

**THE REPRESENTATION OF THINKING SKILLS
IN *MY ENGLISH STEP* LEARNING MATERIALS FOR THE EIGHTH
GRADE OF JUNIOR HIGH SCHOOL**



*Mencerdaskan dan
Memartabatkan Bangsa*

Irmanda Sri Amrihi

1201618009

SKRIPSI

**Submitted in partial fulfillment of the requirement for the degree of *Sarjana Pendidikan*
(S.Pd) in Teaching English**

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM

FACULTY OF LANGUAGES AND ARTS

UNIVERSITAS NEGERI JAKARTA

2022

LEMBAR PENGESAHAN

Skripsi ini diajukan oleh:

Nama : Irmanda Sri Amrihi
No. Registrasi : 1202618009
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Bahasa dan Seni
Judul Skripsi : *The Representation of Thinking Skills in My English Step Learning Materials for The Eighth Grade of Junior High School*

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

Ketua Penguji

Imas Wahyu Agustina, M. Pd.
NIP. 198408272019032011

Pembimbing II

Prof. Dr. Ilza Mayuni, M.A.
NIP. 195906221986022001

Penguji Ahli Materi

Dr. Sri Sulastini, M. Hum.
NIP. 196010241988032001

Penguji Ahli Metodologi

Dr. Hanip Pujiati, M. Pd.
NIP. 197205042001122001

Jakarta, 6 September 2021

Dekan Fakultas Bahasa dan Seni



Dr. Lilliana Muliastuti, M.Pd.
NIP. 196805291992032001

LEMBAR PERNYATAAN

Yang bertanda tangan di bawah ini:

Nama : Irmanda Sri Amrihi
No. Registrasi : 1202618009
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Bahasa dan Seni
Judul Skripsi : *The Representation of Thinking Skill in My English Step Learning Materials for The Eighth Grade of Junior High School*

Menyatakan bahwa benar skripsi ini adalah hasil karya saya sendiri. Apabila saya mengutip dari karya orang lain, maka saya mencantumkan sumbernya sesuai dengan ketentuan yang berlaku. Saya bersedia menerima sanksi dari Fakultas Bahasa dan Seni Universitas Negeri Jakarta, apabila saya terbukti melakukan tindakan plagiarisme.

Demikian saya buat pernyataan ini dengan sebenar-benarnya.

Jakarta, 6 September 2022



Irmanda Sri Amrihi

NIM. 1202618009



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI JAKARTA
UPT PERPUSTAKAAN

Jalan Rawamangun Muka Jakarta 13220
Telepon/Faksimili: 021-4894221
Laman: lib.unj.ac.id

**LEMBAR PERNYATAAN PERSETUJUAN PUBLIKASI
KARYA ILMIAH UNTUK KEPENTINGAN AKADEMIS**

Sebagai sivitas akademika Universitas Negeri Jakarta, yang bertanda tangan di bawah ini, saya:

Nama : Irmanda Sri Amrihi
NIM : 1202618009
Fakultas/Prodi : Bahasa dan Seni / Pendidikan Bahasa Inggris
Alamat email : irmanda8@gmail.com

Demi pengembangan ilmu pengetahuan, menyetujui untuk memberikan kepada UPT Perpustakaan Universitas Negeri Jakarta, Hak Bebas Royalti Non-Eksklusif atas karya ilmiah:

Skripsi Tesis Disertasi Lain-lain (.....)

yang berjudul :

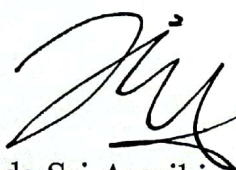
The Representation of Thinking Skills in My English Step Learning Materials for The Eighth Grade of Junior High School

Dengan Hak Bebas Royalti Non-Eksklusif ini UPT Perpustakaan Universitas Negeri Jakarta berhak menyimpan, mengalihmediakan, mengelolanya dalam bentuk pangkalan data (*database*), mendistribusikannya, dan menampilkan/ mempublikasikannya di internet atau media lain secara *fulltext* untuk kepentingan akademis tanpa perlu meminta izin dari saya selama tetap mencantumkan nama saya sebagai penulis/pencipta dan atau penerbit yang bersangkutan.

