

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents findings and discussion of the study about level of cognitive processes demonstrated in students' presentation in ELTM 2 course.

1.1 Data Description

This study was aimed at describing the learning activities that students engage in the presentations. Besides, the study also tried to figure out the cognitive processes as demonstrated in students' presentations referring to Anderson & Krathwohl (2001, p. 67-68). This chapter outlines findings and discussions in regards to the research questions:

1. What kinds of learning activities do students engage in the preparation of presentations?
2. What level of thinking are demonstrated during the presentations activities?

The data collected were learning outcomes noted in SPTLA, lecturer's instructions for each activity, and students' statements in their performances representing their utilized thinking skills taken from 3 lecturers and 91 students in ELTM 2 course. Below are the examples of the data obtained:

A. Learning objectives noted in the SPTLA

Topic: Knowledge about English language and how to teach it

Learning outcomes: students are able to show their understanding position about what they have got from previous courses related with English teaching and learning.

B. Instructions delivered in the classroom

Class, I would like to divide into 2 groups. Each group will select one of the materials you have worked on your CMD class last semester. Use the material as the context of the teaching and learning process to make your group is able to plan the performance about the role of the English teacher in carrying out of the lesson as you understood in your notes. Class, I would like to divide into 2 groups. Each group will select one of the materials you have worked on your CMD class last semester. Use the material as the context of the teaching and learning process to make your group is able to plan the performance about the role of the English teacher in carrying out of the lesson as you understood in your notes.

C. Student's statement in performances

We think that the teacher has a structuring and signposting skill because she was explicitly announce what she is going to talk about before each new stage. However, in the main part of lesson delivery, because the teacher was only discussing the homework from students' worksheet, she didn't provide the text focus or present the language model clearly, she also didn't encourage students to know better or more about the text focus and didn't use vary instructional materials or media.

The complete data can be found in appendices 1a and 1b which are transcriptions obtained from classroom observations.

4.2 Data Analysis

In answering the first research question, the researcher noted the learning outcomes stated in the SPTLA as well as the lecturer's instruction to identify the

learning activities and put the result in table analysis 1 to be categorized based on the cognitive processes in revised Bloom’s taxonomy.

Meeting	Learning outcomes	Instructions	Learning Activities	Cognitive Processes							
				Remember	Understand	Apply	Analyze	Evaluate	Create		
2,3,4	<ul style="list-style-type: none"> Students are able to recall their knowledge of English. Students are able to understand and reflect on the practices of English Language teaching and learning 	<p>Students, let’s read our agenda for meeting 2,3 and 4. Have you copied the material as suggested on the last column? Okay, read the topic that you have selected! Who will focus on reviewing grammar? Who will focus on reviewing vocabulary? How many of you will review the pronunciation? How many of you will focus on text and discourse? Okay! As everybody has got their preferred focuses let’s see how to make the written preparation!</p> <p>You have to read the unit comprehensively! Describe what does the unit tell you about? Write how do teachers commonly teach the language focus as suggested in the unit? Write your short comments or suggestions when you are supposed to teach the language focus in the unit.</p>	<ul style="list-style-type: none"> - Reading the unit that they have selected. - Understanding the content of the unit including: what does the unit tells about, how do teachers commonly teach the language focus as suggested in the unit. - Using the information they have about how the unit is commonly taught and use it to give suggestion. 	v		v			v		

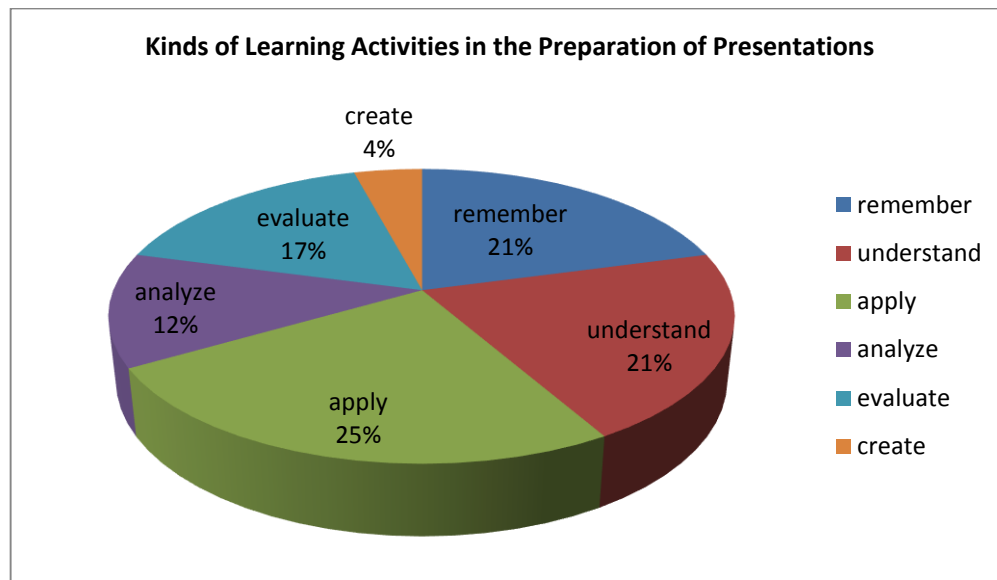
In relation with the second research question, the transcriptions of students’ performance were coded and categorized based on the revised Bloom’s taxonomy (Anderson & Krathwol: 2001) to find out the levels of cognitive processes demonstrated during the presentations as captured in this table analysis:

