

ANALYZING TASK INSTRUCTIONS: EXPLORING BLOOM'S TAXONOMY IN ENGLISH WORKSHEET CONSTRUCTION

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Abstract. It is widely recognized that worksheets are essential to assist teachers in providing students with sufficient learning activities that fit the learning objectives. The learners are given a detailed plan or guide that specifies the required behaviors they must accomplish. Because there are so many different worksheets available, the teacher must choose one that meets the needs of the students. The instructions must be systematically organized in good worksheets by paying attention to operative verbs based on Bloom's Taxonomy. This study aims to determine the extent to which Bloom's Taxonomy criteria define the development of activity instructions on student worksheets. This qualitative descriptive study is conducted to analyze an English worksheet for eighth-grade students published by Graha Pustaka. The observation checklist is used as a tool to examine how each instruction provided on the Worksheet is constructed. Based on the analysis, the construction of question instructions that fall into the Lower Order Thinking Skills (LOTS) category includes levels C1 to C2, which correspond to remembering, understanding, and applying as much as 42%. Meanwhile, 58% of the question instructions are included in the Higher Order Thinking Skills (HOTS) category, which accommodates analyzing, evaluating, and creating.

Keywords: Task Instruction, Taxonomy Bloom, Worksheet

INTRODUCTION

A worksheet, an essential educational tool utilized in instructional and educational endeavors, is imperative for enhancing students' skills and delving into their understanding rather than solely depending on the teacher's elaboration. Most of the tasks in the Worksheet are meant to help students understand more. By accomplishing the activities in the worksheets, students may increase their comprehension and teachers can track their growth. A worksheet is an indispensable part of any educational activity today. Without worksheets, the activity of teaching and learning is incomplete.

It is now quite applicable to discover or make English worksheets that teachers might use in their classrooms due to the advancement of education. However, some teachers ignore the high level of an English worksheet due to the ease of producing and releasing one. This is troubling since it may impact students' English proficiency outcomes because a worksheet did not offer appropriate exercise. There have also been a few studies done on worksheets, most of which concentrate on the study of science worksheet material.

Worksheets are the central component of the curriculum in the Indonesian educational system. They chose the subjects to teach, the implementation strategies, and the rules for classroom teaching. They also offered teachers a detailed syllabus while teaching a particular topic. Worksheets are necessary for students learning. Because

teachers are expected to present a variety of materials, items are supported by English worksheets. Many publishers take the opportunity to offer worksheets that are created based on the curriculum used in Indonesia in a variety of settings and types.

The cognitive domain should relate to Bloom's taxonomy in constructing task instruction in the Worksheet. The six cognitive levels of Bloom's taxonomy encompass the human cognitive level and include remembering, comprehending, applying, analyzing, evaluating, and creating. The initial three skills are categorized as Lower Order Thinking Skills (LOTS), whilst the final three skills are classified as Higher Order Thinking Skills (HOTS). For students, LOTS and HOTS are both essential. They stand in for the logical progression of human cognitive growth. Therefore, LOTS and HOTS are formed during teaching and learning, particularly the activities. Students' ability to think critically and creatively, which is used to analyze the material provided, is enhanced through using HOTS in the learning process. They can better prepare for life in real life by having this ¹. Because they drive students to act on the material they learn, HOTS go beyond rote memorization, comprehension, and application of knowledge ². When the development of higher-order thinking skills becomes the concern of English teachers and is considered essential, English teachers should enhance their instructional materials ³. Through this study, it is determined how the developed activity instructions for the worksheets attempt to meet the criteria of students in acquiring competencies in the LOTS and HOTS areas.

METHODOLOGY

This study is classified as qualitative research. According to 4, Qualitative research is employed to examine and understand the importance of a social or human issue as viewed by certain people or communities. Emerging issues and methods are a component of the research procedure. Typically, data are collected in the participant's environment. The researcher infers broad themes from data analysis specifics and then interprets the significance of the data. The final report has an adaptable structure.

The Worksheet utilized in this study is "BAHASA INGGRIS" by GRAHA PUSTAKA, an English Worksheet for the eighth grade of secondary school. The Worksheet has six chapters; all are analyzed for instructional content.