Saya bersedia untuk menanggung secara pribadi, tanpa melibatkan pihak Perpustakaan Universitas Negeri Jakarta, segala bentuk tuntutan hukum yang timbul atas pelanggaran Hak Cipta dalam karya ilmiah saya ini.

Demikian pernyataan ini saya buat dengan sebenarnya.

Jakarta, 6 September 2022
Penulis


Irmanda Sri Amrihi

ABSTRACT

Irmanda Sri Amrihi. 2022. *The Representation of Thinking Skills in My English Step Learning Materials for The Eighth Grade of Junior High School.* Skripsi. Jakarta: English Language Education Study Programme, Faculty of Languages and Arts, Universitas Negeri Jakarta, August 2022.

To cope with the 21st century, higher-order thinking skills (HOTS) are one of the skills required to be equipped by learners. Promoting higher-order thinking skills can be carried out in many ones, especially by utilizing digital learning materials. Digital learning materials can facilitate learners to think critically. However, learners' limited ability in English is the challenge encountered in implementing HOTS. As a result, Lower Order Thinking Skills (LOTS) are helpful to scaffold students' language ability starting from easy to difficult. Therefore, this content analysis study is intended to analyze and describe how thinking skills are represented in EFL digital learning materials for Junior High School students which are provided by a website, namely *My English Step*. Thirteen units from the 8th grade were chosen to be a source of data. Specifically, the selected questions and task instructions were collected and analyzed by using Bloom's Revised Taxonomy framework. The findings revealed that, among 61 questions and 100 instructions investigated, the percentage of HOTS represented in the questions is 13,11% which contains 8 questions and 11% that contains 11 instructions, while the LOTS represented in 53 questions or 88% and 89 instructions or 89%. In addition, it is indicated that the predominant level of thinking skills represented in all units is C1 or *Remember* that consists of 42 questions out of 61 questions or 68,85%. On the other hand, the most dominant knowledge dimension goes to *Factual Knowledge* which shows 78,69 % or equals 48 questions, and 56% which consists of 56 instructions.

Keywords: Thinking skills, Bloom's Revised Taxonomy (BRT), learning material, Higher-Order Thinking Skills, Lower Order Thinking Skills, *My English Step*.

ABSTRAK

Irmanda Sri Amrihi. 2022. *Representasi Kemampuan Berpikir pada Materi Pembelajaran My English Step untuk Kelas 8 Sekolah Menengah Pertama. Skripsi.* Jakarta: English Language Education Study Programme, Faculty of Languages and Arts, Universitas Negeri Jakarta, August 2022.

Dalam upaya menghadapi abad ke-21, kemampuan berpikir tingkat tinggi menjadi salah satu kemampuan yang perlu dimiliki oleh siswa. Menerapkan dan menggalakan kemampuan berpikir tingkat tinggi ini dapat dilakukan dengan berbagai cara, salah satunya dengan penggunaan materi belajar berbasis digital. Materi pembelajaran berbasis digital ini mampu memfasilitasi para siswa untuk berpikir kritis. Akan tetapi, kemampuan siswa dalam berbahasa Inggris yang terbatas menjadi salah satu tantangan yang dihadapi. Sehingga, kemampuan berpikir tingkat awal (LOTS) dapat membantu menuntun kemampuan berbahasa siswa mulai dari yang mudah ke tingkat yang sulit. Oleh karena itu, tujuan penelitian analisis konten ini, yaitu untuk menganalisis serta mendeskripsikan bagaimana kemampuan berpikir dipresentasikan pada materi pembelajaran Bahasa Inggris untuk Sekolah Menengah Pertama (SMP). Materi tersebut disediakan dan dikembangkan oleh laman bernama *My English Step*. Terdapat 13 unit di kelas 8 yang dipilih sebagai sumber data. Secara rincinya, pertanyaan dan kalimat instruksi dipilih, dikumpulkan, lalu dianalisa berdasarkan Taksonomi Bloom versi revisi. Hasil penelitian menunjukkan bahwa dari 61 pertanyaan dan 100 instruksi yang diteliti, persentase dari representasi HOTS pada pertanyaan adalah 13,11% terdiri dari 8 butir pertanyaan dan 11% terdiri dari 11 butir instruksi., sedangkan LOTS (kemampuan berpikir tingkat rendah) terdapat pada 88 butir pertanyaan atau 88% dan 89 butir instruksi atau 89%. Selain itu, ditemukan bahwa *Remember (C1)* merupakan tingkat kemampuan berpikir yang paling dominan yang terdiri dari 42 dari 61 pertanyaan atau 68,85%. Sedangkan pada Dimensi Pengetahuan, didominasi oleh *Factual Knowledge* dengan persentase paling dominan sebesar 78,69% atau sama dengan 48 pertanyaan dan 56% yang terdiri dari 56 instruksi.