Excerpt of Presenting Classroom Observation Result	remember	understand	apply	analyze	evaluate	create	comment
	Clear description of the observed lesson include background, description, discussion, suggestion Relate the argument to previous knowledge Restate the resources to support argument include complete reasoning Provide appropriate example for each claim Apply information from previous learning to give suggestion Provide illustration for the suggestion Relevancy between discussion and suggestion Complete fillings of the observation form Detect problem or inconsistencies of the observed lesson Classify good and lacking practices appropriately Able to select suitable way of teaching for the suggestion Generate solution to solve problem found in the observed lesson						
<p>Okay firstly I will present to you our introduction. Teacher is a critical component of school success, and our nation recognizes that its well-being depends on a well-educated public. Therefore, we as the future teacher need to learn how to be a good teacher to make a good nation. In ELTM 2 course we have learnt some roles that needed by</p>	v	v	v				They are able to give a background of the observation and relate their argument with their knowledge.

Complete data analysis can be found in appendix 4.

4.3 Research Findings and Discussion

4.3.1. Learning activities the students engaged in the preparation of presentations.



Total of learning activities guided by the instructions is 29 activities ranging from the lowest level of thinking “remembering” to the highest level “creating”. Activities categorized in remembering level occurred in 21%, understanding 21%, applying 25%, analyzing 12%, evaluating 17%, and creating 4%. Learning activities categorized in the area of remembering, understanding, and applying mostly appeared in reviewing knowledge of English and performing classroom management skills. Besides, analyzing and evaluating level are stimulated when students observing English classroom in the real practice. In performing modified plan, level of cognitive processes activated were remembering, understanding, and applying.

From the observation which is done in the ELTM 2 course classes, it is found that learning activities designed for the students are guided by the course plan (SPTLA) and also the lecturer's oral instructions in the classroom. In the course planning, it is stated that students are expected to perform their understanding through presentations and portfolio. However, this study is only focus on students' performance in the presentations. The overview of learning activities in ELTM 2 course is previously delivered in the first meeting when the agenda is discussing the study guide. From this session, students are given understanding that the learning activities they will be carrying out related with presentations include (1) reviewing knowledge of English and presenting the result; (2) carrying out skills of teaching and classroom management through role-play; (3) observing how the teaching and classroom management skills are practiced by real teachers in schools; (4) presenting their observation result of how the teaching and classroom management skills are practiced by real teachers in schools (5) carrying out their own team teaching by using modified scholar's plan; (6) modifying lesson plan made in CMD course to follow the learning scenario format and perform it individually. Those activities are designed to enable students in ELTM 2 class to gain knowledge on teaching English and get the experience as reflective teachers and be competent in carrying out English lesson (SPTLA, p. 1).

4.3.2 Students' Level of Thinking demonstrated during the Presentation Activities

In answering the second research question of this study which is: *what level of thinking are demonstrated during the presentation activities?*; the transcriptions of students' performance were coded and learning activities guided by lecturer instruction were then described and categorized based on the revised Bloom's taxonomy (Anderson & Krathwol: 2001) to find out the levels of thinking demonstrated during the presentation activities.

