

# **Thinking Skills in the English Textbook for Grade X**

**A THESIS**

**In Partial Fulfillment of the Requirement for  
the Sarjana Pendidikan Degree in  
English Language Teaching**



**By:**

**Yenyen Natalia Mokoginta**

**1213012006**

**ENGLISH DEPARTMENT**

**FACULTY OF TEACHER TRAINING AND EDUCATION**

**WIDYA MANDALA CATHOLIC UNIVERSITY**

**SURABAYA**

**2016**

## APPROVAL SHEET

(1)

The thesis entitled **Thinking Skills in the English Textbook for Grade X** conducted and submitted by **Yenyen Natalia Mokoginta** has been approved and accepted in partial fulfillment of the requirement for Sarjana Pendidikan Degree in English Language Teaching by the following advisor:



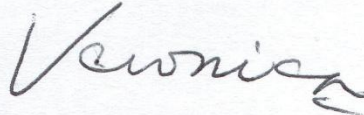
Dra. Agnes Santi Widiati, M.Pd

Thesis Advisor

**APPROVAL SHEET**

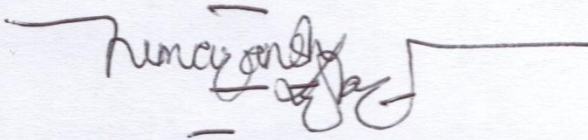
(2)

This thesis has been written and submitted by Yenyen Natalia Mokoginta (1213012006) for acquiring *Sarjana Pendidikan* Degree in English Language Teaching by the following Board of Examiners on oral exam with the grade of \_\_\_\_\_ on June 13<sup>th</sup>, 2016.



Prof. Dr. Veronica L. Diptoadi, M.Sc

Chairperson



Drs. Basilius Himawan Setyo Wibowo, M. Hum

Member



Dra. Agnes Santi Widiati, M.Pd

Member



## SURAT PERNYATAAN

Bersama ini saya:

Nama : Yenyen Hatalita Motasinta

Nomor Pokok : 1213012006

Program Studi : Pendidikan bahasa Inggris

Jurusan : Pendidikan bahasa dan seni

Fakultas : Keguruan dan Ilmu Pendidikan Unika Widya Mandala Surabaya

Menyatakan dengan sesungguhnya bahwa skripsi saya yang berjudul:  
Thinking skills in the English textbook for Grade X

benar-benar merupakan hasil karya saya sendiri. Apabila skripsi ini ternyata merupakan hasil plagiarisme, maka saya bersedia menerima sanksi berupa pembatalan kelulusan dan/atau pencabutan gelar yang telah saya peroleh.

Demikianlah surat pernyataan ini saya buat dengan sesungguhnya dan dengan penuh kesadaran.

Surabaya, 2 Juni 2016.  
Yang membuat pernyataan,

Materai Rp. 6.000,-



Mengetahui:  
Dosen Pembimbing I/Tunggal,

Dosen Pembimbing II,

## SURAT PERNYATAAN PERSETUJUAN PUBLIKASI KARYA ILMIAH

Demi Perkembangan Ilmu Pengetahuan, saya sebagai mahasiswa Universitas Katolik Widya Mandala Surabaya.

Nama Mahasiswa : Yenyen Hatalia Mokoginta  
Nomor Pokok : 1213012006  
Program Studi Pendidikan : Bahasa Inggris -  
Jurusan : Pendidikan Bahasa & Seni  
Fakultas : Keguruan & Ilmu Pendidikan  
Tanggal Lulus : 13 Juli 2016

Dengan ini ~~SETUJU/TIDAK SETUJU~~ Skripsi atau Karya Ilmiah saya,

Judul :

THINKING SKILLS IN THE ENGLISH TEXTBOOK FOR GRADE X

Untuk dipublikasikan/ditampilkan di Internet atau media lain (Digital Library Perpustakaan Universitas Katolik Widya Mandala Surabaya) untuk kepentingan akademik sebatas sesuai undang-undang Hak Cipta yang berlaku.

Demikian surat pernyataan ~~SETUJU/TIDAK SETUJU~~ publikasi Karya Ilmiah ini saya buat dengan sebenarnya

Surabaya, 27 Juli 2016  
Yang menyatakan,



NRP. 1213012006

## ACKNOWLEDGEMENTS

First of all, the writer would like to thank God for His blessing and grace who has blessed the writer during the process of making this thesis from the beginning until the end.

Also, the writer would like to express her sincere thanks and gratitudes to all people who have been so kind, generous, and friendly to kindly spare their time in helping the writer in writing this thesis. Without their support and encouragement, the writer will not be able to finish this thesis.

