STUDENT TEACHERS LANGUAGE OF INSTRUCTION TO STIMULATE HIGHER ORDER THINKING SKILLS IN MICROTEACHING CLASS AT UIN SUNAN AMPEL SURABAYA

THESIS

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ABSTRACT

Prasetyo, Dwi. (2021). *Student Teachers Languageof Instructionto Stimulate Higher Order Thinking Skillsin Microteaching Classat UIN Sunan Ampel Surabaya.* A Thesis. English Language Education Department. Faculty of Education and Teacher Training, Sunan Ampel State Islamic University, Surabaya. Advisors H. Mokhamad Syaifudin, M. Ed., Ph. Dand Rakhmawati, M. Pd

Key Words : *Language of Instruction, Higher Order Thinking Skills, Bloom Taxonomy Revision*

Higher order thinking skills become one of the education goals in the 2013 curriculum that teachers should implement in their teaching practices. The objective of this study is to find out the ability of student teachers' language of instructions in using higher order thinking skills (HOTS) and to find out the difference language of instructions in teaching junior high school and senior high school. This study used descriptive qualitative research. To collect the data, this study used observation checklist and field note to support the data. The participants of the study were student teachers who enrolled in microteaching classes. The findings showed that the student teachers' language of instructions that can stimulate higher order thinking skills are in the level 4-6 of Bloom's cognitive domain. There were 71% student teachers who used higher order thinking skills facilitating instructions in microteaching classes. The percentage was from the total of instruction divided with HOTS instruction used by student teachers. For the differences, the student teachers' language of instructions in teaching junior high school materials and senior high school materials used higher order thinking skills are 65% and 72%. There is no significance difference language of instruction in teaching junior high school and senior high school.

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ABSTRAK

Prasetyo, Dwi. (2021). *Student Teachers Language of Instructio nto Stimulate Higher Order Thinking Skillsin Microteaching Classat UIN Sunan Ampel Surabaya.* Skripsi. Pendidikan Bahasa Inggris. Fakultas Tarbiyahdan Keguruan, UIN Sunan Ampel Surabaya. Pembimbing : H.Mokhamad Syaifudin, M. Ed., Ph. D and Rakhmawati, M. Pd

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Keterampilan berpikir tingkat tinggi menjadi salah satu tujuan pendidikan dalam kurikulum 2013 yang menjadikan keterampilan berpikir memiliki peran penting bagi guru dalam mengajarkannya kepada peserta didik. Tujuan dari penelitian ini adalah untuk mengetahui kemampuan bahasa pengantar mahasiswa PPL dalam meningkatkan keterampilan berpikir tingkat tinggi dalam memfasilitasi pembelajaran dan untuk mengetahui perbedaan bahasa pengantar dalam pembelajaran di sekolah menengah pertama dan sekolah menengah atas. Penelitian ini menggunakan penelitian kualitatif deskriptif. Untuk mengumpulkan data, penelitian ini menggunakan *checklist* dan catatan sebagai pendukung data. *checklist* dilakukan untuk menganalisis bahasa pengantar untuk mengetahui tingkat ranah kognitif dalam Bloom Taxonomi Revisi dan catatan digunakan untuk mendeskripsikan prinsip-prinsip bahasa pengantar mahasiswa calon guru dalam merangsang keterampilan berpikir tingkat tinggi. Partisipan penelitian ini adalah para mahasiswa PPL yang terdaftar di kelas *microteaching*. Hasil temuan menunjukkan bahwa bahasa pengantar siswa guru yang dapat merangsang keterampilan berpikir tingkat tinggi berada di tingkat 4-6 dari level Taxonomi Bloom. Ada 71% siswa guru yang menggunakan keterampilan berpikir tingkat tinggi dalam memfasilitasi instruksi di kelas microteaching. Presentase dihitung dari jumlah instruksi yang ada dibagi dengan instruksi yang memenuhi HOTS. Untuk perbedaannya, bahasa pengantar siswa guru dalam pembelajaran materi SMP dan SMA menggunakan keterampilan berpikir tingkat tinggi adalah 65% dan 72%. Tidak ada perbedaan yang signifikan bahasa pengantar dalam pengajaran di sekolah menengah pertama dan sekolah menengah atas. Perbedaannya hanya pada istilah yang digunakan.
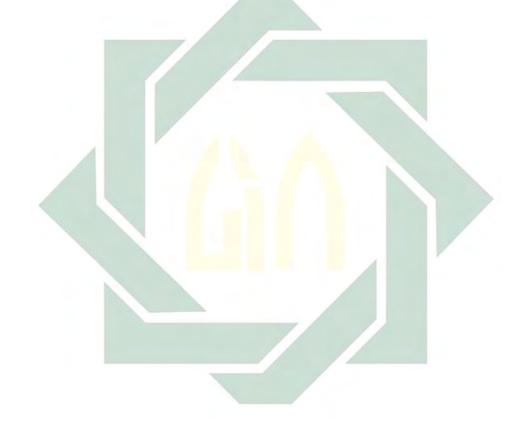
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CHAPTER I

INTRODUCTION

This chapter initially presents the researcher's aim in conducting research. It begins from background of study. Then, it is going to research questions and objectives of the study. Significance of the study, scope and limitation of the study and definition of key terms are discussed to give detail information from this study.

A. Background of the Study

In this era, higher order thinking skills are required one of education objectives in the curriculum K13, the thinking skills have important role for teachers in teaching it to the students. Especially for students in junior high school and senior high school, they must not only have a lower order thinking (LOT), but also have to reach a higher order thinking (HOT). However, based on Program for International Students Assessment (PISA) that is reported by Organization for Economic Co-Operation and Development (OECD) in 2018, Indonesia is at 74 rank of 80 countries.[1] This result presents that most of Indonesian students still have low ability, if it is seen from cognitive aspects (knowing, applying, and reasoning).[2]

According to Charles and Rice, One of three domains of educational activities is cognitive or mental activity, apart from psychomotor domains and affective domains. One of the vital 21st century skills has been identified as

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[1] OECD *"What Students Know and Can Do". Pisa, OECD Publishing.* Vol 1 March 2019

[2] Merta Dhewa Kusuma – Undang Rosidin. "The Development of Higher Order Thinking Skills (Hots) Instument assessment in Physics Study". *IOSR Journal of Research & methods in Education* Vol 7 No 5. February 2017, 26

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critical thinking, and many companies are looking for employee that has this skill apart from skills such as problem solving, creativity, and communication.[3] It means that the teachers have to stimulate critical thinking to the students in the learning activities.

Furthermore, most teachers agree that it is crucial to teach students higher order thinking because students with higher order thinking skills are able to reduce their weakness and improve their performance.[4] Higher order thinking skills teach the students to have more critical in dealing problem in real life. One of the challenges in developing the above skills is to find an effective instructional approach.[5] By instructing the students to think more critical means training them to think creatively and critically when they face the problem.[6] By instructing the students get the best solution, the teachers train the students critical thinking skills of hypothesizing: cognitive of create. These thinking skills provide the students to have many answers.[7] So, the students here can explore their critical thinking in the class.

