

Kurniasih Dwi Octaviani. *Instructions to Stimulate Students' Levels of Thinking (A Case in ELTM 2 Course).* **English Department, Faculty of Languages and Arts. State University of Jakarta.**

ABSTRACT

This study was a part of a course program evaluation implemented at ELTM 2 course in the English Language Education Study Program (ELESP) of State University of Jakarta. The study on three ELTM 2 classes, specifically on 3 lecturers and 91 students, focused on portraying kinds of instructions either as orally delivered or stated in the course's SPTLA; and revealing the students' levels of thinking stimulated by the instructions. Descriptive Qualitative design was employed as the research methodology, with data obtained from document analysis on SPTLA and transcriptions resulted from classroom observations. Statements of instructions from the document and recorded observations were coded to find out kinds of instructions emerged during the learning process. The instructions then were further analyzed by using Bloom Taxonomy to reveal the activated students' levels of thinking. The analysis found that there are five categories of information provided by the instructions including the overview (11%), outcome (5%), procedure (24%), strategy (28%), and direction (21%). Each instructions category stimulated the students' levels of thinking in the area of remembering (13%), understanding (31%), applying (24%), analyzing (14%), evaluating (12%), and creating (6%). The thinking skills *understanding* and *applying* that are mostly stimulated by the instructions implied the realization of the ELTM 2 course objective which is enabling students to gain the knowledge on teaching English (*understand*) and be competent in running an English lesson (*apply*).

Keywords: *program evaluation, instruction, thinking skills, Bloom's taxonomy.*