CHAPTER IV
RESEARCH FINDING AND DISCUSSION

This chapter describes the findings and discussion of analysis the content and classification of task instruction of English Worksheet "BAHASA INGGRIS".

4.1 Data Presentation

This research has two problems submitted to find out research question. First question is about whether the content of English worksheet is fullfill the criteria of a good worksheet suggested by BSNP. Then the second question is about classification of Task instruction of this worksheet in Bloom taxonomy.

4.1.1 Content Analysis of English worksheet "BAHASA INGGRIS" using BSNP criteria

The instrument for worksheet analysis consists of 4 major namely; content, language, presentation, and graphic. This subchapter presents the data that have been collected in the research. The presentation covers primary data about the analysis of content in LKS book: BAHASA INGGRIS for eighth grade student published by GRAHA PUSTAKA. The analysis will be done by analyzing each chapter

1. CHAPTER 1 (ATTENTION. PLEASE!)

   Chapter 1 contains about Asking attention / Asking for attention is an expression used to ask for attention from someone. Giving attention is an expression used to give

attention/response. And here are the results of the analysis of chapter 1:

a. Content analysis

  With regard to the relevance of the materials to the criteria, chapter 1 fulfilled fourteen out the fourteen proposed criteria. The content of this worksheet 100% fullfilled the criteria. The material in each chapter is also in accordance with the syllabus. The completeness and breadth of the material has presented the subject matter in accordance with KI and KD.

b. Language analysis

  The language used in this chapter is in accordance with the language rules and the language used is suitable for developing student level. The language of instruction used in this chapter are mostly simple sentences. Those instructions were broken into three or four sentences. By so doing, learners would find it easier to comprehend the main points of what being instructed. Also, they would be much easier to accomplish the Tasks as they have understood the way to do so in systematic manner. Considering the result, this chapter was achieved 100% of fulfillment

c. Presentation analysis

  The presentation of this worksheet has enough of explanation of the material and this worksheet has

a lot of Task and practical activity. The concept map of this worksheet is clear enough to explain the material. Considering the result, the worksheet was achieved 97% of fulfillment

d. Graphic analysis

It is evident in this chapter that almost all learning materials including texts, tables, and pictures are relevant to the topics covered. All model texts and conversations also fit the topic of the chapter. The pictures that accompany the text are relevant and have facilitated students' understanding as well. Like many worksheets in circulation, the image on the worksheet is a black and white image so it is less attractive even though the image displayed looks very clear. Although the images displayed in this chapter are not so many, the images displayed are quite helpful for students in understanding the material

2. CHAPTER 2 (CAPABILITY AND WILLINGNESS)

Chapter 2 contains about Asking and Giving Information is an activity to ask or provide information to the other person. Mastering several expressions regarding the conversation area is, of course, mandatory. Asking Information can be simple, for example in Asking and Giving Information about A Person's Capability and Willingness to Do a Task. And here are the results of the analysis of chapter 2:

a. Content analysis

Chapter 2 met 14 of the 14 specified criteria in terms of the contents' relevance to the requirements. This worksheet's content completely satisfies all of the requirements. Each chapter's content is likewise in line with the syllabus. The material's depth and breadth have presented the subject matter in line with KI and KD.

b. Language analysis

The language used in this chapter is in accordance with the language rules and the language used is suitable for developing student level. This chapter mostly uses basic sentences as its instructional language. This would make it simpler for students to understand the core ideas of what is being taught. Additionally, they would find it much simpler to do the duties now that they had a methodical understanding of how to do so.Considering the result, this chapter was achieved 100% of fulfillment

c. Presentation analysis

The presentation of this worksheet has enough of Task so that can help students understand this material and and make it easy for students to study this book independently

The introductory explanation in this chapter is also clear, like explaining what will be learned in

capability and willingness. Considering the result, the worksheet was achieved 100% of fulfillment.t

d. Graphic analysis

Text, pictures and model texts in this chapter are relevant to the topics covered. This chapter only contain 1 picture and the picture on this worksheet is also a black and white image so it is less attractive. The presentation in this chapter is not too dense and neat. Considering the result, this chapter was achieved 90% of fulfillment.