1. Dra. Agnes Santi Widiati, M.Pd, as the writer's advisor and lecturer of Widya Mandala Catholic University who has been very kind and patient in guiding her in the process of making this thesis. She has willingly spent her valuable time to encourage the writer in accomplishing this thesis in time patiently.
2. Drs. Basilius Himawan Setyo Wibowo, M. Hum and Prof. Dr. Veronica L. Diptoadi, M.Sc, as the writer's examiners who have supported her to carry out this thesis and have given her suggestions to improve this thesis.
3. Dr. V. Luluk Prijambodo, M.Pd and Dr. Damatius Wagiman Adisutrisno M.A., as the writer's lecturer who have guided and supported the writer to carry out this thesis by giving suggestions and resourches.
4. The writer's beloved parents, brother and aunt who have always supported and encouraged the writer with their love and patience in finishing her thesis as soon as possible.
5. Vionnie Angelina Wiguna, M. Psi, as the writer's close friend who has always encouraged and motivated her to finish her thesis.

6. The writer's companions in arms in the same boat namely Stefani Agustina, Imanuel Johannes Richard, Andreas Tanjung, Yolanda Merry, Irrine Harlinawati, Niluh Bella, and Malinda Ignacia who have been struggling together in making thesis and has supported and cheered each other.

Lastly, the writer also would like to thank everyone that has helped and motivated her to finish this thesis whose names cannot be mentioned here one by one. The writer believes that without all of their support, this thesis would have never been done in time.

Surabaya, 06<sup>th</sup> May 2016

The Writer

## TABLE OF CONTENTS

APPROVAL SHEET(1).....	i
APPROVAL SHEET(2).....	ii
SURAT PERNYATAAN PLAGIARISME.....	iii
SURAT PERNYATAAN PUBLIKASI.....	iv
ACKNOWLEDGEMENTS.....	v
TABLE OF CONTENTS.....	vi
LIST OF TABLES.....	x
LIST OF FIGURES.....	xi
ABSTRACT.....	xii
<b>Chapter I: Introduction.....</b>	<b>1</b>
1.1 Background of the Study.....	1
1.2 Research Questions.....	4
1.3 Objective of the Study.....	4
1.4 Theoretical Framework.....	5
1.5 Scope and Limitation of the Study.....	5
1.6 Significance of the Study.....	6
1.7 Definitions of Key Terms.....	6
1.8. Organization of the study.....	7
<b>Chapter II: Review of Related Literature.....</b>	<b>8</b>
2.1 Related Literature.....	8
2.1.1 2013 Curriculum.....	9
2.1.2 The Nature of Reading.....	9
2.1.3 Thinking Skills.....	10
2.1.4 Comprehension Taxonomies.....	11



2.1.5 Barrett's Reading Comprehension Taxonomy.....	13
2.2 Previous Study.....	19
<b>Chapter III: Research Method.....</b>	<b>22</b>
3.1 Research Design.....	22
3.2 Subjects.....	22
3.3 The Instruments of the Research.....	24
3.4 The Procedure of Data Collection.....	25
3.5 The Procedure of Categorizing the Data.....	25
3.6 Triangulation.....	28
<b>Chapter IV: Findings and Discussions.....</b>	<b>29</b>
4.1 Findings.....	29
4.1.1 The Percentage of The Reading Comprehension Questions' Level Based on Barrett's Taxonomy.....	29
4.1.1.1 The Reading Comprehension Questions' Level in Chapter 1.....	29
4.1.1.2 The Reading Comprehension Questions' Level in Chapter 4.....	31
4.1.1.3 The Reading Comprehension Questions' Level in Chapter 5.....	33
4.1.1.4 The Reading Comprehension Questions' Level in Chapter 6.....	34
4.1.1.5 The Reading Comprehension Questions' Level in Chapter 7.....	35
4.1.1.6 The Reading Comprehension Questions' Level in Chapter 9.....	37
4.1.2 The Thinking Skills Measured in the Reading Comprehension Questions.....	39
4.2 Discussions of the Findings.....	40

<b>Chapter V: Conclusion and Suggestions</b> .....	49
5.1 Conclusion.....	49
5.2 Suggestions.....	50
5.2.1 Suggestion for the Textbook’s Writer.....	50
5.2.2 Suggestion for English Teacher.....	51
5.2.3 Suggestion for Further Researchers.....	51
<b>Bibliography</b> .....	52
<b>Appendices</b> .....	55
Appendix 1.1 Needing A Friend.....	55
Appendix 1.2 Reading Comprehension Questions Chapter 1.....	57
Appendix 1.3 Reading Comprehension Questions Chapter 4.....	58
Appendix 1.4 Reading Comprehension Questions Chapter 5.....	59
Appendix 1.5 Reading Comprehension Questions Chapter 6.....	60
Appendix 1.6 Reading Comprehension Questions Chapter 7.....	61
Appendix 1.7 Reading Comprehension Questions Chapter 9.....	62
Appendix 1.8 Reading Text 1.....	63
Appendix 1.9 Reading Text 2.....	64
Appendix 1.10 Reading Text 3.....	65
Appendix 1.11 Reading Text 4.....	66
Appendix 1.12 Reading Text 5.....	67
Appendix 1.13 Reading Text 6.....	68
Appendix 1.14 Reading Text 7.....	69
Appendix 1.15 Reading Text 8.....	70

