

ABSTRACT

Maharani.Nafisa 2025. 21033011. *Examining Bloom's Taxonomy of Cognitive Level in Multiple Choice Reading Comperhensive Question from English Textbook For Senior High School*. Thesis. Faculty of Teaching and Training Education of English Department. Islamic University of Darul 'Ulum Lamongan

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Keywords: *Bloom's Revised Taxonomy, Reading Comprehension Questions, English Textbook, Content Analysis, Cognitive Level*

This study examines the cognitive levels of multiple choice reading comprehension questions in the Grade XI second semester English textbook published by Intan Pariwara, using Bloom's Revised Taxonomy as the analytical framework. With the increasing emphasis on 21st-century skills, particularly critical thinking, this research investigates the extent to which textbook comprehension questions engage students in higher-order thinking. Employing a qualitative content analysis design, the study analyzed 65 multiple choice questions drawn from Chapters 1, 2, and the Final Assessment. Data were collected through systematic document analysis, and each item was classified according to the six cognitive process categories in Bloom's Revised Taxonomy: Remembering (C1), Understanding (C2), Applying (C3), Analyzing (C4), Evaluating (C5), and Creating (C6). The findings reveal that Understanding (C2) dominates with 50.8% of the questions, followed by Applying (C3) at 15.4%, Analyzing (C4) at 13.8%, Remembering (C1) at 12.3%, and Evaluating (C5) at 7.7%, while no items were found at the Creating (C6) level. This distribution indicates a strong emphasis on lower-order thinking skills, with limited opportunities for students to develop higher-order cognitive abilities, particularly in evaluation and creative tasks. Furthermore, the analysis of alignment with learning objectives shows that most comprehension questions reflect the textbook's stated aims, especially in identifying text purposes, structures, and language features; however, the absence of C6-level items suggests a gap in fostering creativity. The study concludes that while the textbook supports comprehension and application skills, it offers limited challenges for analytical, evaluative, and creative thinking. These findings have implications for textbook authors, educators, and curriculum developers to design more balanced and cognitively demanding comprehension tasks in alignment with the Merdeka Curriculum's goals of cultivating critical, creative, and independent learners.