

**THE USE OF WH QUESTIONS IN PATHWAY TO  
ENGLISH BASED ON BLOOM'S TAXONOMY  
ADAPTATION OF COGNITIVE DOMAIN**



**By :  
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**INSTITUT AGAMA ISLAM NEGERI PALANGKA RAYA  
2018 M/1440 H**

**THE USE OF WH QUESTIONS IN PATHWAY TO ENGLISH BASED ON  
BLOOM'S TAXONOMY ADAPTATION OF COGNITIVE DOMAIN**

**THESIS**

**Presented to the Department of Language Education of  
the Faculty of Teacher Training and Education of the State Islamic Institute  
of Palangka Raya in Partial Fulfillment of the Requirement for the Degree of**  
*Sarjana Pendidikan Islam*



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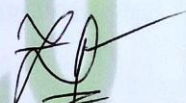
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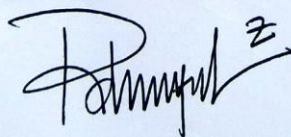


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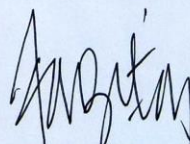
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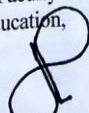
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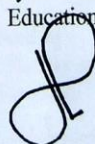
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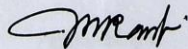
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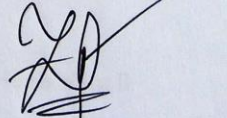
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to English berdasarkan adaptasi Bloom Taxonomy pada  
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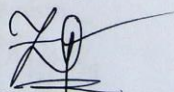
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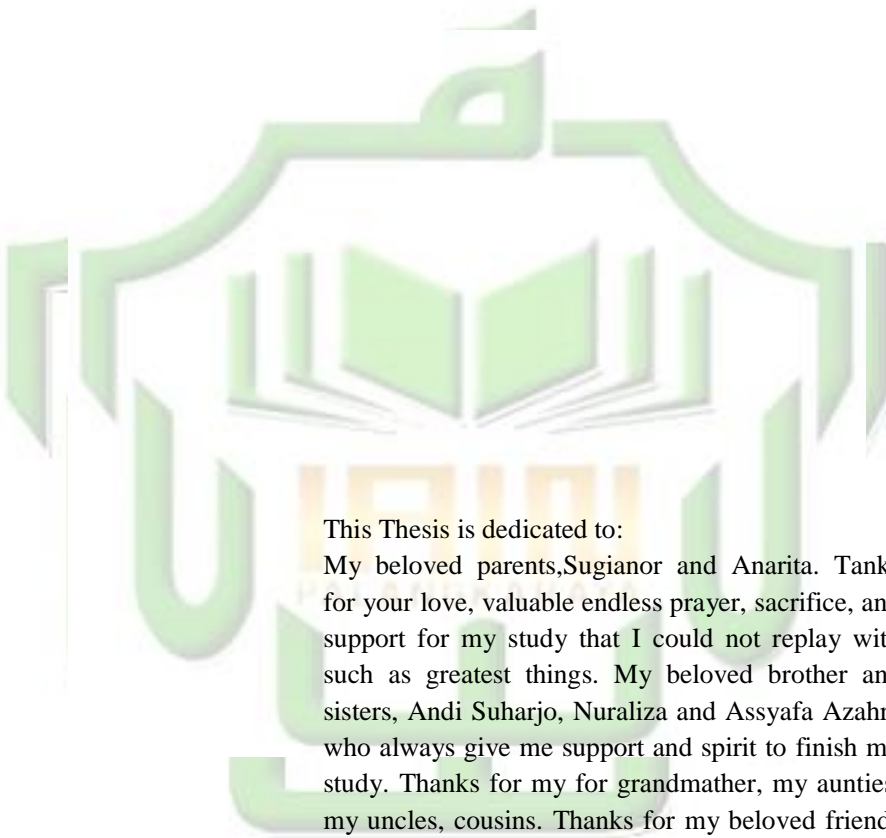
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## MOTTO AND DEDICATION

**Seeking knowledge should be kept as a high priority  
Dr. Bilal Philips**



This Thesis is dedicated to:  
My beloved parents, Sugianor and Anarita. Tanks for your love, valuable endless prayer, sacrifice, and support for my study that I could not replay with such as greatest things. My beloved brother and sisters, Andi Suharjo, Nuraliza and Assyafa Azahra who always give me support and spirit to finish my study. Thanks for my for grandmather, my aunties, my uncles, cousins. Thanks for my beloved friends Amirul, Basuki Rahmat and Adika Putra for your supports, help, and suggestions during doing the thesis.