3. CHAPTER 3 (YOU HAVE TO STUDY HARD)

Chapter 3 discusses about obligation, prohibition, and suggestion. And here are the results of the analysis of chapter 3:

a. Content analysis

This chapter discusses about obligation, prohibition, and suggestion. The title of this chapter not match enough. But the explanation material on this chapter is clear. Students can understand the concept of expressions reflecting obligations, prohibitions, and suggestions by using questions as clues. Considering the result, this chapter was achieved 96% of fulfillment.

b. Language analysis

This chapter's language use conforms with grammatical rules and is appropriate for increasing learner ability. This chapter mostly uses basic

phrases as its instructional language. This would make it simpler for students to understand the core ideas of what is being taught. Additionally, the student would find it much easier to do the Tasks now that they had a logical understanding of how to do so. Considering the result, this chapter was achieved 100% of fulfillment.

c. Presentation analysis

The concept map of this worksheet is clear to explain the material. This chapter has enough of material, so that it is easy to learn. But the title of the student sheet on this chapter not match enough with This presentation of this chapter is quite dense because load quite a lot of materials, but but the presentation is still neat and easy to understand. There are also quite a lot of pictures in this chapter so support the concept and help understand the steps of activity. Considering the result, the worksheet was achieved 95% of fulfillmentthe material in this chapter.Considering the result, the worksheet was achieved 95% of fulfillment.

d. Graphic analysis

This presentation of this chapter is quite dense because load quite a lot of materials, but but the presentation is still neat and easy to understand. There are also quite a lot of pictures in this chapter so support the concept and help understand the steps of

activity. Considering the result, the worksheet was achieved 95% of fulfillment.

4. CHAPTER 4 (LET'S PLAY BASKETBALL)

Chapter 4 contains learning material about instructing, inviting, and asking for permission. And here are the results of the analysis of chapter 4:

a. Content analysis

This chapter discusses about instructing, inviting, and asking for permission. The materials on this chapter are clear and emphasizes on daily activities, the title of this chapter already shows daily activities, namely playing basketball. Considering the result, this chapter was achieved 100% of fulfillment

b. Language analysis

This chapter's language use conforms with grammatical rules and is appropriate for increasing learner ability. The language chosen in this chapter is appropriate for the students' developmental stage, so can help students understand the material easily.. Considering the result, this chapter was achieved 100% of fulfillment.

c. Presentation analysis

This chapter contains learning material about instructing, inviting, and asking for permission. This chapter has enough of material, so that it is easy to learn and can make students learn independently.

Considering the result, the worksheet was achieved 95% of fulfillment.

d. Graphic analysis

This presentation of this chapter is quite dense because load enough of materials and the presentation is neat and easy to understand. There are also quite a lot of pictures in this chapter so support the concept and help understand the steps of activity. Considering the result, the worksheet was achieved 97% of fulfillment.

5. CHAPTER 5 (GREETING CARD)

Chapter 5 contains learning material about greeting card. And here are the results of the analysis of chapter 5:

a. Content analysis

This chapter discusses about greeting card. There is only 1 explanation material in this chapter but it is very clear. This chapter also emphasizes on daily life. Considering the result, this chapter was achieved 100% of fulfillment

b. Language analysis

This chapter's language use conforms with grammatical rules and is appropriate for increasing learner ability. The language chosen in this chapter is appropriate for the students' developmental stage, so can help students understand the material easily. Considering the result, this chapter was achieved 100% of fulfillment.

c. Presentation analysis

This chapter contains learning material about greeting card. This chapter has less of material but still can make students learn independently because the explanation is clear. The concept maps is clear enough. Considering the result, the worksheet was achieved 97% of fulfillment.

d. Graphic analysis

This presentation of this chapter is not too dense because has less of materials and the presentation is neat and easy to understand. There are also quite a lot of pictures of kind of greeting card in this chapter so support the concept and help understand the meaning and function of greeting card. Considering the result, the worksheet was achieved 97% of fulfillment.

6. CHAPTER 6 (HERE IS A CAT UNDER THE TABLE)

. Chapter 6 contains discusses about the location of people, things, and animals. This chapter load quiet a lot of materials. And here are the results of the analysis of chapter 6:

a. Content analysis

This chapter discusses about the location of people, things, and animals. This chapter load quiet a lot of materials. This chapter also emphasizes on daily life. Considering the result, this chapter was achieved 100% of fulfillment.

b. Language analysis

This chapter's language use conforms with grammatical rules and is appropriate for increasing learner ability. Even has a lot of material, the language chosen in this chapter is appropriate for the students' developmental stage, so can help students understand the material easily. Considering the result, this chapter was achieved 100% of fulfillment.