According to Bloom Taxonomy theory. Higher order thinking skills can be categorized in three level such as analyze, evaluate and create but sometimes

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[3] Nuraihan Mat Daud "Integrating Hots Into Language classes in the 21st Century" *Kulliyah of Languages and Management.* May 2017, 30

[4] Benidiktus Tanujaya - Jeinne Mumu – Gaguk Margono , "The Relationships between HigherOrder Thinking Skills and academic Performance of Students in Mathematics Instruction" *International Education Studies.* Vol 10 No. 11, October 2017, 78

[5] Nuraihan Mat Daud "Integrating Hots Into Language classes in the 21st Century" *Kulliyah of Languages and Management.* May 2017, 30

[6] Nur Rochmah Laily - Asih Widi Wisudawati. *"Analisis Soal Tipe Higher Order Thinking Skill (HOTS) Dalam Soal UN Kimia Rayon B Tahun 2012/2013". Kaunia.* Vol.11 No.1, April 2015. 28

[7] L. W, Anderson, et.al, *A Taxonomy for Learning, Teaching and Assessing.* (New York:Longman, 2001) 86.

student teachers are not aware to use lower order thinking skill instructions in stimulating students. This study aims to know the frequent higher order thinking skills instructions made by student teachers during their practice teaching. The participants of this study are six semester students which attend in microteaching class. After finishing this class, the student teachers do practice teaching in the school. It is hoped when student teachers do real teaching; they can stimulate higher order thinking skills to every student. This study also in line with the goal of English Language Education Department in this university that stated "Creating professional, innovative and pious English teacher".[8]

Related to this study that focuses in instruction to promote higher order thinking skills, three studies are stated below. The first is about higher order thinking skills are conducted by Hamidah Salam which is entitled "Student Teacher Designed-Tasks in Facilitating Higher Order Thinking Skills at Microteaching Classes of UIN Sunan Ampel Surabaya". She studies higher order thinking which is lesson plan that student teachers made. She found that the student teachers designed task can facilitate higher order thinking skills in level 4 and 6 only 57%.[9]

The next study comes from Beena Anil, entitled "Higher Order Questioning in SL Classrooms- A study". This study described higher order questioning (HOQ) that has effects the questions types like score test, amount of language of

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[8] Pendidikan Bahasa Inggris. "Tentang PBI". (https://pbisa.wordpress.com/about/, accessed on March 15th, 2019)

[9] Hamidah Salam, Thesis : *"Student Teacher Designed-Tasks in Facilitating Higher Order Thinking Skills at Microteaching Classes of UIN Sunan Ampel Surabaya"* (Surabaya : UINSA2016)

production for comprehending the language skills of students etc. This research tried to answer learners' responses to answer higher order thinking skills. The result presented that some students of students are satisfying with higher order question in general, the classroom arrangement make the students to answer the questions. But the survey presents that many learners of higher English proficiencies were not ready to join it in HOQ. Almost 90,5% stated that they were worried and nervous to answer higher order questions thought they know the answers.[10]

The next research was from Kholifatur Rosyidah under the title An Analysis of Teacher's Questions Used in Classroom Interaction at 11th Grade of SMK Ma'arif NU Prambon Sidoarjo. This study explores the common teachers' question in the class. The researcher used qualitative descriptive method by observing the classes; the researcher also recorded and interviewed the teachers. The result of this research presented that the teacher mostly used convergent questions. The output also presented that the teacher used seven techniques questioning.[11]

What distinguishes my study from the previous ones is that it is focused on the language of instruction of the students during microteaching class at UIN Sunan Ampel Surabaya.

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[10] Beena Anil "Higher Order Questioning in SL Classrooms-A Study." *The Buckingham Journal of Language and Linguistics*.Vol 8 2015, 47

[11] Kholifatur Rosyidah, Thesis : *"An Aalysis of Teacher's Questions Used in Classroom Interaction at 11th Grade of SMK Ma'arif NU Prambon-Sidoarjo."*(Surabaya:UINSA 2018)

B. Research Questions

According to the background of the study, the problem of the study can be presented as follows.

1. How is student teachers' ability in making HOTS-Facilitating instruction?

2. What are the differences between student teachers language of instruction when teaching junior high school and senior high school in microteaching class?

C. Objectives of the Study

Derived from presented problem above, this research has purposes to:

1. Describe student teachers' ability in making HOTS-Facilitating instruction tostimulate higher order thinking skills.

2. Find out the differences between student teachers language instruction in teaching junior high school level and senior high school level in microteaching class.

D. Significance of The Study

The results of the study present the level of student teachers language of instruction in teaching practice and the differences between student teachers language of instruction in teaching junior and senior high school level. It can be beneficial for student teachers, for teachers or lecturers and for next researchers. For the student teachers, this study can enrich the literature of this study of language of instruction in stimulating higher order thinking skill which is hoped in curriculum 2013. It helps them more comprehend about language of instruction in stimulating students that dealing with critical thinking in teaching

junior high school and senior high school. For the teachers and lecturers, the result of this study can map teacher instruction ability in making language of instruction in teaching junior high school and senior high school. For the other researchers, the result of this study is hoped can be a source of information to help other researchers to gain the source of data especially in language of instruction.

E. **Scope and Limitations**

The scope of this study is the language of instruction which is used by the student teachers in microteaching classes. The researcher takes student teachers that teach junior high school and senior high school materials. This study focuses on knowledge aspect of language instruction. The focus of this study is student teachers' instruction which is delivered by oral and written. Then, language of instructions is analyzed again in Bloom Taxonomy.

The limits of the study are student teachers in microteaching classes from English Language Department of UIN Sunan Ampel Surabaya in Academic year 2018/2019. The data collection of this study collected through 2 meetings of observations. From eight classes provided with different lectures, the researcher takes 3 classes that 4 students represent each class.

F. **Definition of Key Terms**

1. Language of Instruction

Language instruction is the way that teacher delivers the steps or the rulesof some tasks in students activities.[12] In this study, language instruction

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[12] Erella Elen C, Thesis : "*Classroom Instruction for Young Learners: A case study*" (Salatiga:Universitas Kristen Satya Wacana 2016)

meansa direction or order to do something. So, language of instruction is language to instruct someone whether it is written or oral instruction. The language of instruction used by the teacher to teach and to instruct the student.

2. Higher Order Thinking Skills

Higher order thinking skill is identified as critical thinking skills, reflective, logical, creative and metacognitive. Those abilities develop when person faced the problems that are uncertainties, unfamiliar, or new phenomena that require solution that have never done before.[13] In this research, higher order thinking skill is identified the intricate perspective as incorporate problem solving, creative thinking and critical thinking.

3. Microteaching

Microteaching is pre service student teachers to get more practicing in teaching their friends in the class before beginning their student teaching program.[14] In this study, practice teaching or usually called PPL 1 by 6th semester students of English Language Education Department that has 20 minutes span of practice teaching and their companions in one class follow as the understudies.

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[13] I W. Widana "Higher Order Thinking Skills Assessment (HOTS)". *Journal of IndonesianStudents Assessment and Evaluation* Vol 3 No 1, February 2017, 32

[14] Amena Ebrahem al-Methan "Merits of Microteaching as perceived by student Teachers at Kuwait University". *Jurnal Pemikiran Alternatif Kependidikan* Vol 11 No 2, January-April 2006,271

4. Student Teachers

     According to Garvey, student teachers as university students that train the some skills in teaching, in brief exercise with restricted objectives and a small number of students.[15] In this study here student teachers are 6th semester of English language education department that join and participate in the class of microteaching.

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[15] Brian Garvey, "Microteaching: Developing the Concepts for Practical Training". *British Journal of Education Technology* Vol 9 No 2, May 1978, 142

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter explains a short explanation about review of related literature theories used. Two sub chapters are discussed in this part such as theoretical framework and previous study which is related with the research of this study.

A. Theoretical Framework

1. Language of Instruction

Principals and teachers utilize a typical language guidance to chat about successful educating, give and get input, gather and follow up information to screen development with respect to the contemplated utilization of the systems distinguished in the structure, and adjust proficient advancements needs against the system.[16] While emphasis on teacher brilliance should be fixated on improving understudy learning, an intricate assessment framework should zero in improving the ability of teachers across a whole framework and give clear system to teachers to improve their instructions.[17] Quality of instructions and setting for instruction have to solid effect on understudies' learning and these elements should be considered alongside choice about language of instructions.[18]

According to Robert Marzano a common language of instruction must effectively reflect the complexities and experiences of the learning or

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[16] Robert, Marzano 2013.
https://www.learningsciences.com/wp/wpcontent/uploads/2017/06/Common-Language-of Instruction-2013/ accessed on Friday, 15 March 2019 at 10.21
[17] Ibid
[18] J.K Peyton. (2015). Language of Instruction: Research Finding and Program and Instructional Implications. *Reconsidering Development,* vol 4 (1)

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teaching process. Distinguishing the key systems uncovered by research is likewise significant for viable educating. Further, recognizing which exploration-based methodologies are fitting for various kinds of exercise or exercise portions. Here language of instructions additionally incorporates rubrics likewise scale with obviously characterized continuums of usage confirmations adequate to affect understudy learning. The last is allowing adaptability for regions to adjust and embrace the model to reflect needs the regular language.[19]