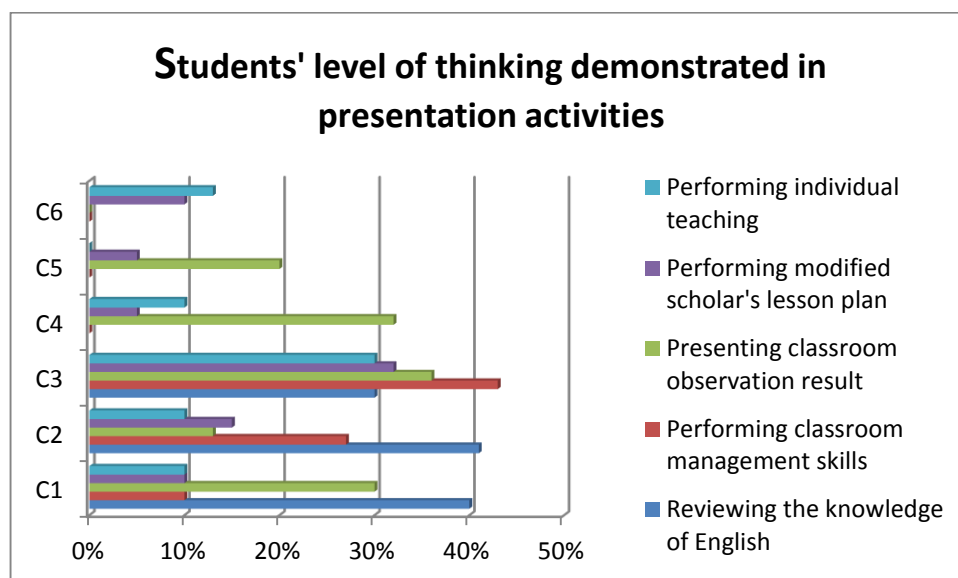


Chart 4.3.2. Level of thinking demonstrated in the presentation activities

From the chart above it can be interpreted that the level of thinking mostly demonstrated in all presentations activities is applying which appeared in 42%. Meanwhile, the highest level "creating" only emerged in 13%. More elaboration of

level of thinking demonstrated in each presentation activity will be explained below.

Level of thinking showed by the students in reviewing English knowledge.

Extract 1:

Okay, good morning everyone. I will explain my review about chapter 25 that is sounds in combination. Combination of sounds often happens when one sound follows another sound. For example: looking/ŋ/ and looking/n/ it changes when we say looking forward. Why? Because it takes so much effort to change back consonant to front consonant. [Transcription 240205_2]

The topic of student A's review is sound in combination. She mentioned the topic explicitly. She described what combination of sound means by giving examples and reasons. So, it can be seen that level of thinking demonstrated in her review are *remember and understand* about the language focus in Harmer (2012) and also relate it with her previous knowledge.

However, from the instructions given as noted in finding 1, students are also supposed to give suggestions when they are supposed to teach the language focus in the unit. Therefore, the level of thinking demonstrated here is *applying* since it demands him to use information they got from previous courses such as ELTM 1 and LLTT to give suggestion.

Extract 3:

And the teaching suggestion from me, as a teacher, I would try to show the students a short drama film or movie and ask students to identify the verb tenses used in the movie or maybe drama. While, the other idea is listening to the tape, it could be a story or a short conversation. Yeah that's all the summary of this unit. Thanks for your attention. [Transcription 26021015_2]

Overall, from the presentation of the students in reviewing the knowledge of English, it can be concluded that level of thinking demonstrated are remember, understand, and apply the knowlegde obtained from the materials.

In performing teacher's role and skills in teaching and classroom management, the thinking levels of this activity are in the level of understanding and applying. Students are provided with materials and KWLW chart to build their understanding before performing the classroom management skills. Students' cognitive processes of *applying* are activated when they are supposed to perform teaching and classroom management skills discussed in the previous meeting.

Based on the instructions given, in implementing the understood techniques, students are expected to create context to make it appropriately performed. This is in line with Anderson and Krathwohl (2001: 78) stating that "*implementing* is used in conjunction with other cognitive processes such as *understand* and *create*". In creating the context, students are allowed to use their previous CMD plan. Therefore, the level of thinking activated does not achieve *creating*, but *using* the already collected materials.

The evidence of level of thinking appears in carrying out the classroom management technique was she tried to implement how to give feedback.

Extract:

T: does anyone have finished to do the written text?

S: Yes, ma'am

T: Okay I'll check Diah's work. Let's see together. Diah told about her experience last weekend, right? Okay, you write it very good, but there are some mistakes that I found here. You shouldn't say I just doing my assignment. Because it's already happened in the past, you should say I just did my assignment. Overall it's good. Then, Suci. She told us that she got the first grade when she was in Elementary school. Unfortunately, she didn't use past tense. When I go to school. Students, what should she say?

S: I went to school.

T: yes, that's right. So, we have to use past tense because it happened in the past [Transcription 12032015_1]

From her performance, it can be seen that she understood the concept of giving feedback to the students. Her classroom language was clear enough. She corrected the mistakes by confirming the right answer to the other students so that they can learn from this and it is also useful to check students' understanding.

In presenting observation result, the evidences of thinking levels showed as below.

1. Remember

Students' remembering level of thinking are stimulated since they are supposed to give clear description of the observed case and restate the statement, relate what happens during observation with what they have learned, and present the result with complete components including background of the case, description, discussion, and suggestion.