c. Presentation analysis

This chapter contains learning material about the location of people, things, and animals. This chapter has a lot of material but still can make students learn independently because the explanation is clear. Considering the result, the worksheet was achieved 97% of fulfillment.

d. Graphic analysis

This presentation of this chapter is dense because has a lot of materials and the presentation is neat and easy to understand. There are also quite a lot of pictures and tables in this chapter so support the concept and help understand the location of people, things, and animals. Considering the result, the worksheet was achieved 97% of fulfillment

4.1.2 Classification of Task Instruction in Bloom's Taxonoy

Bloom's Taxonomy is a classification system used to define and distinguish different levels of human cognition such as thinking, learning, and understanding. 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 next three levels of thinking are included in the HOTS, namely the levels of Analyzing (C4), Evaluating (C5), and Creating (C6). LOTS and HOTS are necessary to be included in students Task instructions. Accordingly, in order to find the manifestation of them , the researcher analyzed the percentages of both LOTS and HOTS of Task instruction item on chapters I-VI based on the criterion of each cognitive level.

1. CHAPTER 1 (ATTENTION, PLEASE)

   Those Task instructions in this chapter, cover the six cognitive levels consisting of CI, C2, C3, C4, C5, and C6. The Task instructions of this chapter are dominated by C5 with the total Task instructions 4 items. The second dominating one is C3, it covers 3 Task instructions. C1, C2, C5 and C6 at the same time hold the third dominating level with 2 Task instructions.

2. CHAPTER 2 (CAPABILITY AND WILLINGNESS)

   Those Task instructions in this chapter cover the six cognitive levels consisting of CI, C2, C3, C4, C5 and C6. The Task instructions of this chapter are dominated by C4

with the total Task instructions 7 items. The second dominating one is C5, it covers 4 Task instructions. The third dominating by C1 with total 3 Task. C2, C3 and C6 at the same time hold the fourth dominating level with 2 Task instructions.

3. CHAPTER 3 (YOU HAVE TO STUDY HARD)

Those Task instructions cover the 5 cognitive levels consisting of CI, C2, C3, C4, and C6. The Task instructions of this chapter are dominated by C6 with the total Task instructions 6 items. The second dominating one is C3 and C4, it covers 4 Task instructions. The third is C1 and C2 with 2 Task instruction

4. CHAPTER 4 (LET'S PLAY BASKETBALL)

Those Task instructions cover the six cognitive levels consisting of CI, C2, C3, C4, C5 and C6. The Task instructions of this chapter are dominated by C3 with the total Task instructions 4 items. The second dominating by C4 and C6, it covers 3 Task instructions. C1 hold the third dominating level with 2 Task instructions. Precisely under the third one there are C2 and C5 which covers only 1 Task instructions

5. CHAPTER 5 (GREETING CARD)

Those Task instructions cover the six cognitive levels consisting of CI, C2, C3, C4, and C5. The Task instructions of this chapter are dominated by C4 with the total Task instructions 5 items. The second dominating by C1 and C6 with total 2 Task instruction. And the last

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dominating by C2, C3, and C5, each of them covers 1 Task instructions

6. CHAPTER 6 (HERE IS A CAT UNDER THE TABLE)

Those Task instructions cover the six cognitive levels consisting of CI, C2, C3, C4, C5and C6. The Task instructions of this chapter is dominated by C4 with the total Task instructions 6 items. The second dominating by C3, it covers 5 Task instructions. The third are dominating by C1 and C6 with total 3 Task instruction. The fourth is dominating by C5, it covers 2 Task instruction. Precisely under thefourth one there is C2 level which covers only 1 Task instructions.

4.1.3 Evaluation of Summary Analysis

After analyzing chapters 1 to chapter 6, the researcher adds up the whole and looks for the average and gets the following total:

Table 4. 1 Summary of Contet Analysis

Chapter	Content	Language	Presetation	Graphic
1	100%	100%	97%	92%
2	100%	100%	100%	90%
3	96%	100%	95%	97%
4	100%	100%	100%	97%
5	100%	100%	97%	97%
6	100%	100%	97%	97%
Average	99%	100%	97%	95%

Criteria	Good	Good	Good	Good

Based on the data presented on the table 4.2, the worksheet is categorized "good" by achieving average score of 97%. From the four proposed sub aspects, four sub aspects could be classified "good" namely relevance of conten to the BSNP criteria (99%), language (100%), presentation (97%) and the graphic (95%).