When the teachers can stimulate good language instruction, it means theteachers also train higher order thinking skills to the students because teachers' instruction in the class become one of materials source in teaching learning activities.

a. The Rules of Language Instruction

Teacher should notice the way to deliver the instruction to the students. When the teachers deliver language instruction, the teachers have to consider rules of the instruction. It will be better if the student understand what will do when the teachers give language instruction. According Harmer states that two rules of instruction.[20]

1) Simple

Giving long language instruction to the students will be complicated for them. The students are difficult to get the main point

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[19] Robert, Marzano 2013. https:// learningsciences.com/wp/wpcontent/uploads/2017/06/common-language-of-instructions/ accessed on Friday, 15 March 2019 at 10.40

[20] Jeremy Hamer, *How to Teach English* (England : Pearson Education Limited. 2007) 37.

of the instruction and it will affect the students' activities in the class. According to Mcleod, with the unpretentious instructions the students will work easily in the activities or assignments.[21] Carol also states that the language instruction must be short, use accessibly vocabularies, proceed in a step by step manners, and not pass many steps.[22]

2) Logical

In formulating language instruction should give them in logical way. Every instruction that is delivered by the teachers should havethe purpose and activity. The teachers should be aware of the way ingiving language instruction to avoid misunderstanding toward teachers' language instruction. Language instruction should be rational.

b. Formulating Language Instruction

Based on Meyer, criteria of good instruction are empirically based characteristic of instruction which a high effect on the development of students' competencies.[23] That is one of the reasons why the teachers should give good language instruction to stimulate higher order thinking skills. The way teachers give language instruction become essential in the class. It determines how successfully teacher that is the way

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[21] Joyce Mclod et,al, *The Key Element of Classroom Management, Managing Time, and Space* (Alexandria : Association for Supervision and Curriculum Development,2013) 168
[22] Carol Ann Tomlinson-Marcia B Imbeau, *Leading and Managing a Differentiated Classroom* (Alexandria:ASCD, 2010),123.
[23] Hilbert Meyer, *Criteria of Good Instruction, Faculty for Education* (Oldenburg University,2006), 5.

instruction formulated. In addition, Scrinever states there some steps towards better language instruction.

Teachers have to be aware their own instruction firstly. Meaning that teachers should have preparation before they teach in the classroom. Secondly teachers should analyze essential language instruction before. The essential information in simple, clear language and sequence will make easily to understand. For example use short sentences for each key piece on information. Thirdly when giving instruction in the class, teachers have to try to clarify the meaning of instruction using gesture. The next is demonstrating rather than explain too much. The last is checking students' understanding. Here, teachers should not think that everyone will automatically understand what they have explained.[24] Teachers have to be aware in formulating language instruction. Formulating good language instruction will make students to understand easily what they have to do.

2. **Teachers' Instructions in EFL Classroom**

In many cases, the students were confused and they do not understand well what they have to do although their teachers have made best efforts inmaking the lesson at home. This case may be right because there is sometimes a lack of technical and managerial how to give instructions.[25] Inaddition, there are some ways to give good instructions in

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[24] Jim Scrivener, Learning Teaching (Cambridge: Cambridge University Press, 2011) , 65.
[25] Abderrazak El Kemma "Giving Effective Instruction in EFL Classroom". *International Journal for Innovation Education and Research* Vol.7 No.1, January 2019, 74

EFL classroom.

a. Pre planning instruction is important in the teaching process. Based on Ur, the students would have no problem understanding the activity if their teachers think of instructions and puts them down ahead.[26]Scrinever also stated that sometimes the teachers become aware of the significance of analyzing "the instructions itself included only the essential information in clear language, simple and sequence it in sensible order. Misunderstanding would disappear.[27] Consequently designing lesson without understanding what instructions will be useless because planning them well is one of the key successes of teaching.

b. Being brief when give instructions mean teachers' talking time (TTT) is lower to compare to students' talking time (STT). Point out the students just has limited attention span; the students cannot for very long at maximum concentration. When giving oral or written instruction to do something to the students keep trying it to the minimum possible ways would be better. When teacher gives a lot of instruction, the students get confused. In fact, teacher should explain less and when it comes to give instructions to a task, their instructions must be short and clear enough to be understood by the students.[28]

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[26] P Ur. *A Course in Language Teaching : Practice and Theory.* (Cambridge : CambridgeUniversity Press 1996)
[27] Jim Scrivener, Learning Teaching (Cambridge: Cambridge University Press, 2005) , 90
[28] P Ur. *A Course in Language Teaching : Practice and Theory.* (Cambridge : CambridgeUniversity Press 1996), 17.

c. Using paraphrase or repetition looks that giving more than once is needed in the teaching learning process. A paraphrase or repetition of the necessary information may have all the different. The students' attention gets lost sometimes and it is matter to give them more than one chance to understand well what they have to do.[29] The teachers needto talk what should do more than once and differently as paraphrasing instruction would be helpful to students to switch off from time to time. In conclusion, repetition has to do by the teachers, but it is important to do it using different mode.[30]

3. **Higher Order Thinking Skills**

According to Brookhart that higher order thinking skills are identified or stated in classroom learning objectives and state content standards. Thereare three categories such as (a) transfer, (b) critical thinking and (c) problem solving.[31] Those categories are discussed more detail below.

a. Transfer in Higher Order Thinking Skills

Brookhart has a conclusion that part of learning into learning for recalling and learning for transfer is important leaning measure.[32] This means as learning that can be used the student. Used has meaning that the students can apply, explore and move the skills that they have got in

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[29] Ibid

[30] Abderrazak El Kemma "Giving Effective Instruction in EFL Classroom". *International Journal for Innovation Education and Research* Vol.7 No.1, January 2019, 76

[31]Susan M Brokhart. How to Assess Higher Order Thinking Skill in Your Classrooms. (Unitedstate of America:ASCD Publicatio.2010) 3.

[32] Ibid.

the new condition. In this situation that the students can associate their background knowledge of learning to different situation is called meaningful learning.

b. Critical Thinking in Higher Order Thinking

Critical thinking is other general ability that is usually described as the purpose of teaching. The purpose of teaching can be seen as equipping the students to be able to reason and make decision for their problems. In teaching learning about critical thinking, the student ishoped to make a good reason, be wiser judgment and be reflective. Not only in the school but also in the social life.

c. Problem Solving in Higher Order Thinking

A goal is a purpose that cannot be solved with memorized solution. Every academic discipline has problems. To solve the problem itself, people have to make a solution. Bransford and Stein in 1984 stated that problem solving extensively considered in a role model called the IDEAL issue solver. The are five stages called as IDEAL; identify a problem, Identify and represents a problem, Investigate possible strategies, take steps on the procedure and assess the impacts of those exercise.[33] The problem solver activities can make the students to construct a best solution and to solve the problems for themselves. In this example, "being able to think" means the students can solve the

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[33] Susan M Brokhart. How to assess Higher Order Thinking Skill in your Classrooms. (UnitedStates of America:ASCD Publication. 2010) 12.

problems and work effectively. IDEAL advances ought to be referred to the understudies as kind of the routes in stimulating higher order thinking abilities.

4. **Bloom Taxonomy**

Bloom Taxonomy identified to higher order thinking, in Bloom Taxonomy's theory, the teachers are assisted by the categorized cognitive domain to stimulate activities or exercise in higher order thinking levels. There are three cognitive domains that classified as higher order thinking skills which can stimulate critical thinking such as analyze, evaluate and create. Based on modification of Bloom Taxonomy ; a review, Krathwohl stated that the taxonomy of education purposes is a draft for categorizing statements from what we plan or expect to the learner to study because of guidance.[34] In 1956, the concept of cognitive domain's concepts were published. The bloom taxonomy is one of famous theory. David R. Krathwohl revised Bloom's taxonomy that has several changes in 2001. The modification version used some kinds for every level. The words were categorized to become action word instead a noun. However the modification version used the various of words in marking each degree of cognitive domains. The meaning of each level is nearly the same. This is the modification of Bloom Taxonomy that stated by Krathwohl.