## LIST OF TABLES

Table 2.1 The Cognitive Taxonomy and Comprehension Levels.....	12
Table 2.2 Barrett’s Comprehension Taxonomy.....	19
Table 2.3 The Study Differences.....	21
Table 3.1 The Number of Questions.....	23
Table 3.2 Checklist Based on Barrett’s Taxonomy.....	24
Table 3.3 The Percentage of Reading Comprehension Questions of Each Barrett’s Taxonomy Question’s Level for Each reading text.....	26
Table 3.4 The Percentage of Reading Comprehension Questions of Each Barrett’s Taxonomy Comprehension Question’s Level.....	26
Table 3.5 The Percentage of Thinking Skills Measured in the Textbook.....	27
Table 4.1 The Percentage of Reading Comprehension Questions of Each Barrett’s Taxonomy Question’s Level in Chapter One, Reading One.....	30
Table 4.2 The Percentage of Reading Comprehension Questions of Each Barrett’s Taxonomy Question’s Level in Chapter One, Reading Two.....	31
Table 4.3 The Percentage of Reading Comprehension Questions of Each Barrett’s Taxonomy Question’s Level in Chapter four.....	32
Table 4.4 The Percentage of Reading Comprehension Questions of Each Barrett’s Taxonomy Question’s Level in Chapter five.....	33
Table 4.5 The Percentage of Reading Comprehension Questions of Each Barrett’s Taxonomy Question’s Level in Chapter six.....	35
Table 4.6 The Percentage of Reading Comprehension Questions of Each Barrett’s Taxonomy Question’s Level in Chapter seven.....	36
Table 4.7 The Percentage of Reading Comprehension Questions of Each Barrett’s Taxonomy Question’s Level in Chapter Nine, Reading One.....	37
Table 4.8 The Percentage of Reading Comprehension Questions of Each Barrett’s Taxonomy Question’s Level in Chapter Nine, Reading Two.....	38
Table 4.9 The Percentage of Reading Comprehension Questions of Each Barrett’s Taxonomy Comprehension Question’s Level.....	39
Table 4.10 The Thinking Skills Measured in the Reading Comprehension Questions.....	39

## **LIST OF FIGURES**

Figure 2.1 The Comprehension Levels.....	12
Chart 4.1 The Recapitulation Of The Thinking Skills Levels Measured.....	40

## ABSTRACT

Mokoginta, Yenyen Natalia. 2016. *Thinking Skills in the English Textbook for Grade X*. English Faculty of Teacher Training and Education. Widya Mandala Catholic University, Surabaya. Advisor: Dra. Agnes Santi Widiati, M.Pd

*Keywords: thinking skills, Barrett's taxonomy, reading comprehension, reading comprehension questions.*

In learning English there are four basic skills that need to be mastered. They are speaking, listening, writing, and reading. Each skill has its role in the use of English. One way to learn English is through reading a lot. Longan (2001) says that reading is like any other skills; in which the more the students practice, the better they get. When the students want to improve their English, they need to read a lot. In addition, a frequent reading improves vocabulary, spelling, reading speed, reading comprehension, as well as grammar and writing. In reading process students are expected to practice a high level of thinking skills.

To master thinking skills, the students will need a suitable reading materials which organized by a comprehension taxonomy. In the reading materials there will be reading text with various themes and some comprehension questions that can be used to foster deeper thinking skills. According to Dupuis and Askov, students should be given all level of Barrett's level of questions.

In this study, it is found out that there are 47 questions (55%) measuring the literal level, 31 (31%) questions measuring the inference level which are the low levels of thinking skills, 8 (9%) questions measuring the appreciation level and there is no questions measuring the evaluation level which are the high levels of thinking skills.

In conclusion the reading comprehension question in "Bahasa Inggris" do not cover all the four questions' level in Barrett's Taxonomy. The biggest proportion of the thinking skills levels measured in this textbook are mainly on the lower order thinking skills with the total 91% which are found in 78 questions. In the other words, the reading comprehension questions found in this textbook are relatively easy, because mostly the questions only facilitate the student to practice their convergent thinking or their lower thinking skill where the students are recalling information and finding facts. In conclusion, the reading comprehension found in this textbook are not in accordance with the demand of the Curriculum 2013 and the reading comprehension questions are not suitable for X grade students. There should be addition in questions which measured the high thinking skills levels in this textbook so that the students can experience and practice both the divergent and convergent thinking skills.