

## ABSTRACT

Riana Eka Danty. 2017. *Cognitive Levels of Reading Tasks in Scaffolding: An English Textbook for Junior High School Students Grade VIII*. A Skripsi. Jakarta: English Language and Literature Department, Faculty of Languages and Arts. Universitas Negeri Jakarta.

Tasks provided in textbook are crucial elements in developing students' critical thinking. Therefore, an analysis of tasks provided in textbook is considered important. This study aimed to identify the cognitive levels in reading tasks of *Scaffolding: An English Textbook for Junior High School Students Grade VIII* and how they are distributed. This study also aimed to identify the dominant level of thinking employed in reading tasks of *Scaffolding: An English Textbook for Junior High School Students Grade VIII*. This study was conducted from March to July 2017 in Universitas Negeri Jakarta. This study is a qualitative research with content analysis as the method of the study. The instrument of the study is a table of checklist adapted from Bloom's Revised Taxonomy. The result of the study reveals that there are four cognitive levels identified in reading tasks of *Scaffolding*; remember, understand, apply, analyze. From total 75 reading tasks, remember obtains 20 tasks, understand obtains 32 tasks, apply obtain 20 tasks, and analyze obtain 3 tasks. From the result, it can be concluded that the dominant level of thinking implemented in the reading tasks of *Scaffolding* is the Lower-order Thinking (LOT).

Keywords: Reading tasks, Bloom's Revised Taxonomy, Thinking Skills.