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[34] David R Krathwol *"Revising Bloom's Taxonomy"*. *Theory Into Practice* (Autumn. 2002). 1.

Table 2. 1 Cognitive process domain[35]

Category	Definition	Cognitive Process
Remember	(Recalling same knowledge from longterm memory)	Recognizing Recalling
Understand	(Constructing the meaning of instructionalmessages, including graphic communication,written and oral)	Interpreting Exemplifying Classifying Summarizing Inferring Comparing Explaining
Apply	(Carrying on or using astep in a given situation)	Executing Implementing
Analyze	(Changing materials, intoits constituent parts and consider how the parts related to each other)	Differentiating Organizing Attributing
Evaluate	(Creating judgments according to standardsand criteria)	Checking Critiquing
Create	(laying components together to shape intelligible and functional into new product or pattern)	Generating Planning Producing

In addition, action verbs to the revised Bloom Taxonomy from thosecategories

will be presented more specific below:

Table 2. 2 Action Verbs[36]

Remember	Understand	Apply	Analyze	Evaluate	Create
Choose	Classify	Apply	Advertise	Agree	Adapt
Define	Compare	Build	Analyze	Assess	Build
Find	Contrast	Choose	Arrange	Compare	Change
How	Demonstrate	Construct	Assume	Conclude	Combine
Label	Extend	Develop	Categorize	Criteria	Compile
List	Illustrate	Experiment	Classify	Criticize	Compose
Match	Infer	Identify	Compare	Decide	Construct
Name	Interpret	Interview	Conclude	Deduct	Create
Omit	Outline	Model	Contrast	Defend	Delete
Recall	Relate	Organize	Discover	Determine	Design
Relate	Rephrase	Plan	Dissect	Disprove	Develop
Select	Show	Select	Distinguish	Estimate	Discuss
Show	Summarize	Solve	Divide	Evaluate	Elaborate
Spell	Translate	Utilize	Examine	Explain	Estimate
Tell			Function	Influence	Formulate
			Motive	Interpret	Generalize
			Relationships	Judge	Hypothesize
			Simplify	Justify	Improve
			Survey	Mark	Integrate
			Take part in	Measure	Invent
			Test for	Opinion	Make
			theme	Perceive	Maximize
				Prioritize	Minimize
				Prove	Modify
				Rate	Original
				Reframe	Originate
				Support	Plan
				Value	Predict
					Propose
					Solve

For Further explanation about those action verbs can be found (see appendix 1). Specifically this study only focuses on level 4-6 because it reflects higher order thinking skill which is stated Bloom Taxonomy theory. The studentteachers use those verbs that show higher order thinking skills in their instructionor in their worksheet when they do practice teaching.

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[36] Adapted from L. W. Anderson, et.al., *A Taxonomy For Learning, Teaching And Assessing.Abridged Edition* (Boston: MA:Allyn and Bacon, 2001),

B. Previous Study

Connected to the research, some previous studies have done. Firstly previous study was done by Risalatil Umani that had title Students' Ability in Constructing Reading Question Item in Critical Reading Class in 2016. This study is conducted to identify students' skills in creating reading uestions items based on levels of bloom taxonomy perspectives and their difficulties in constructing the questions. This study uses qualitative method which used questionnaire and test for instruments to get the data. The result of this study presented that the students' ability in constructing reading test items are still fair because there are many of students made reading question items in low thinking level of bloom taxonomy. In addition, most of students have difficulties in constructing test items are on grammar. Further. The study just focused on the students' capabilities in making higher order thinking skill.[37]

The second study was conducted by Beena Anil, entitled "Higher Order Questioning in SL Classrooms- A study". This research described Higher Order Questioning has effects with the question types like test, amount of language production for comprehending the language capabilities of students. This research tried to answer learners' responses to answer higher order thinking skills. The result presented that some students enjoy with higher order question in general, as the classroom settings make them to have opportunity to answer the questions but the survey presents that students of higher English

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[37] Risalatatil Umami, Thesis : *"Students' Ability in Constructing Reading Question Items in Critical Reading Class"* (Surabaya:UINSA 2016)

proficiencies were not ready to join it in HOQ. 90,5% students stated that they were afraid and nervous to answer higher order questions thought they know the answers.[38]

The third research was from Kholifatur Rosyidah under the title An Analysis of Teachers' Questions used in Classroom Interaction at 11th Grade of SMK Ma'arif NU Sidoarjo. This study discussed the common teachers' questions in the class. In observing the class, the researcher used qualitative method. The researcher also interviewed and recorded the English teacher. The result of the research presented that he teacher tend to use convergent questions in asking students. The result presented that seven techniques of questioning used by the teacher.[39] Further this research only focused on question techniques.

The fourth was from Hamidah Salam under the title Student Teachers Designed Task in Facilitating Higher Order Thinking Skills at Microteaching Class of UINSA Surabaya. In this study measures student teachers design task in stimulating higher order thinking skills. The data took from 20 student teachers' lesson plan. Then it was analyzed by theory of bloom taxonomy. Qualitative descriptive method is used in this research. The result of the study student teachers designed task can facilitate higher order thinking skills.[40]

The last was from Nourdad, Masaodi and Rahimali under the title The Effect of Higher Order Thinking Skills Instructions on EFL Reading Ability. In this

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[38] Beena Anil "Higher Order Questioning in SL Classrooms-A Study" . *The Buckingham Journalof Language and Linguistics*. Vol 8, 2015, 47
[39] Kholifatur Rosyidah, Thesis : *"An Aalysis of Teacher's Questions Used in Classroom Interaction at 11th Grade of SMK Ma'arif NU Prambon-Sidoarjo."*(Surabaya:UINSA 2018)
[40] Hamidah Slam, Thesis : *"Student Teacher Designed-Tasks in Facilitating Higher Order Thinking Skills at Microteaching Classes of UIN Sunan Ampel Surabaya"*(Surabaya : UINSA2016)

study tried to discuss the influences of instructions on students' reading comprehension ability. This research used quantitative and quasi-experimental. This study has some steps such as pre-test, treatment, posttest design. The result of the study concludes that the instructions of higher order thinking skills supported EFL students to improve their reading comprehension ability.[41]

From those previous studies, it has some similarities from the subject of this research. Those researches mostly used students and documents as the data of the research. Mostly those previous studies research about perspective and students teachers' ability in making task or lesson plan. This study will be more focus on spoken language and oral language when student teachers practice teaching whether student teachers can stimulate higher order thinking or no.

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[41] Nava Nourdad-Sanam Masoudi-Parisa Rahimali "The Effects of Higher Order Thinking Skill Instruction on EFL Reading Ability". International Journal of Applied Linguistics and English Literature, Vol.7, 2018. 231

CHAPTER III

RESEARCH METHOD

This chapter discusses about methodology of research. It includes research method, research setting and subject, data and source of data, data collection technique, research instrument, and data analysis technique.

A. Research Design

This research is qualitative. This method is appropriate for describing the level of student teachers language of instruction and how its differs across levels of the education. The researcher used this method to understand data in depth. Qualitative research seeks to comprehend a fact by comprehending on the absolute picture than a numeric examination of the information.[42] In addition, Jack and Norman define that qualitative research is research that checks the quality of relationships, materials or activities.[43] The aim of the research is to explore the capabilities of student teachers language of instruction in teaching practice and the differences student teachers language of instruction in practice teaching. Furthermore, language of instruction that applies by the student teachers are described as the deep analysis in the discussion. Further, this qualitative research matched with the study because it is used to defined and describe the student teachers language of instruction in stimulating higher order thinking skills in their natural context. Qualitative research is used because it is

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[42] Donal Ari et.al, *Introduction to Research Education 8th Edition* (USA : Wadsworth) 2010. 424
[43] Jack R Frankael – Norman E Wallen. How to Design and Evaluate Research in Education, (New York : Mc Graw Hill) 2009, 435

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described phenomenon about the level of language of instruction used by the student teachers.

