

ABSTRACT

Herdianti, Depi. 2019. *The Use of Instructional Questions in English Textbook entitled "Bright an English" Semester II* (textbook analysis used at the First Grade Junior High School)

This study is aimed to analyze the instructional questions in English textbook *Bright an English semester II*, which is used at First grade Junior High School, which is published by Erlangga in 2016.

The researcher uses the content analysis method to identify specified characteristics of the material in the textbook. The data are with regarding the criteria of cognitive dimension in Revised Blooms' Taxonomy involving remembering (C1), understanding (C2), applying (C3), analyzing (C4), evaluating (C5), creating (C6).

The findings show engage the student to C1 most, it accounts for 40,25%. The frequency of 77 tasks, 31 is C1 tasks. Then the second level, C2 emerges 17 tasks, it accounts for 22,07%. The third level, C3 emerges 21 tasks, it accounts for 27, 27 %. The fourth level, C4 emerges 7, it accounts for 9,09%. Fifth level, C5 emerges 1 task, it accounts for 1,29%. Lastly, no task is available for C6.

To conclude, the guidance question in *Bright an English semester II* involves students in low order thinking (C1, C2, C3) activities, and it accounts for 89,59%. In contrast, high lower order thinking (C4, C5, C6) activities have the lowest distribution, it only account for 10,38%. The textbook *Bright an English semester II* did not cover the entire cognitive dimension Theory of Revised Blooms Taxonomy. This study implies to school and teacher to be selective in choosing the appropriate textbook for student.



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