

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



*Mencerdaskan dan
Memartabatkan Bangsa*

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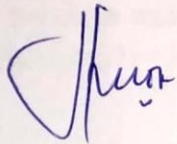
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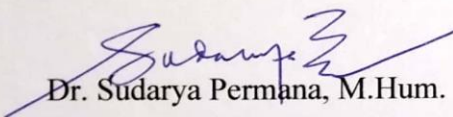
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ABSTRACT

Dahlia Wiliyanda Maranatha. 2022. The Representation of Thinking Skills in *My English Step* Learning Materials for The Seventh Grade of Junior High School A Thesis. Jakarta: English Language Education Study Program, Faculty of Languages and Arts, Universitas Negeri Jakarta, 2021.

Facing the challenges of the 21st century learners must equip themselves with thinking skills. To train thinking skills, many ways can be done, one of which is representing Bloom's Revised Taxonomy in the cognitive domain from remembering level to creating level in learning material. This content analysis attempts to analyze the representation of thinking skills of *My English Step* learning materials for seventh graders of Junior High School. In *My English Step*, there are eight units including 129 instructions and 101 questions in the exercises on the website were chosen as a data source for this study. The data were then analyzed based on Bloom's Revised Taxonomy in the cognitive process. The findings showed that the questions are represented with higher order thinking skills with a percentage of 95% of LOTS and 5% of HOTS for instruction, the total of instructions for the whole unit is 129 instructions. The explanation of each domain is for C1 (Remember) 53,5 % it contains 63 instructions for example "Sebutkan dan tuliskan pada kertas nama-nama pada video di atas", C2 (Understand) 17,1% it contains 28 instructions for example "Mengelompokkan frasa", C3 (Apply) 20,9% it contains 32 instruction for example "Buatlah sebuah komik digital menggunakan teks yang telah kamu buat sebelumnya", C4 (Analyse) 0,8% it contains one instruction for example "Decide if the statement TRUE or FALSE", C5 (Evaluate) 3,87% it contains four instructions for example "Draw a conclusion about today's topic: the song, the song's meanings, self-confidence", and C6 (Create) 0,8% it contains one instruction for example "Secara individual buatlah sebuah percakapan". Then, 91% of LOTS and 9% of HOTS from 101 questions. The explanation of each domain is for C1 (Remember) 82% it contains 85 questions for example "What is the girl's name?", C2 (Understand) 5% it contains five questions for example "What do you think about self-confidence?", C3 (Apply) 2% it contains two questions for example "How do you overcome your insecurity?", C4 (Analyse) 5,9% it contains six questions for example "Which from these two K-Pop groups you most prefer and why?", C5 (Evaluate) 2,9% it contains three questions for example "What other information could be included in their description?", and C6 (Create) 0%. This means that the thinking skills are represented in all units, and the dominant level is LOTS

Keywords: *Thinking Skills, 21st-Century Skills, My English Step website, digital learning materials, Bloom's Revised Taxonomy.*

ABSTRAK

Dahlia Wiliyanda Maranatha. 2022. Representasi Keterampilan Berpikir pada Materi Pembelajaran di *My English Step* untuk Kelas Tujuh SMP. Skripsi. Jakarta: Program Studi Pendidikan Bahasa Inggris, Fakultas Bahasa dan Seni, Universitas Negeri Jakarta, 2021.

Dalam menghadapi tantangan abad 21, peserta didik dituntut untuk membekali diri dengan kemampuan berpikir tingkat tinggi. Untuk melatih kemampuan berpikir, banyak cara yang bisa dilakukan, salah satunya dengan menggunakan *Bloom's Taxonomy Revised* pada bagian kognitif yang terdiri dari kategori mengingat sampai mencipta dalam materi Latihan siswa. Penelitian ini merupakan analisis isi yang mencoba menganalisis representasi keterampilan berpikir berdasarkan *Bloom's Revised Taxonomy* dalam latihan khususnya instruksi dan pertanyaan untuk siswa kelas tujuh pada situs web *My English Step*. Terdapat delapan bab untuk siswa kelas tujuh termasuk 129 instruksi dan 101 pertanyaan dalam latihan di situs web dipilih sebagai sumber data penelitian ini. Analisis data menggunakan *Bloom's Revised Taxonomy* pada bagian kognitif yang terdiri dari enam kategori yaitu mengingat sampai mencipta. Hasil penelitian menunjukkan presentase keterampilan berpikir pada bagian instruksi adalah 95% untuk *LOTS* dan 5% untuk *HOTS*. Berikut penjelasan untuk setiap kategori untuk C1 (Mengingat) 53,5 % terdapat 63 instruksi di *My English Step* contoh "Sebutkan dan tuliskan pada kertas nama-nama pada video di atas", C2 (Memahami) 17,1% terdapat 28 instruksi contoh "Mengelompokkan frasa", C3 (Menerapkan) 20,9% terdapat 32 instruksi contoh "Buatlah sebuah komik digital menggunakan teks yang telah kamu buat sebelumnya", C4 (Analisis) 0,8% terdapat satu instruksi, contoh "*Decide if the statement TRUE or FALSE*", C5 (Mengevaluasi) 3,87% terdapat 4 instruksi, contoh "*Draw a conclusion about today's topic: the song, the song's meanings, self-confidence*", and C6 (Mencipta) 0,8% terdapat 1 instruksi contoh "Secara individu buatlah sebuah percakapan!". Selanjutnya, untuk pertanyaan presentase untuk *LOTS* adalah 91% dan *HOTS* adalah 9% dari 101 pertanyaan. Penjelasan untuk setiap kategori adalah sebagai berikut; C1 (Mengingat) presentasinya 82% terdapat 85 pertanyaan seperti contoh "*What is the girl's name?*", C2 (Memahami) 5% terdapat lima pertanyaan seperti contoh "*What do you think about self-confidence?*", C3 (Menerapkan) 2% terdapat dua pertanyaan seperti contoh "*How do you overcome your insecurity?*", C4 (Menganalisis) 5,9% terdapat enam pertanyaan seperti contoh "*Which from these two K-Pop groups you most prefer and why?*", C5 (Mengevaluasi) 2,9% terdapat tiga pertanyaan seperti contoh "*What other information could be included in their description?*", dan C6 (Mencipta) 0% tidak terdapat contoh soal untuk kategori mencipta. Dari hasil di atas dapat disimpulkan bahwa keterampilan tersebut terwakili ke semua bab, tetapi level yang dominan adalah *LOTS*.

Kata Kunci: Keterampilan Berpikir, Keterampilan Abad 21, Situs Web *My English Step*, Pembelajaran Digital, *Bloom's Revised Taxonomy*.

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