B. Setting and Subject of Research

The study takes the students of university from the sixth semester of English Language Education Department at State Islamic University Surabaya academic year 2018/2019 as the subject of the research. This research takes place in this university because this university is becoming to the World Class University that means important to the university to have high quality for competition among global universities. The research conducted in the microteaching class because student teachers are doing practice teaching before doing real teaching in the school next semester.

In term of choosing research subject the researcher design the sample of the research purposively sampling. Purposive sampling is common sampling that isused in qualitative research.[44] According to Cresswell, in purposive sampling theresearcher chooses individual and sites whether they have rich information or not to learn or to understand the phenomenon.[45] In this study focuses on language instruction which means the participants of this study is student teachers who taught junior high school level and senior high school level in their practice teaching.

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[44] Sugiyono, *Statistika untuk Penelitian* (Bandung:Alfabeta,2010),68.
[45] John W Cresswell, *Educational Research: Planning, Conducting, Evaluating, Qualitative, Quantitatove Research, 4th Edition* (Boston : Person Education, 2012), 2014.

C. Data and Source of Data

The data of this study is student teachers language of instruction in Stimulating activities. The data can be oral and written language instruction when the student teachers practice teaching which have been produced in microteaching class. The language of instruction is learned through direct observation and the video recording of practice teaching. Those things are used to respond the research question.

The source of data used the student teacher who taught junior and senior high school materials in microteaching class. As the documentation is student teachers' videos of teaching practice and worksheet from student teachers when do teaching practice. Those data obtained from students of English Language Education Department in Sunan Ampel State Islamic University who are Enrolling Microteaching Classes in even semester academic year 2018/2019. There are 8 classrooms in practice teaching 1; class A until H that are taught by different lecturers. Lecture 1 teaches A, B, and C class, Lecture 2 teaches D class, Lecture 3 teaches E, F, G and H class.[46] Every class consists of 13-15 students. The researcher focuses on 3 classes with one lecturer. This is because those 3 classes are really available. The subjects of this research choose students who teach junior high school materials and senior high school materials. It means that 4 students represent in each classes.

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[46] Sistem Informasi Akademik. "Data Kelas Perkuliahan". (https://siakad.uinsby.ac.id/akademik/siakad/index.php?page=list_kelas , accessed on April 1st ,2019

D. Research Instruments

To gain the objectives of the study, the necessity data is submitted through some kinds of instruments like observation checklist, field note, and video recording.

1. Observation Checklist

Observation Checklist is used during doing the observation in a microteaching class. Bloom taxonomy (revised version) is used for checklistthat has discussed in the chapter II.[47] The checklist presented in the table below;

Table 3. 1 Observation Checklist Based on Bloom's Taxonomy (Revised Version)

No	Name of The Student Teachers	Verbs Used in theInstruction	Note

The checklist above is modified from Bloom's Taxonomy. This table is used to describe the principle of student teachers and used to know languageof instruction in stimulating higher order thinking skills.

2. Field Note

Based on Lisa, field notes are used to write what happened to a period of interview or observation.[48] for example the real situation, what is

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[47] L W Anderson. et.al, *A Taxonomy For Learning, Teaching And Assessing* (New York:Longman, 2001), 79-88

[48] Lisa Kevin, *Research for Educators* (Cengage Learning Australia.2006). 108

seen,experienced, and heard when the student teacher gives language of instructionto students in teaching process during observation.

a. Video Recording

Creswell stated that the last category of qualitative data is called by qualitative audio and visual materials.[49] The video recording here was utilizedto keep student teachers' instructions that the researcher may be missed in doing observation in the classroom.

E. Data Collection Technique

The necessity data, for example the student teachers' instructions during making instructions, were gotten through observation checklist in the classroom.[50] Therefore, the researcher directly observes one meeting in some classrooms. Further, the researcher become in the class which means the researcher joined in the classroom but did not teach or give materials in the classes. Firstly, the researcher asked permission to the lecturer for this observation. Then, the researcher prepared the mobile phone and took video of the teaching process. Next, the researcher began the observation using observation checklist that had prepared. The researcher used observation checklist in observing the teaching learning process that combined with field note take additional information in the microteaching class. While video recording is also used to record what was happening in the classes to recheck
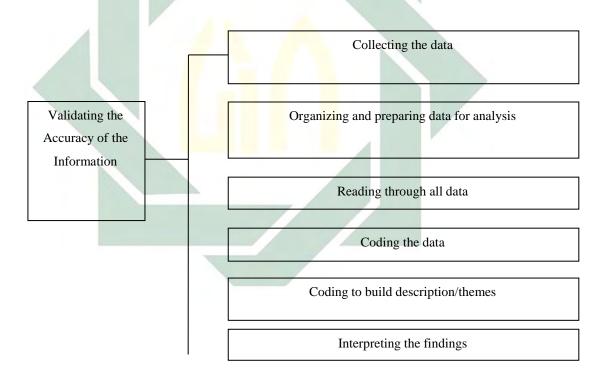
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[49] J.R Raco, "*Metode Penelitian Kualitatif*" (Jakarta: Gramedia Widiasarana Indonesia, 2010),111
[50] Nur Wasiah, *"A Study of Teacher Talk in Classroom Interaction at An Islamic Senior High School"*. OKARA journal of language and Literature. Vol 1. No 34, Sumer 2016. 28.

and get more detail information.

F. Data Analysis Technique

The researcher analyzed the submitted data using qualitative descriptive method. Based on Creswell that there is accurate method to examine qualitative data. [51]However, the steps and guidelines are provided to analyze the qualitative data. According to Creswell, qualitative data has six steps for analyzing. The six steps are presented in the following table below.

Table 3. 2 Data Analysis Techniques in Qualitative Research adapted from Creswell[52]

	Collecting the data
	Organizing and preparing data for analysis
Validating the Accuracy of the Information	Reading through all data
	Coding the data
	Coding to build description/themes
	Interpreting the findings

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[51] John Creswell. *Educational Research Planing, Conducting and Evaluating Quantitative and Qualitative Research 4th edition.* (Boston: Pearson Education, Inc., 2010), p. 238.
[52] John Creswell. *Educational Research Planing, Conducting and Evaluating Quantitative and Qualitative Research 4th edition.* (Boston: Pearson Education, Inc., 2010), p. 238.

To analyze the data about language of instruction, the researcher did the following steps. The first collecting the data, the data were collected by recording student practice teaching in the class. The second was organized and prepared the data before moving to the next step. The data were identified each level. The next was reading all the data to get information as much as possible from each level. Then, the data were classified which data can stimulate higher order thinking skills or not. By doing this activity it can be selected specific level that related of the study. After having each level based on the data that was recorded, the next step was classifying each level in detail. The researcher analyzed the data using Bloom taxonomy theory. The next step was interpreting the data. The analyzed data presented in finding and discussion. The last, the researcher presented the conclusion of this research.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents and analyses the data that have been submitted during the research. There are two sections in this chapter. The first section shows the findings and the second sections of this chapter shows the discussion.

A. Research Findings

In this section, the researcher presents data from video observation. The data observations here are related to how student teachers language of instruction in microteaching class. The findings are dealing with the language of instruction based on bloom taxonomy that has presented in the chapter 2. The data was analyzed in order to interpret about student teachers ability in making higher order thinking skills that stimulates instruction and the differences between student teachers language of instruction in teaching junior high school materials and senior high school materials. There are 8 microteaching classes. Every class has 12-14 student teachers who practiced teaching. The researcher took 3 classes as the data. 4 students represents for each classes. Students teachers A-F represents practice teaching for senior high school and student teachers G-L represents practice teaching for junior high school. The following discussion shows student teachers work and the researcher's analyzing. The table presents some parts of student teachers' language of instruction. The following table below is the researcher's analyzing.