Kata kunci: Kemampuan berpikir, Taksonomi Bloom versi revisi, materi belajar, Kemampuan berpikir tingkat tinggi, Kemampuan berpikir tingkat awal, *My English Step*

ACKNOWLEDGEMENT

In the name of Allah, the Most Compassionate, the Most Merciful.

Alhamdulillah, All the praises are to Allah for giving me strength and grace in my every step, especially in completing my study and research.

I would like to express my sincere gratitude and appreciation for my first advisor, Imas Wahyu Agustina, M. Pd. who has spared her time to help and encourage me patiently throughout my process of writing this *skripsi*. Thank you for the feedback, advice, and guidance, so I could complete this *skripsi*. I would also like to sincerely thank my second advisor, Dr. Ilza Mayuni, M. A., for teaching new insights and guiding me in how I can perform better work.

I would like to thank my family for supporting me, especially my mother. My special gratitude is presented to my mother who has always been supporting me in many ways no matter what. She never asked about my *skripsi* as she trusts me and understands my condition. Thank you for understanding and so sorry I rarely go home and tell you about my condition.

I would also like to express my appreciation for Ibu Ilza, Ibu Tara Ibu Imas, and My English Step team for allowing me to use the learning materials for my *skripsi*. I would also like to thank Rania, Vika, Dahlia, Tami, Dimas, Nurul, Tsabita, Suci, and Bu Lia for their encouragement and presence in the process of completing my *skripsi*.

To my high school friends, ‘Tajudin’s family’, thank you for the jokes and meaningful texts you have sent me. I am so grateful that you all are there and

cheering me up. Besides that, much thanks to Ka Izni, Ka Dandy, Ka Fanisa, Ka Hanun, Ka Fulky and Ka Jihan for always answering my questions related to *skripsi* and opening my eyes. You have helped me to go through this.

Concerning the content and structure of this *skripsi*, the researcher is aware that it is still far to be considered as a perfect one. However, this *skripsi* is expected to be useful and helpful for whoever reads it and needs information. Thus, with pleasure the researcher welcomes any suggestions and feedback.

Jakarta, July 2022



Irmanda Sri Amrihi

TABLE OF CONTENTS

LEMBAR PENGESAHAN SKRIPSI	i
LEMBAR PERNYATAAN	ii
LEMBAR PERNYATAAN PERSETUJUAN PUBLIKASI KARYA ILMIAH UNTUK KEPENTINGAN AKADEMIS	iii
ABSTRACT	iv
ABSTRAK	v
ACKNOWLEDGEMENT	vi
TABLE OF CONTENTS	vii
LIST OF TABLES AND FIGURES	xi
CHAPTER I INTRODUCTION	1
1.1 Background of Study	1
1.2 Research Questions	6
1.3 Purpose of The Study	7
1.4 Scope of The Study	7
1.5 Significance of The Study	7
CHAPTER II LITERATURE REVIEW	9
2.1 Digital Learning Materials	9
2.2 Bloom's Revised Taxonomy	12
2.3 Higher-Order Thinking Skills (HOTS)	22
2.3.1 The Implementation of HOTS in Teaching and Learning	24
2.3.2 Strategies to Enhance The Thinking Skills	26
2.4 Lower-Order Thinking Skills	29
2.5 Task Instructions	31
2.6 Questions	33
2.7 Previous Studies	37
2.8 Conceptual Framework	40
CHAPTER III METHODOLOGY	42
3.1 Research Design	42
3.2 Time and Place of The Study	42
3.3 Data and Data Sources	43

