	iii
APPROVAL	iv
BIOGRAPHY	v
PREFACE	vi
ACKNOWLEDGEMENT	vii
TABLE OF CONTENT	x
LIST OF TABLES.....	xii
LIST OF FIGURES.....	1
CHAPTER I INTRODUCTION.....	2
A. Background of the Study.....	2
B. Research Questions	4
C. Research Purposes.....	5
D. Research Significances.....	5
E. Research Scope	6
F. Conceptual Framework	6
G. Previous Study	9
CHAPTER II LITERATURE REVIEW.....	12
A. Textbook	12
1. The Nature of Textbook.....	12
2. Criteria of a Good Textbook.....	13
3. The Importance of Textbook in TEFL.....	15
B. Instructions and Questions	17
1. The Nature of Instructions and Questions	17
2. Type of Instructions and Questions	18
C. Cognitive Dimension	22
D. Bloom's Taxonomy	23
1. The Roots of Bloom's Taxonomy.....	23
2. Revised Bloom's Taxonomy.....	26

3. Lower Order Thinking Skills (LOTS) in Instructions and Questions	30
4. High Order Thinking Skills (HOTS) in Instructions and Questions	32
CHAPTER III RESEARCH METHODOLOGY	35
A. Research Approach and Method	35
B. Data Source	36
C. Data Collection Technique	38
D. Research Instrument and Procedure.....	39
E. Data Analysis Technique	42
CHAPTER IV FINDING AND DISCUSSION.....	44
A. Research Finding.....	44
1. The analysis of the distribution of cognitive dimensions in listening to instructions and questions revised Bloom's Taxonomy in the textbook	44
2. The analysis of cognitive dimensions that appear most frequently in listening to instructions and questions in the textbook.....	73
B. Discussion	76
1. The distribution of cognitive dimension of listening instructions and questions in the English textbook "BRIGHT"	77
2. The cognitive dimensions appear most frequently in listening instructions and questions in the English textbook "BRIGHT.".....	79
CHAPTER V CONCLUSION AND SUGGESTIONS	82
A. Conclusion	82
B. Suggestions	83
C. Limitation of the Study	84
REFERENCES.....	85
APPENDICS.....	91