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1. **Student teachers' ability in making higher order thinking skills facilitating instruction**

   To practice teaching in microteaching class, student teachers instruct the other students to do something by using some kinds language of instruction as stated by expert in related literature in chapter two. There are six categoriesthe level of language of instruction based on bloom taxonomy theory. They are remember, understand, apply, analyze, evaluate, and create. In addition, category remember, understand and apply cannot stimulate higher order thinking skills. While category analyze, evaluate and create can stimulate higher order thinking skills. Following this condition, the way student teachers develop their language of instruction is presented from the followingexplanation below. (see figure 4.1)
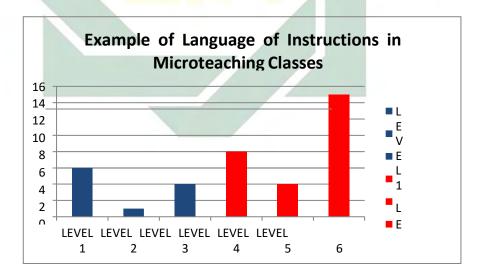

Figure 4. 1 Example of language of instruction in microteachingclass in UIN Sunan Ampel Surabaya

The specific information of language of instructions from student teachers to stimulate HOTS would be presented on table 4.4, 4.5, and 4.6. The data found as follow:

a. Remember (level 1)

As mentioned in Figure 4.1, the researcher found that there were 6 language of instructions which in the level of remember (level 1) made by student teachers that cannot stimulate higher order thinking skills . There was example of language of instructions in this level which was found by the researcher. The researcher presented in the table 4.1 below :

Table 4. 1 example of language of instructions in the level of remember (level 1)

Verb Used in The Instructions	Example
Mention	Mention how many people in your family! (Participant2)
Find	Find mistakes from two paragraphs! (Participant 2)
Find	Find out the action verbs on the worksheet based on audio that you have heard! (Participant 4)
Choose	Choose the correct verbs using e/es that given in the dialogue below! (Participant 1)
Tell	Tell the story to that you have made to your friends beside you! (Participant 6)
Match	Match the description in audio into the picture in your worksheet! (Participant 5)

Based on table 4.1 found that language of instruction used by student teachers in the level of remember. Some examples language of instructions in this level were *"mention, find, choose"*. From those example of language of instructions. The student teachers asked to answer the

questions which were stated in the worksheet. Those language of instructions included as recognizing in the remember level because Those language of instructions asked to recognize the answers by locating knowledge that student teachers had known before. The next example of language of instructions were *"tell, match".* In this level, remember has two cognitive processes; recognizing and recalling. Those language of instructions included as recalling in the remember level. Those languages of instruction asked the student teachers to recall the information that had gotten from audio or text before.

b. Understand (level 2)

As stated on figure 4.1. The researcher only found 1 language of instruction which in the level of understand (level 2) made by student teacher. There was one example of language of instructions in this level which was found by the researcher. The researcher showed in the table 4.2 below:

Table 4. 2example of language of instructions in the level of understand (level 2

Verb Used in The Instructions	Example
Show	Show words that shows people's face characteristics! (Participant 5)

Based on table 4.2 can be seen that the researcher found an example

language of instruction in the level of understand. This task was stated orally. This task asked the students to listen an audio individually. Then, they had to show words which show people's characteristics. In this level, understand has seven cognitive processes; interpreting, exemplifying, classifying, summarizing, inferring, comparing and explaining. From the language of instruction above, it included as classifying of cognitive process in the understand level which means that activity determines belongs to category. In this case category of people characteristics.

c. Apply (level 3)

As presented in the figure 4.1. The researcher found 4 language of instruction which in the level of apply (level 3) made by student teachers. For detail information about examples in this level, the researcher presents in the table 4.3 below.

Table 4. 3 Example of language of instructions in the level of apply (level 3)

Verb Used in The Instructions	Example
Identify	Identify the generic structure, function, and language features from the announcement text! (Participant 1)
Identify	Identify the language features of the text! (Participant 3)
Identify	Identify those texts that i have given to you!! (Participant 6)
Identify	Identify the expression of offering, making offers and accepting offers! (Participant 4)

Based on table 4.3 can be explained that there were some examples language of instructions in the level of apply from the student teacher in practice teaching. In this level, there were some student teachers asked to the students to identify texts. For the examples the student teachers asked to identify language features of the text. The different only identified type of the text. The first example identified an announcement; the second example identified a recount text about trip to Borobudur temple. The third example identified a descriptive text. That kind of language of instructions have same characteristics that those examples from student teachers asked the students to identify which parts of function, generic structure and language feature. Another example language of instruction from the student teachers was identifying which one expression of offering, expression of making offers and expression of accepting offers. The students just determine some expressions in the table that had provide in the worksheet. In this level, apply has two cognitive processes; executing and implementing. In common, it included as executing of cognitive process in the apply level which means applying a procedure to a familiar task. In this case, the language of instructions was created by student teachers still not train higher order thinking skills in this level because the answer of the task still implicitly presented on the text.

d. Analyze (level 4)

As mentioned in Figure 4.1, the researcher found that there were 8 language of instructions which in the level of analyze (level 4) made by

student teachers to stimulate higher order thinking skills. There was

example of language of instructions in this level which was found by the

researcher. The researcher presented in the table 4.4 below :

Table 4. 4 example of language of instructions in the level of analyze (level 4)

Verb Used in The Instructions	Example
Analyze	Analyze the announcement in the video! (Participant1)
Analyze	Analyze the generic structure of the text! (Participant5)
Categorize	Categorize expression inviting, accepting and declining in the table below! (Participant 2)
Categorize	Categorize the expression in the greeting card with the theme of Ramadan! (Participant 3)
Arrange	Arrange the recipe into a good procedure text! (Participant 4)
Rearrange	Rearrange jumbled dialogue in the form of comic! (Participant 1)
Conclude	Conclude the meaning of the text and the aim of the text! (Participant 5)

Based on table 4.4. The researcher found some examples of

language of instruction in this level. The level of analysis tried to the

students to analyze some information. For the example, the student

teachers asked to the students to analyze some announcements in the video

and to analyze generic structure of the texts. It means that the student

teachers asked to analyze based on understanding about the text. The

students here would analyze in different ways and every student would

have different answers because the students had their own analysis.

Another example asked the students to categorize some expressions. From these examples here, the student teachers asked to categorize kind of expression in the table. The first student teachers used theme about expression inviting, accepting, and declining and the other students used theme about expression of Ramadhan. In this level, analyze has three cognitive processes: organizing, attributing and differentiating. Those examples included as differentiating of cognitive process in the analyze level which means distinguishing relevant from irrelevant parts of presented materials. The next examples, the student teachers asked to the students to arrange and to rearrange some pictures into good order. This task asked the students to arrange jumbled paragraph into good procedure text and good dialogue. The student teachers here prepared jumbled paragraph about the theme in the learning activity. Then the student teachers gave a piece of paper as a place for sticking the jumbled paragraph into good arrangement. These examples included as organizing of cognitive process that means determining how elements fit within a structure. The last example in this level, the student teachers asked the students to conclude a recount text after they discussed the story in the group. After discussing the text, the student concluded the meaning and the aim of the text individually.

The students here would conclude in otherways. Every student had their own conclusion about the text because every student also had their own analysis. This example included as attributing of cognitive process

that means determining values, bias, point of view orintent underlying in presented materials.

e. Evaluate (level 5)

As presented in Figure 4.1, the researcher found that there were 4 language of instructions which in the level of evaluate (level 5) made by student teachers to stimulate higher order thinking skills. There was example of language of instructions in this level which was found by the researcher. The researcher presented in the table 4.5 below

Table 4. 5 **example of language of instructions in the level of evaluate (level 5)**

Verb Used in The Instructions	Example
Explain	Explain the dialogue in front of your classmates! (Participant 1)
Explain	Explain it in front of your classmates! (Participant 1)
Determine	Determine expression should and must in these pictures! (Participant 6)
Criticize	Criticize your friends if they make mistakes in making dialogue! (Participant 6)

Based on table 4.5 can be explained that there were four examples of language of instructions from student teachers. In this level, the student teachers asked the students to give their own opinion through the activities and every student would have different opinions. For the example was explaining something in front of their classmates.