3.4 Research Instrument.....	43
3.4.1 The Checklist Table	44
3.4.2 Table of Description.....	44
3.4.3 Analysis Table.....	47
3.5 Data Collection Procedure	48
3.6 Data Analysis Procedures	48
3.7 Trustworthiness of the data	49
CHAPTER IV FINDINGS	54
4.1 Data Description.....	54
4.2 Findings.....	55
4.2.1 The Predominant Level of Thinking Skills Represented in The Exercises for the 8 th Graders	56
4.2.2 Ways Thinking Skills are Represented in The Exercises of <i>My English Step</i>	60
4.2.2.1 The Representation of Thinking Skills in The Exercises in Unit 1 for the 8 th grade.....	60
4.2.2.2 The Representation of Thinking Skills in The Exercises in Unit 2 for the 8 th grade.....	63
4.2.2.3 The Representation of Thinking Skills in The Exercises in Unit 3 for the 8 th grade.....	65
4.2.2.4 The Representation of Thinking Skills in The Exercises in Unit 4 for the 8 th grade.....	67
4.2.2.5 The Representation of Thinking Skills in The Exercises in Unit 5 for the 8 th grade.....	68
4.2.2.6 The Representation of Thinking Skills in The Exercises in Unit 6 for the 8 th grade.....	70
4.2.2.7 The Representation of Thinking Skills in The Exercises in Unit 7 for the 8 th grade.....	72
4.2.2.8 The Representation of Thinking Skills in The Exercises in Unit 8 for the 8 th grade.....	73
4.2.2.9 The Representation of Thinking Skills in The Exercises in Unit 9 for the 8 th grade.....	74
4.2.2.10 The Representation of Thinking Skills in The Exercises in Unit 10 for the 8 th grade	75

4.2.2.11 The Representation of Thinking Skills in The Exercises in Unit 11 for the 8 th grade	76
4.2.2.12 The Representation of Thinking Skills in The Exercises in Unit 12 for the 8 th grade	78
4.2.2.13 The Representation of Thinking Skills in The Exercises in Unit 13 for the 8 th grade	79
4.2.2.14 The Representation of Thinking Skills in The Exercises in All Units	80
4.3 Discussion	89
CHAPTER V CONCLUSIONS AND RECOMMENDATIONS	96
5.1 Conclusions	96
5.2 Recommendations	98
REFERENCES	101
APPENDICES	106
Appendix 1 Table of Description – Questions Analysis	107
Appendix 2 Table of Description – Instructions Analysis	119
Appendix 3 Captures of <i>My English Step</i> Learning Materials	137
Appendix 4 Data Validation Documentation	139

LIST OF TABLES AND FIGURES

Table 3. 1 Data Collection Table	44
Table 3. 2 Instrument of Data Analysis – Cognitive Process from BRT (Anderson, 2001)	45
Table 3. 3 Knowledge Dimension - the major types and subtypes (Anderson and Karthwohl, 2001)	47
Table 3. 4 Data Analysis Table	47
Table 3. 5 Table of Result Differences List	52
Table 4.2. 1 Representation of Thinking Skills in Unit 1 - 8th graders	60
Table 4.2. 2 Representation of Thinking Skills in Unit 2 - 8th graders	63
Table 4.2. 3 Representation of Thinking Skills in Unit 3 - 8th graders	65
Table 4.2. 4 Representation of Thinking Skills in Unit 4 - 8th graders	67
Table 4.2. 5Representation of Thinking Skills in Unit 5 - 8th graders	68
Table 4.2. 6 Representation of Thinking Skills in Unit 6 - the 8th grade	70
Table 4.2. 7 Representation of Thinking Skills in Unit 7 - the 8th Grade	72
Table 4.2. 8 Representation of Thinking Skills in Unit 8 - the 8th Grade	73
Table 4.2. 9 Representation of Thinking Skills in Unit 9 - the 8th Grade	74
Table 4.2. 10 Representation of Thinking Skills in Unit 10 - the 8th Grade .	75
Table 4.2. 11Representation of Thinking Skills in Unit 11 - the 8th Grade ..	77
Table 4.2. 12 Representation of Thinking Skills in Unit 12 - the 8th Grade .	78
Table 4.2. 13 Representation of Thinking Skills in Unit 13 - the 8th Grade .	79
Table 4.2. 14 The Representation of Thinking Skills based on BRT in The Questions from All Units	81
Table 4.2. 15 The Representation of Thinking Skills based on BRT in The Instructions from All Units	82

LIST OF APPENDICES

Appendix 1 Table of Description – Questions Analysis	107
Appendix 2 Table of Description – Instructions Analysis	119