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## ABSTRACT

Aripin, Nurul. 2018. *The use of wh questions in pathway to english based on bloom's taxonomy adaptation of cognitive domain*. Unpublished Thesis, Department of Language Education, Faculty of Teacher Training and Education, State Islamic Institute of Palangka Raya. Advisor: (I) Hj. Apni Ranti, M.Hum., (II) Zaitun Qamariah, M.Pd.

Keywords: EFL textbook, bloom's taxonomy, content analysis, WH-questions.

This research aimed at analyzing WH-Questions in *Pathway to English* for 10<sup>th</sup> grade based on Bloom's Taxonomy of cognitive domain. The research attempted to answer the following question:

1. What is the most use ~~frequent~~ of WH-questions contained in *Pathway to English* textbooks based on Bloom's Taxonomy of cognitive domain? 2. How do the *Pathway to English* textbooks encourage students to use the various levels of the cognitive domain of Bloom's Taxonomy for critical ~~developing~~ thinking skills ability? The researcher chose the question as the unit for analysis for this research. The question is defined as a WH-question - in other words - a question beginning with a *wh*-word and ending with a question mark.

Content analysis technique was carried out to discover the variety in the cognitive level represented by the WH-questions in the textbook according to Bloom's taxonomy. This research also attempted to find out the level in which the WH-questions in the textbook emphasize high-level thinking, and whether the textbook aides students to achieve critical thinking. The questions were gathered, listed, and analyzed according to Bloom's Taxonomy: low order thinking skills: knowledge, comprehension, and application, and high order thinking skills: analysis, synthesis, and evaluation.

The researcher then calculated the percentage and frequencies in which each level of cognition appeared for each separate unit and for all ten units combined. The results showed that 163 questions emphasized levels of cognition representing lower order thinking skills, while only 51 questions emphasized the three higher order thinking skills. The questions in the *Pathway to English* textbook place a great deal of emphasis upon knowledge (42.12%), which is one of the lower order thinking skills.





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His appreciation is addressed to:

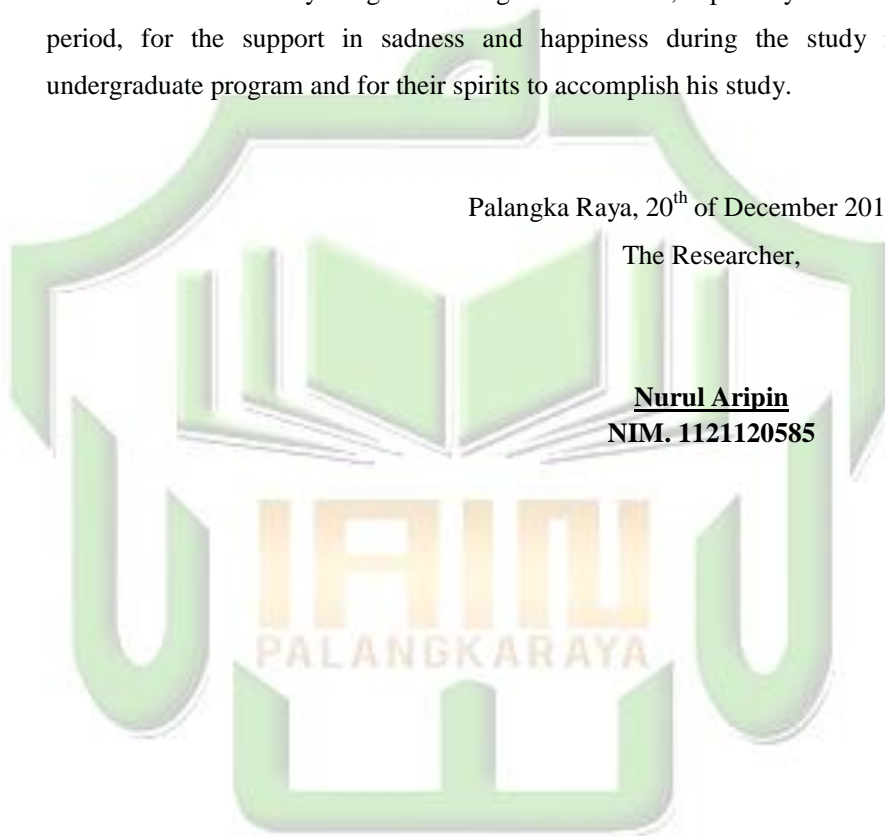
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