The activity almost same but the topic was different. The first was explaining about dialogue and thesecond was explaining about picture of face characteristics. From the example, the student teachers gave the students a text after that the studentexplains it by their own sentences. The next example, the student teacher asked the students to determine expression should and must in some picture on the worksheet. The students here would have their ownperspective based on picture. Those kinds of instruction could train their higher order thinking skills because they would answer with their own reason. In this level, evaluate also has two cognitive processes; checking and critiquing. The examples above included as checking of cognitive process which means detecting in inconsistencies within a process. The last example in this level was asked by student teacher to criticize their friend in making dialogue. This task asked the students to make a dialoguein pairs. Then, some students would recite in front of class and the other students would listen and criticize the dialogue. This activity could drill the student to think critically. This example included as critiquing of cognitive process which is detecting inconsistencies between new information and other information.

f. Create (level 6)

As presented in Figure 4.1, the researcher found that there were 15 language of instructions which in the level of create (level 6) made by student teachers to stimulate higher order thinking skills. There was example of language of instructions in this level which was found by the

researcher. The researcher presented in the table 4.6 below

Table 4. 6 example of language of instructions in the level of create (level 6)

Verb Used in The Instructions	Example
Make	Make an announcement with paying attention to the beautifullness, neatness! (Participant 1)
Make	Make a simple dialogue based on your experience when using expression of offers! (Participant 4)
Make	Make a mini comic that contains a dialogue related to use offer expression with put the animated and the theme is holiday! (Participant 4)
Make	Make a dialogue using expression should and must based on the topic given! (Participant 6)
Design	Design your imaginative family in this family tree here! (Participant 2)
Design	Design your mini comic based on your creativity! (Participant 4)
Design	Design your dialogue as beautiful as you can in pairs! (Participant 2)
Design	After creating greeting card, please design as creativeas you can! (Participant 3)
Design	Design your mini book based on your theme! (Participant 4)
Create	Create a short and simple recount text about youth experiences in a place that you visited before with your group! (Participant 3)
Create	Create your own recount text which consists of one orientation, three events and reorientation! (Participant5)
Create	Create a descriptive text about tourism place and historical place near you! (Participant 6)
Create	Create a dialogue which includes expression accepting, inviting and declining! (Participant 2)
Create	Create greeting card with your group! (Participant 3)
Create	Create a paragraph about your family! (Participant 2)

Based on table 4.6 found that those instructions indicated high level

which asked the students to produce something new. In this level, many student teachers asked the student to create or design something in the last activities. For the example was making their own dialogue based on the topic given by student teachers. In this activity, the students feel free to write their own dialogue and every student would have different dialogue.

The other example was making an announcement. Not only making an announcement but also the students had to pay attention beautifulness and neatness. In this activity also could explore students' creativity in making announcement as beautiful as they could. The next example was designing something. In this activity, the student teachers asked the students to design based on their creativity. There were some activities such as designing imaginative family, mini comic, dialogue and mini book. From those kinds of activities indicated higher order thinking skills because it trained students' creativity to produce new things in their ways. Every student would have their own design. The next examples were creating something. The student teachers asked the students to create short text individually. There were some themes such as recount text, descriptive text, dialogue, and greeting card. In this activity asked the students to play their creativity in creating short text based on theme with their own words. Those kinds of instruction could train their higher order thinking skills because the students would have their own text. In this level, create also has three cognitive processes; generating, planning, and producing. The examples above included as producing of cognitive

process which meansinventing new things.

2. The differences between student teachers language of instruction when teaching senior high school materials and junior high school materials in microteaching class

Based on data finding of student teacher language of instruction above. The language of instructions from student teachers A-F were teaching seniorhigh school materials and the language of instructions from student teachers G-L were teaching junior high school materials.
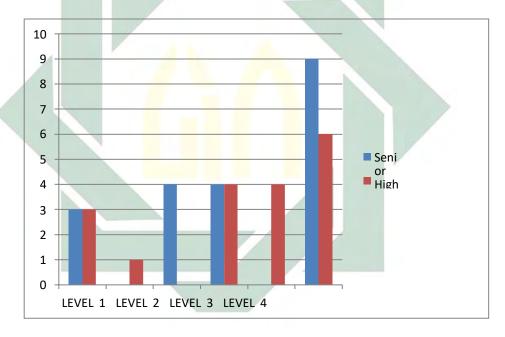

Figure 4. 2 Student teachers language of instruction in teaching senior and junior high school materials

Based on figure 4.2, totally, there are thirty-eight languages of instructions from twelve student teachers. Six student teachers in teaching senior high school materials made twenty language of instruction and student teachers in teaching junior high school materials made eighteen

language of instruction. Furthermore, language of instructions which can stimulate higher order thinking skills are twenty-seven. Student teachers who teach senior high school materials contribute thirteen language of instruction and student teachers who teach junior high school materials contribute fourteen language of instruction.

On the other hand, there are some student teachers who still made lower order thinking skills. Student teachers who teach senior high school materials contribute more than student teachers who teach junior high school materials. Those data are shown in percentage. That language of instructions in lower order thinking skills are 35% from senior high school materials and 23% from junior high schools materials.

Beside the difference about the percentage of language instructions HOTS and LOTS used by student teachers, another difference is the instruction for junior and senior high school. The instruction for junior high school is simpler than senior high school. The detail information will be explained below :

Table 4. 7 the differences between student teachers language of instruction

Verbs Used In The Instruction	Junior High School	Senior High School
Create	Create a dialogue which includes expression accepting, inviting, and declining. (Participant2)	Create a paragraph about your family (Participant 2) Create a short and simple recount text about your experiences in

		a place that you

	Create greeting card with your group! (Participant 4)	visited before with your group! (Participant 3) Create your own recount text which consists of one orientation, three events and reorientation! (Participant 5) Create a descriptive text about tourism place and historical place near you! (Participant 6)
Design	Design your dialogue as beautiful as you can in pairs! (Participant 2)	Design your imaginative family in this family tree! (Participant

		2)
	After creating greeting card, please design as creative as you can! (Participant 3)	Design your mini comic based on your creativity! (Participant 4)
	Design your mini book based on your theme! (Participant 4)	
Make	Make a dialogue using expression should and must based on the topic given! (Participant 6)	Make an announcement with paying attention to the beautifulness, neatness! (Participant1)
		Make a simple dialogue based on your experience when using expression of offers! (Participant 4)
		Make a mini comic that contains a dialogue related to use offer

		expression with put animated and the themeis holiday! (Participant 4)

From the table, it can be showed that even the verb for instruction is same but the level of instruction is different. The instruction of senior high school is more difficult than junior high school. For example, in the term of "create"the instructions for junior high school is "create a greeting card" while in senior high school is "create a recount text". Then, in the term of "design" theinstructions for junior high school is "design a dialogue as beautiful as students can" while in senior high school is "design imaginative family in thefamily tree". The last term is "make", the in junior high school "make a dialogue using expression should and must" while in senior high school is "make an announcement with paying attention to the beautifulness, neatness".Furthermore, another HOTS verbs used for junior high schools are analyze, make, create, design, conclude. While in senior high school are re-arrange, explain, categorize, create, design, determine, and make.

From the explanation above, the difference are the percentage of HOTS verb used in teaching junior and senior high school and the variation of HOTSverb used by student teachers in teaching junior and senior high school. It canbe concluded that the instruction for junior high school is

simpler than seniorhigh school. Besides, it can be said that there is no big difference between junior high students' instruction and senior high students' instruction. However, it has only a small difference in terms of the instruction used.

B. Discussion

In this section, the researcher presented data. After analyzing the data, matched to theories based on literature review.

1. Student teachers' ability in making higher order thinking skills facilitating instruction

Based on research findings which draw the level of language of instructionsmade by student teachers. There are two kinds the level of language of instruction. They are language of instruction in the level 1-3 that includes as lower order thinking skills and in the level 4-6 that includes as higher order thinking skills.[53]The distribution of each level can be seen in table below.

