THE COMPATIBILITY OF READING QUESTIONS IN THE ENGLISH COURSEBOOK FOR GRADE 8 WITH THE LEVEL OF THINKING SKILLS

A THESIS

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ABSTRACT

This study analyzes cognitive level of the reading questions used in the course book entitle *When English Rings a Bell for Grade 8* by using cognitive levels of Revised Bloom's Taxonomy. This study attempts to determine the thinking skills level and compatibility of the reading questions used in *When English Rings a Bell for Grade 8* students according to K-13.

The data of this study were taken from all of the reading questions in *When English Rings a Bell for Grade 8*. It had 13 chapters and 262 reading questions. The writer classified the questions into cognitive levels of Revised Bloom's Taxonomy to determine the thinking skills level and compatibility of the reading questions.

The analysis showed that the reading questions in the course book has 24% in the level of remembering, 28% in the level of understanding, 18% in the level of applying and 30% in the level of analyzing. It means that the biggest portion is in the level of analyzing. Meanwhile, there were no questions in the level of evaluating and creating.

In conclusion, the reading questions in the course book entitle *When English Rings A Bell for Grade 8* are in the level of analyzing which took the biggest portion 30% from all cognitive levels. Moreover, according to the document of K-13 which is the competence achievement for junior high school students is a little bit in level of analyzing, therefore it can be concluded that the reading questions in the course book are compatible for grade 8 students.

Keywords: Reading Questions, Thinking Skills Level, Revised Bloom's Taxonomy.