ANALYSIS OF INSTRUCTIONAL QUESTIONS ON HIGHER ORDER THINKING SKILL BY USING REVISED BLOOM'S TAXONOMY

THESIS

Presented to

State Islamic Institute (IAIN) of Kediri

In Partial Fulfillment of The Requirements

For The Degree of *Sarjana* in English Language Education

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I hereby declare that the thesis and the work presented in it are my own and it has been generated by me as result of my own original research. It does not incorporate any materials previously written or publish by another person expect those indicated in quotations and references. No portion on this work has been submitted in support of an application for another degree or qualification of this or any other university or institution of higher education. Due to this fact, I am the only person responsible for the thesis of there is any subjection or claim from others.

This thesis is to fulfill requirement for the degree of *Sarjana* (S1) in English Study Program, State Institute for Islamic Studies (IAIN) Kediri.

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Setelah diperbaiki materi dan susunannya, kami berpendapat bahwa skripsinya telah memenuhi syarat sebagai kelengkapan ujian akhir Sarjana Srata Satu (S-1).

Bersama ini terlampir satu berkas naskah skripsinya, dengan harapan dalam waktu yang telah ditentukan dapat disajikan dalam Sidang Munaqosah.

Demikian agar maklum dan atas kesediaan bapak ucapkan banyak terima kasih.

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Demikian agar maklum dan atas kesediaan Bapak, kami ucapkan banyak terimakasih.

Wassalamu'alaikum Wr. Wb.

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MOTTO

“Indeed, hardship is followed by ease! So, when you have finished (your prayer), labor (in supplication), and let your longing be for your Lord (in humility)”

(Al-Sharh, Ayat 6-8)[1]

[1] Recite Qur’an Surah Al-Sharh in Arabic, English Translation by Prof. Shaykh Hasan Qaribullah and English Transliteration. www.Theonlyquran.com

DEDICATION

With the greatest love, I dedicate this thesis to:

1. The sake of ALLOH SWT, my Creator and my Master. Then my great and messenger, Mohammed (May ALLOH bless and grant him), who taught us the purpose of life.
2. My beloved parents, who never stop giving of themselves in countless ways. Mrs. Tuminah who has devoted all of her love, energy and attention in educating and caring for me. Then Mr. Bambang Mulyantoro who is willing to sacrifice, loyal and always responsible to the family.
3. To all my family, whom I can't force myself to stop loving, the symbol of love and giving.
4. My advisors: Dr. Fathor Rasyid, M. Pd., And Nurul Aini, M.Pd. who are patient, diligent, enthusiastic and disciplined in their responsibilities in guiding my thesis.
5. My validators: Prof. Emi Emilia, M.Ed., Ph.D., Drs. Mustain, Alfin Zalica Hilmi, S.Pd. which have kindness of helped to analyze the results of the research data.
6. My best friends Nana, Aldinda, Ira, Metri who lead me through the valley of darkness with light of hope and support.
7. WMI squad, who stands by me when things look bleak and always makes me be happy.
8. All of my friends who encourage and support me.
9. All the people in my life who touch my heart.

ACKNOWLEDGEMENTS

First of all, all praises be to Allah SWT, the Most Merciful, the Most Beneficial for His Mercy and Blessing given to the researchers during the study and in completing this thesis. Then, peace and salutation maybe upon the great messenger of Prophet Muhammad, who always brings us from the stupidity to the cleverness. This thesis is presented to the Department of English Language Education Faculty of Education and Teacher Training of IAIN Kediri. Therefore, the researchers in gratitude to the following noble people:

1. Drs. Nur Chamid, MM. as the Rector of the State Islamic Institute of Kediri
2. Dr. H. Ali Anwar, M.Ag. as the Dean of Islamic Education and Teacher Training Faculty.
3. Dr. Fathor Rasyid, M. Pd., And Nurul Aini, M.Pd. as my respected advisors who always give the researcher guidance, help, constructive, and suggestions in writing the thesis.
4. Prof. Emi Emilia, M.Ed., Ph.D. as Head of the Center for Strategy and Language Diplomacy, the Agency for Language Development and Coaching (Kemendikbud) for allowing me to conduct my research.
5. Drs. Mustain as English teacher of MAN 2 Kediri and Alfin Zalica Hilmi, S.Pd. as a postgraduate student at IAIN Kediri and English teacher of SMKN 1 Semen who has helped research data analysis.
6. All my lecturers in IAIN Kediri in academic year 2016-2020.
7. All of staff in the master's office, academic office, SLC, and Library of IAIN Kediri who has supported the process of finishing this thesis.

Finally, the researcher hopes this thesis will be useful for all readers. Because the researcher realizes that this thesis is not perfectly enough yet, the researcher excites to receive constructive criticism and suggestions to make this thesis better.

Kediri, 07 July 2020

The Researcher

ABSTRACT

Muliantini, Titik. 2020. *Analysis of Instructional Questions on Higher Order Thinking Skill by Using Revised Bloom's Taxonomy.* Thesis, Department of English Language Education, Faculty of Tarbiyah, State Islamic Institute (IAIN) of Kediri. Advisors: (I) Dr. Fathor Rasyid, M. Pd. (II) Nurul Aini, M.Pd.

Keywords: *Instructional Questions, Higher Order Thinking Skill, Revised Bloom's Taxonomy*

Higher order thinking skill is important to apply in English learning, particularly in making instructional questions to students. In accordance with the 2013 curriculum, the questions made for the high school level must achieve the analysis, evaluation, and create of the cognitive process. The researcher found that some of the questions in the activities in the textbook used by high school students were focused on the lowest level of cognitive domain and on LOTS. That's because the focus of their goals and the textbooks they analyzed are different. This study aims to analyze the extent are instructional questions for activities in textbooks, "*Bahasa Inggris SMA / MA / SMK / MAK Kelas XI Semester 1 and 2*" emphasize HOTS or LOTS, and to investigate the most dominant cognitive dimensions of instructional questions for activities in this textbook.

Content analysis was applied to all 8 chapters and 7 enrichments of textbook to answer research questions. All activities in the form of listening, reading, speaking and writing in textbooks become objects of analysis. In addition, each instructional question is classified into English skill activities in the textbook as a unit for analysis. Instructional questions are collected, registered, and analyzed according to the cognitive domain of Revised Bloom's Taxonomy. The researcher then calculated the percentage and frequency of questions at each level of cognition that appeared in each chapter and in the enrichment of the textbook. Descriptive statistics are used to describe the basic features of the data in this study.

The results showed that there were 299 instructional questions for reading, speaking and writing activities. Whereas listening activities are not in textbooks. The speaking activity has the least instructional questions (64 questions). While the most dominant was found for reading (131 questions), and writing was in the middle with frequency (104 questions). After instructional questions in all activities were categorized, it was revealed that most instructional questions emphasized HOTS (166 questions). It was 55.6% of 100% while it was 44.4% for lower order thinking skills. It indicated that this textbook concentrated more on higher-level thinking questions than lower-level thinking questions. In addition, the most dominant cognitive dimension focuses on the evaluating level (89 questions) which is the fifth level or C5 in Revised Bloom's Taxonomy.

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