4.1.4 Classification of Task Instruction

After analyzing chapters 1 to chapter 6, the researcher adds up the whole and looks for the average and gets the following total:

Table 4. 2 Summary of Task Instruction Classification Analysis

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

Based on the data presented on the table 4.3, the worksheet is categorized as a HOTS worksheet by achieving average score of 58%. From 6 chapter, 6 chapter are HOTS classification

4.2 Discussion

This This discussion section was conducted to find out the result of content analysis of English worksheet "BAHASA INGGRIS" used by eighth grade students of Junior High School fulfill the criteria of BSNP and to gain the classification of Task instruction of English worksheet "BAHASA INGGRIS" used by eighth grade students of Junior High School in Bloom Taxonomy.

4.2.1 Content Analysis

Overall after being calculated, the English worksheet "BAHASA INGGRIS" published by GRAHA PUSTAKA is categorized into "good" workshee by achieving average score 97%. From the four proposed sub aspects, four sub aspects could be classified "good" namely relevance of conten to the BSNP criteria (99%), language (100%), presentation (97%) and the graphic (95%). In general the worksheet has implemented some aspects that have been proposed by BSNP, based on the researcher"s evaluation.

In regard with the worksheet's medium compliance with the general aspects of worksheet evaluation, it is necessary to look back at what had been by the other researchers. Muhammad Rahim (2016) on the ASPIRASI worksheet, labeled the worksheet as a good worksheet.

4.2.2 Task Instruction Classification

Then the classification of the Task instruction on this worksheet is HOTS by achieving average score 58%. The Task instruction of the worksheet gained LOTS 42% and HOTS 58% in total. There are 43 Task instruction classified as LOTS, and there are 59 Task instruction classified as HOTS.

The top three cognitive levels of the updated Bloom's Taxonomy are referred to as higher order thinking KIills. Actually, these cognitive levels are divided into six categories, as follows:

a. Remembering (C1): Recall relevant knowledge from long-term memory.

b. Understanding (C2): Construct meaning from spoken, written, and graphic messages through interpretation, comparison, and explanation.

c. Applying (C3): Using concepts in new situations and applying what has been learned.

d. Analyzing (C4) : Separating a piece of information into its component pieces and figuring out how those parts connect to one another and to a larger structure or purpose by distinguishing, organizing, and attributing.

e. Evaluating (C5): Maskng decisions based on standards and criteria by examining and critiquing.

f. Creating (C6): Assembling components into a cohesive or useful whole; rearranging components into a new pattern or structure by creating,

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planning, or generating Anderson and Krathwohl (2001)

It may be concluded that the research findings are consistent with the updated Bloom's Taxonomy theory proposed by Anderson and Krathwol, which contains C1, C2, C3, C4, C5, and C6. According to the research, the Task instructions in the worksheet contained higher-order cognitive characteristics according to the updated Bloom's Taxonomy.

The result of this research is in line with the research which was conducted by Febrina (2019)). The result shows that the most dominant level in the worksheet being analyzed was Higher Order Thinking KIills (HOTS). It was 66.8%, while it was 33.4% for Lower Order Thinking KIills (LOTS). Yora Septyaningrum (2014) study on the "PROGRESIF" worksheet find out that the classifiation of the worksheet as a LOTS which achieved score average 69%.

The findings of this research are interpreted according to Lincoln and Guba (1985) as cited in Creswell (2009), who state that interpretation is sense maskng of the data. Creswell (2009)states: "In qualitative research, interpretation refers to Taskng a step back and forming a bigger meaning about the phenomena based on one's own opinions, parallels to previous studies, or both."

Based on the theory before, it is the researcher's personal reflection about the meaning of the data that matters the most. In

addition, comparing the research findings with the previous studies is also necessary.

The findings of the research have opened up the researcher's insight about what is actually going on in the use of a compulsory English worksheet. It turns out the worksheet is still not categorized into a "good" worksheet. In general, the language of instruction used in the worksheet has been understandable and clear. The language of instruction used mostly simple sentences The worksheet also provide both input and output of language for the student which will facilitate language acquisition process. In general, the language of instruction used in the worksheet has been understandable and clear.

Regarding the findings above, the researcher would like to say that due to the limited sources of data and data gathering, the data may be biased. It means the evaluating a worksheet can be subjective. However, the findings above have been evaluated and interpreted carefully.