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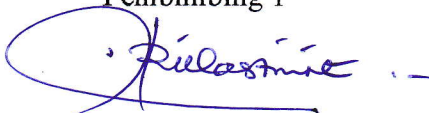
### Skripsi ini diajukan oleh

Nama : Martika Fitria Damayanti  
No. Reg. : 2215121573  
Program Studi : Pendidikan Bahasa Inggris  
Jurusan : Bahasa dan Sastra Inggris  
Fakultas : Bahasa dan Seni  
Judul Skripsi : **The Analysis of Teaching Learning Activities In The English For SMA/MA/SMK/MAK Year 11, Semester 1 Textbook Based On Bloom's Revised Taxonomy**

Telah berhasil dipertahankan di hadapan Dewan Penguji, dan diterima sebagai persyaratan yang diperlukan untuk memperoleh gelar Sarjana Pendidikan pada Fakultas Bahasa dan Seni Universitas Negeri Jakarta.

### DEWAN PENGUJI

Pembimbing 1



Dra. Sri Sulastini, M.A.  
NIP. 196010241988032001

Pembimbing 2



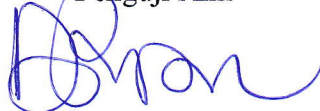
Dr. Zuharty, M.Si.  
NIP. 195203171976022001

Ketua Penguji



Lasito, M.App.Ling  
NIP. 198002222008121002

Penguji Ahli



Dr. Siti Drivoka Sulistyaningrum, M.Pd.  
NIP. 197804282008012018

Jakarta, Januari 2017

Dekan Fakultas Bahasa dan Seni



Prof. Dr. Aceng Rahmat, M.Pd.  
NIP. 195712141990031001

## LEMBAR PERNYATAAN

Yang bertandatangan di bawah ini:

Nama : Martika Fitria Damayanti  
No. Reg : 2215121573  
Program Studi : Pendidikan Bahasa Inggris  
Jurusan : Bahasa dan Sastra Inggris  
Fakultas : Bahasa dan Seni  
Judul Skripsi : **The Analysis of Teaching Learning Activities In The English For SMA/MA/SMK/MAK Year 11, Semester 1 Textbook Based On Bloom's Revised Taxonomy**

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Martika Fitria Damayanti  
NIM. 2215121573

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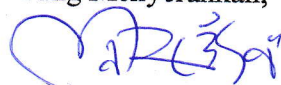
Sebagai sivitas akademis Universitas Negeri Jakarta saya bertanggung jawab di bawah ini:

Nama : Martika Fitria Damayanti  
No. Reg : 22151121573  
Program Studi : Pendidikan Bahasa Inggris  
Jurusan : Bahasa dan Sastra Inggris  
Fakultas : Bahasa dan Seni  
Jenis Karya : Skripsi  
Judul Skripsi : **The Analysis of Teaching Learning Activities  
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Yang Menyerahkan,



Martika Fitria Damayanti  
NIM. 2215121573

## ABSTRAK

**Martika Fitria Damayanti.** Analisis Aktivitas Belajar Mengajar dalam Buku Teks untuk SMA/MA/SMK/MAK Kelas 11, Semester 1, Berdasarkan Revisi Taksonomi Bloom Jakarta. Januari 2017.

Pengembangan kemampuan kognitif penting dalam rangka mengembangkan kemampuan siswa. Revisi Taksonomi Bloom secara eksplisit tercantum dalam dokumen pendidikan nasional bahwa dapat menjadi alat untuk mengembangkan level kemampuan kognitif. Oleh karena itu, penelitian ini dilakukan untuk menganalisis bagaimana kemampuan kognitif dalam BRT disajikan dalam aktivitas belajar mengajar pada buku Bahasa Inggris untuk kelas 11, semester 1. Penelitian ini berhubungan dengan Kurikulum Nasional 2013. Langkah pertama, aktivitas belajar mengajar dari buku teks disusun menggunakan skema pengkodean Revisi Taksonomi Bloom yang didesain oleh Krathwohl (2002). Kedua, data dianalisis dan dihitung frekuensi beserta persentase atas kemunculan dari level teori di seluruh bab. Hasil dari penelitian ini menunjukkan bahwa kemampuan berpikir rendah lebih merata dalam buku teks ini. Lalu, level tertinggi teori dari buku teks ini ada dalam level memahami dengan frekuensi sebesar 38.20% disamping level teori terendah ada pada level menganalisa dengan frekuensi sebesar 2.25%. Hasil akhir menyimpulkan bahwa buku teks ini tidak dapat membantu siswa berkembang dengan optimal.

**Kata Kunci:** Ranah Kognitif, Revisi Taksonomi Bloom, Kegiatan Pembelajaran.

## ABSTRACT

**Martika Fitria Damayanti.** The Analysis of Teaching Learning Activities In The English For SMA/MA/SMK/MAK Year 11, Semester 1 Textbook Based On Bloom's Revised Taxonomy. Jakarta. January 2017.

Cognitive skills development is important in case of developing 21<sup>st</sup> Century Students. Bloom Revised Taxonomy is explicitly stated in the national documents of education that can be a tool for develop the cognitive skills levels. For this purpose, this research is conducted in analyzing how the levels of cognitive skills in BRT represented in the English for EFST year 11, semester 1 textbooks' teaching and learning activities. The study is the relevance with 2013 National curriculum. The first, TLAs of the textbook were codified using coding scheme of Bloom's Revised Taxonomy designed by Krathwohl (2002). The second, the data were analyzed and were calculated for the frequency and percentage the occurrence of cognitive levels in all chapters. The results of this study showed that lower order thinking skills is the most prevalent cognitive skills levels in this textbook. Then, the highest cognitive skills levels of this textbook is in the level of understanding with the frequency of 38.20% besides the lowest cognitive skills levels is on the level of evaluating with the frequency of 2.25%. The final result implied that this textbook cannot help students develop optimally.

**Keywords:** Cognitive Domain, Bloom's Revised Taxonomy, Teaching Learning Activities (TLAs)

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Jakarta, January 2017

M.F.D.

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