

ABSTRACT

Yolanda Agnelli Pratiwi. 2025. 21033008. *ANALYZING BLOOM'S TAXONOMY LEVELS IN STUDENTS' SPEAKING ACTIVITIES IN TEACHING MODULES OF KURIKULUM MERDEKA*. Thesis. Faculty of Teaching and Training Education of the English Department. Islamic University of Darul 'Ulum Lamongan.

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Many senior high school students in Indonesia struggle with spoken English because their classroom curriculum lacks relevant and engaging speaking opportunities. This study, entitled *Analyzing Bloom's Taxonomy Levels in Students' Speaking Activities in Teaching Modules of Kurikulum Merdeka*, aims to identify the cognitive levels represented in speaking activities and examine the extent to which they promote higher-order thinking skills (HOTS) in teaching modules based on the recent Kurikulum Merdeka. The study employed a qualitative directed content analysis by Hsieh & Shannon (2005), examining five *teaching modules* and *Alur Tujuan Pembelajaran* (ATP) from different senior high schools, obtained from the official Ministry of Education website.

The findings showed that *Applying* (C3) occurred most frequently (63 occurrences; 44.68%), followed by *Remembering* (C1) with 24 occurrences (17.02%), and *Understanding* (C2) with 21 occurrences (14.89%). HOTS levels were less dominant, with *Analyzing* (C4) and *Creating* (C6) both appearing 15 times (10.64%), and *Evaluating* (C5) only 3 times (2.13%). This indicates a predominance of lower-order thinking skills (LOTS) over HOTS in the modules. Analysis of speaking outputs revealed that high-output activities such as discussions and presentations (A4 and A5) occurred 49 times, while medium-output activities (A2 and A3) appeared 12 times, and low-output activities (A1) only once.

These results suggest that although opportunities for communicative competence exist, speaking activities still lean toward tasks requiring lower cognitive engagement. It is concluded that while the Kurikulum Merdeka teaching modules integrate various Bloom's Taxonomy levels, more emphasis is needed on HOTS to enhance critical thinking and creativity. The study recommends designing speaking tasks that balance accuracy and fluency with higher cognitive demands to better prepare students for complex communication.