The Task instruction classification analysis is examined based on each chapter. The classification used to analyze Task instructions using the revised Bloom's taxonomy. Bloom's Taxonomy is a hierarchical framework employed to categorize and differentiate several stages of human cognitive processes, including reasoning, acquiring knowledge, and comprehending One of the domains in Bloom's taxonomy is the cognitive domain. The cognitive domain is divided into 6 levels of thinking. The first three levels of thinking included in the LOTS are the levels of Remembering (C1), Understanding (C2), and Applying (C3). While the following three levels of thinking are included in the HOTS, namely the levels of Analyzing (C4), Evaluating (C5), and Creating (C6).

RESULT AND DISCUSSION

Following analysis of the Worksheet from chapters 1 through chapter 6, the researcher stands at the data and seeks the average, arriving at the following sum:

TABLE 1 Brief Analysis of the Task Instruction

CHAPTER	Aspect of evaluation	Fulfillment	Classification
1	LOTS	47%	HOTS
	HOTS	53%	
2	LOTS	38%	HOTS
	HOTS	62%	
3	LOTS	45%	HOTS
	HOTS	55%	
4	LOTS	43%	HOTS
	HOTS	57%	
5	LOTS	33%	HOTS
	HOTS	67%	
6	LOTS	45%	HOTS
	HOTS	55%	
Average			

LOTS	42%
HOTS	58%
Classification	HOTS

The Worksheet is classified as a HOTS worksheet since it had an average score of 58%, based on the information in table 1.

Once the task instruction on this Worksheet received an average score of 58%, it was classified as HOTS. The Worksheet's task instruction increased LOTS 42% and HOTS 58% overall. 43 Task Instructions are categorized as LOTS, and 59 Task Instructions are categorized as HOTS. The insights from the analysis showed that the student's worksheet is dominated by activities that facilitate students to be able to think critically.

HOTS are the highest three layers of thinking from the modification of Bloom's Taxonomy as explained by 5. These cognitive abilities are broken down into the following six categories:

- Remembering (C1): Draw on long-term memory to recall pertinent information.
- Understanding (C2): Through interpretation, comparison, and explanation, create meaning from spoken, written, and graphic messages.
- Applying (C3): Using previously learning material in fresh contexts.
- Analyzing (C4): Splitting apart an information into its constituent elements and determining how those pieces connect with one another and a broader structure or objective by contrasting, organizing, and designating.
- Evaluating (C5): Judging based on standards and criteria through scrutiny and criticism.
- Creating (C6): Tying up the data together to create a coherent or helpful whole; rearranging pieces into a different shape or construction by planning, creating, and generating.

The study revealed that the task instructions of the Worksheet confined higher-order cognitive characteristics according to the updated Bloom's Taxonomy, which contains C1, C2, C3, C4, C5, and C6. It could be declared that the research's results are consistent with the updated Bloom's Taxonomy theory by Anderson et al.

The findings of this study are consistent with those of Febrina's investigation⁶. The outcome reveals that Higher Order Thinking Skills (HOTS) was the level that dominated the Worksheet under study. Compared to Lower Order Thinking Kids (LOTS), it was 66.8%. According to Yora Septyaningrum's (2014) research on the "PROGRESIF" worksheet, the Worksheet was classified as LOTS and received an average score of 69%.

According to Creswell (2012), interpretation of the research's findings is done through sense-making the data. Interpretation in qualitative research is the process of standing back and developing a deeper understanding of the phenomenon based on one's own opinions, parallels to previous studies, or both." Derived from the previous methodology, importance of researcher's reflection on the significance of the facts cannot be overstated. It is also vital to compare the research results with those of earlier investigations.

The study's findings have given the researcher new insight into what occurs when a required English worksheet is used. The Worksheet is still not considered a "good" worksheet. In general, the Worksheet's instruction wording has been straightforward and understandable. Most of the instruction's wording was composed of short sentences. The Worksheet also allows students to enter and output language, speeding up language learning. In general, the Worksheet's instruction wording has been straightforward and understandable.

CONCLUSION

It is noticeable from the worksheet Task instructions that both LOTS and HOTS are present. Additionally, the HOTS is classified in task instruction in English worksheet.

The researcher would like to note that the data may be skewed concerning the conclusions mentioned because there were few data sources and data collection. It implies that grading a worksheet may be arbitrary. However, the findings mentioned earlier have been thoroughly considered and understood.

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