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[53] L W Anderson et,al, *A Taxonomy For Learning, Teaching And Assessing* (New York :Longman, 2001). 67
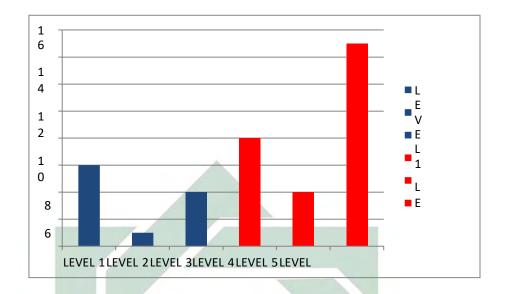
Figure 4. 3 Student teachers language of instruction in microteaching classes

Based on figure 4.3 above contains the same results as shown in the researchfindings, come after the explanation related to the level of language of instruction in the review of related literature. The explanation about language of instructionto stimulate higher order thinking skills and not stimulate higher order thinkingskills will be discussed below.

a. Stimulate Higher Order Thinking Skills

The finding presents that there are 71% language of instruction which stimulate higher order thinking skills. From the finding above, 71% means that there are twenty-seven languages of instructions made by student teachers that can stimulate higher order thinking skills. Those languages of instructions can stimulate higher order thinking skills in *Analyze, Evaluate*, and *Create* level. In level 4 which includes analyze

level, student teachers could make some language of instructions to stimulate higher order thinking skills.According to Anderson improving students' skills in analyzing educational communication is a goal in many fields of study.[54]The result of this study almost 21% language of instructions made in this level which meant student teachers tried to improve students' skill in analyzing. Based on Anderson andKrathwohl stated that there are some examples in analyze level to stimulate students' ability. For example, distinguish fact from opinion, connect conclusion with supporting statements, and determine how ideas are related to one another.[55] Based the result of this study, student teachers had made some language of instructions when they practiced in microteaching class. The example was showed when student teachers asked to arrange or rearrange something. It means that student teachers asked determine how ideas are related. Students had to connect some parts of pictures or texts to become good arrangement.

In level 5 which includes evaluate level, student teachers had already made it. Based on Anderson and Krathwohl said that the category evaluate includes the cognitive process of *checking* and *critiquing*. It must emphasizethat not all judgments are evaluative.[56] It is similar with result of this study that some examples in this level include the cognitive process of *checking* which means not judgments.

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[54] L. W. Anderson, et.al., *A Taxonomy For Learning, Teaching And Assesing.* (New York: Longman, 2001). 79
[55] Ibid. 80
[56] Ibid. 83

In level 6 which includes create level, the student teachers used action verbs in their instructions and tasks. Action verb make, create and design dominated the instructions. Those action verbs had similarity that included asproducing of cognitive process in the level of create.[57] In producing, the students were given a functional description of an aim and must make a product that had instructed.[58]

b. Not Stimulate Higher Order Thinking Skills

The data shows that there are 29% language of instruction which does notstimulate higher order thinking skills. In this case, 29% means that there are eleven language of instruction made by student teachers that does not stimulate higher order thinking skills. According to David R. Krathwohl thatanalyze, evaluate and create are cognitive domain level by Bloom taxonomythat can facilitate higher order thinking level.[59] It means that Remember, Understand and Apply cannot perform higher order thinking skills.

In level 1 which includes remember level, the student teachers only presented materials in much the same form as it was taught. The students weregiven recognition or recall task which very similar that they have learned before.[60] This means that student teachers asses students learning

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[57] L W Anderson. et.al, *A Taxonomy For Learning, Teaching And Assesing* (New York: Longman. 2001). 87
[58] Ibid. 88.
[59] David R. Krathwohl. *"Revising Bloom's Taxonomy". Theory Into Practice.* (Autumn, 2002), 1.
[60] L W Anderson et.al, *A Taxonomy For Learning, Teaching And Assesing.* (New York : Longman, 2001). 66

in the simplest process category.

In level 2 which includes understand level, the students are classified to comprehend when they can create meaning of instructional message, such aswritten, graphic communication and oral.[61] It is similar with result of this study that students are able to construct meaning orally by showing word thatasked by student teachers. In level 3 which includes apply level, apply is related with procedural knowledge. A task is an exercise for that the students know the proper procedure to use.[62] In this case, student teachers asked to identify a task that students already know.

The result of the study is similar with the research by Hamidah Salam whichis the study detecting that there are more tasks stimulate higher order thinking skills in level 4-6. The three levels include analyze, evaluate, create.[63] The most common used in using higher order thinking skills have the similarity with previous study. The only differences are previous study shows *analyze* and in this study shows *create*.

2. The Differences between Student Teachers Language of Instructions in Teaching Junior High School Materials and Senior High School Materials

The findings show that the differences student teachers' language of instruction in teaching junior high school materials and senior high school materials are the percentage of HOTS verb used in teaching junior and senior

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[61] Ibid. 70.

[62] Ibid. 77

[63] Hamidah Salam, Thesis:*"Student Teachers Designed-Tasks in Facilitating Higher Order Thinking Skils at Microteaching Classes of UIN Sunan Ampel Surabaya"*(Surabaya:UINSA 2016)

high school and kind of HOTS verbs used for teaching junior and senior high school. There is no big differences level of instruction in teaching junior high school or senior high school.

According Krathwohl that cognitive domain level by Bloom Taxonomy that can facilitate higher order thinking skills are analyze, evaluate and create.[64] The findings show that student teachers have used term of analyze, evaluate,and create to instruct junior and senior high school. It means that student teachers often used higher order thinking skills in teaching practice. The resultof this study also similar with research by Hamidah Salam which found that student teachers in teaching junior or senior high school have used higher order thinking skills in giving instructions.[65] The data also showed that the student teachers give simpler language of instruction to junior high school students but it still stimulates higher order thinking skills. Based on Roberto Marzano when the teachers can stimulate good language instruction, it meansthe teachers also train higher order thinking skills to the students because teachers' instruction in the class become one of materials source in teaching learning activities

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[64] David R Krathwol. *"Revising Bloom's Taxonomy". Theory Into Practice*. (Autumn. 2002). 1.
[65] Hamidah Salam, Thesis : *"Student Teacher Designed-Tasks in Facilitating Higher Order Thinking Skills at Microteaching Classes of UIN Sunan Ampel Surabaya"*(Surabaya:UINSA 2016)

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter discussed conclusions and suggestions. It has purposes to conclude the entire result of the research and suggest for the teacher as well as the next researchers.

A. Conclusion

1. Student teachers' ability in making higher order thinking skills facilitating instruction

   Student teachers made language of instruction by giving oral or written instruction when practice teaching in microteaching class. Based on Bloom Taxonomy theory that the student teachers have tomake language of instruction in level 4-6 which can be statedstimulating higher order thinking skills. The data shows that there are thirty eight language of instruction made by student teachers. From the data 71% language of instruction can stimulate higher order thinking skills which mean that there are twenty seven languages of instructions. It can be concluded that student teachers can stimulate higher order thinking skills in teaching junior or seniorhigh school because most of the instructions are in the level 4-6 based on Bloom Taxonomy theory.

2. The differences between student teacher language of instructions inteaching junior high school materials and senior high school materials.

   Student teachers who teach senior high school materials contribute thirteen language of instruction and student teachers whoteach junior high

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school materials contribute fourteen language of instruction. As mentioned in the previous part, the differences are only the percentage of higher order thinking skills for junior and senior high school and the variation of HOTS verb used for teachingjunior and senior high school. Besides, the instruction for junior highschool is simpler than senior high school. It means that there are nomany differences in using higher order thinking skills for teaching junior high school and for teaching senior high school. However, it had only difference in term of use.

B. Suggestion

The topic about language of instruction in stimulating higher order thinking skill becomes an interesting topic of the 2013 curriculum. Afterconducting the research of this topic, the researcher has some suggestions for the student teachers, for the teachers, and for further researchers who interested to do in depth research related to this topic.

1. For student teachers'

Giving instruction in teaching English is not easy for theEnglish teacher since there are many language instructions that should be used. Therefore, HOTS is booming in 2013 curriculum. It means that an English teacher should consider which level suits the students' abilities. It suggests for the student teachers' to consider and pay attention to the students' abilities. So that, the students will engage in learning process because they can enjoy theprocess and have a good understanding.

2. For teachers

The result of the study can map the teacher instruction ability in making language of instruction in teaching junior high students and senior high students.

3. For further researchers

Related to language of instruction, there are some important aspects that can be discussed in the next research for further research. After this research focusing on the level of instruction between junior high students and senior high students, the researcher suggests for the next researcher to take focus on students teachers perspectives in stimulating higher order thinking skill through the given materials (instruction)

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