

COGNITIVE LEVEL OF READING ASPECTS ON INDONESIAN TEXTBOOK FOR JUNIOR HIGH SCHOOL STUDENTS

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ABSTRACT

This research aims to describe the cognitive level, HOTS thinking level, and the LOTS and HOTS thinking level comparison of reading competency questions on Indonesian textbooks for junior high school students.

This research design is qualitative descriptive. The data resource is the Indonesian textbook for junior high school students published by the Ministry of Education and Culture, based on 2013 curricula. The technique used for collecting data is read and write. These research instruments are human instrument and analytical guideline which is arranged based on Bloom cognitive level. The data analysis was conducted using the qualitative descriptive technique with data reduction, data presentation, and conclusion steps. The validity and reliability in this research are achieved through credibility, transferability, and dependability tests.

This research result is as follows. (1) The number of data obtained in junior high school textbook of the 7th, 8th, and 9th grade were 639 questions, (2) The C5 level (evaluating) became the dominant cognitive level of reading competency questions on junior high school textbook which is found in 179 questions with 28% in percentage. Secondly, the C4 level (analyzing) is found in 161 questions with 25% in percentage. Thirdly, the C2 level (understanding) is found in 137 questions with 22% in percentage. Fourthly, the C3 level (applying) is found in 86 questions with 14% in percentage. Fifthly, the C1 level (remembering) is found in 47 questions with 8% in percentage. Sixthly, the C6 level (creating) is found in 29 questions with 4% in percentage, (3) The low order thinking skill (LOTS) covers of C1, C2, and C3 level in 270 questions (43%), while the high order thinking skill (HOTS) covers of C4, C5, and C6 cognitive level in 369 questions (57%). Therefore, it can be concluded that in general, the high order thinking skill (HOTS) of reading competency questions have a little more percentage than low order thinking skill (LOTS) in junior high school textbooks of the 7th, 8th, and 9th grade. That finding proves that those textbooks are proper to use for the learning process in the school. Still, it needs review considering the ratio of LOTS and HOTS cognitive level in accordance with the 2013 curricula, which emphasizes the HOTS.

Kata Kunci: *cognitive level, reading aspect, textbook*