

## TABLE OF CONTENT

ABSTRACT .....	i
DECLARATION OF AUTHENTICITY .....	ii
MOTTO .....	iii
BIOGRAPHY .....	iv
PREEFACE.....	v
ACKNOWLEDGEMENT .....	vi
TABLE OF CONTENT .....	viii
LIST OF TABLE .....	x
LIST OF PICTURE .....	xi
LIST OF FIGURE.....	xiii
CHAPTER I .....	1
INTRODUCTION .....	1
A. Background .....	1
B. Research Questions .....	3
C. Research Objectives .....	3
D. Research significance .....	4
E. Rationale .....	4
F. Previous Studies .....	6
CHAPTER II.....	8
THEORETICAL FRAMEWORK .....	8
A. Textbook .....	8
1. The Definition of Textbook.....	8
2. The Roles of Textbook .....	8
B. Instructional Questions.....	9
1. Definition of Questions .....	9

2. Cognitive Level of Questions.....	11
3. Characteristics of HOTS Questions .....	12
C. Higher-Lower Order Thinking in Revised Bloom’s Taxonomy.....	13
1. Lower Order Thinking Skill (LOTS) .....	14
2. High Order Thinking Skill (HOTS) .....	16
3. Table of Revised Blooms’ Taxonomy.....	17
CHAPTER III .....	25
RESEARCH METHODOLOGY .....	25
A. Research Design.....	25
B. Research Procedure.....	25
C. Data Source .....	26
D. Research Instruments .....	27
E. The technique for Collecting Data.....	27
F. Data Analysis .....	27
CHAPTER IV .....	29
FINDING AND DISCUSSION .....	29
A. Description of Textbook .....	29
B. The Result and Analysis.....	30
1. Level of Thinking Stimulated By Tasks.....	30
2. Frequencies of HOTS and LOTS Questions .....	71
C. Discussion .....	73
CHAPTER V.....	77
CONCLUSIONS AND SUGGESTIONS.....	77
A. Conclusions.....	77
B. Suggestions .....	78
REFERENCES.....	80
APPENDICES .....	83