Extract 1:

The topic when we observed there is about daily activity. The teacher is Mr. Heri. Okay first I will describe how the teacher opened the class. First thing I get from the observed teacher is that he said good afternoon students and then asked the captain of the class to lead the prayer. And then he reviewing the lesson, asked the students “are you remember guys what lesson that we have learned yesterday?” and then he also said objective that he’s going to learn at that time.[Transcription 24032015_group B]

2. Understand

Understanding level of students are encouraged since they are also asked to explain the reason behind their claims whether or not the observed lesson is appropriately conducted, put references and details to support their argument, and provide examples from what happened in the observed lesson which they think is inappropriate so that the audience can get clear insight of it and find out some solutions as well.

Extract:

The learning activity started with students greeting the teacher and teacher greeting back, the teacher reminded students about the mid-term test, asked about homework, and stated the objective by saying “today we gonna discuss the homework, before that, first please submit your worksheet, next we discuss them and last we are going to talk about material for mid-term test.” The methodology used is mixed method, student-centered and teacher centered, and the media used was only whiteboard and book.[Transcription 31032015_group C]

Group C are able to describe the learning activities clearly as well as the method used by the teachers. They also jot down the teacher’s language used in stating the objective.

3. Apply

Applying is activated when students use knowledge from previous materials in giving suggestion and illustrating how to implement the suggestion.

Extract:

She gave opportunities for students who want to explain the answer by asking in front of the class “why did you choose ‘whose’ as the answer of this question?” she continued “anyone wants to explain?” “Okay, Daniel do you want to explain?”. Based on the teacher’s question, we think that the teacher was being supportive. According to Scrivener, one of the techniques to be supportive is using people’s name. Therefore, the teacher has supporting student skill in this case.[Transcription 31032015_group C]

Group C are able to provide the example of teacher’s language clearly. In giving suggestion, they can *apply* their previous knowledge about supporting students from the theories they got in the previous meeting.

4. Analyze

Students analyzing level is stimulated when they explain a whole lesson into each criteria stated in observation form, identifying inconsistencies or problems in the way teacher conducted the lesson.

Extract:

Kemudian student’s seating arrangement position. There is no arrangement for seating position jadi hanya narrow sitting arrangement jadi kaya terpusat gitu padahal ruangan yang dipakai cukup besar. Padahal guru bisa saja memposisikan murid-muridnya itu membuat U letter seperti itu. Menurut saya itu juga bisa memudahkan to work in pairs daripada narrow sitting arrangement. Itu agak menyulitkan karena kan memakai microphone jadi menyalurkannya itu juga jadi agak susah.[Transcription 24032015_group B]

Group B can analyze the problems happened in the classroom which is the students' seating arrangement position. They suggest the teacher to arrange U letter position to make students easier to work in pairs. Unfortunately, they used too many code switching in giving suggestion which is diminishing their quality in the presentation.

5. Evaluate

Evaluating occurs when students are asked to judge the appropriateness of each teaching stage based on the criteria learned in previous meetings, classify which teaching practice is a good model and which one is not, and select suitable way of teaching for the suggestion.

Extract:

For the closing part, the teacher didn't close the class appropriately, she didn't wrap what has been taught, didn't give the whole feedback of the class activities, and didn't ask students to pray before leaving the classroom. We think it may be caused by the time that English lesson held was over and the system of the school is using moving class. So the students were hurried to leave the class to move to another classes. It didn't show the good skill of a teacher to close the class. In general, the teacher has done each aspect of the learning environment. Our suggestion first for the authority, the teacher should be more authoritative. The student is very close to the teacher so the students are so hard to be quite. The teacher also didn't check students understanding. [Transcription 31032015_group C]

Group C can evaluate the way teacher close the class and identify the cause of the problems happened in the classroom and finally give general solutions that teachers should be more authoritative.

In conclusion, from the samples of students' performance in presenting classroom observation result, it can be concluded that the level of thinking demonstrated are in the area of remembering, understanding, and applying, analyzing, and evaluating.

In modifying scholar's lesson plan activity, students' remembering level of thinking are stimulated when they are asked to recall information they got in CMD to decide the targeted level of the students. In order to show students' understanding of the scholar's plan, they are expected to provide the assumption of what the suitable previous and next lesson for their modified plan. If students are unsuccessful to do so, it means that their understanding of the scholar's plan has not yet accomplished. While in applying level of thinking, students are expected to implement certain teaching techniques such as questioning, giving feedback, giving instructions, and checking understanding. In making the learning scenario part of the lesson plan, students are also to apply what they have obtained in the previous activity which is observing an English lesson and follow the important points noted in the observation form.

Analyzing and evaluating level of thinking are mostly interrelated with understanding and applying level. In line with Anderson and Krathwohl (2001, p.79) claiming that despite its probability to be seen as an end, learning to analyze is strongly to be considered as an intensification of understanding or as a lead up step for evaluating and creating. It is happened when students should prepare clear instructions to guide students' learning, use materials which is suitable for students' level and maintain their interest as well as support their learning, and

many other cases. Though, creating level of thinking is not really stimulated in this activity because the focus is on modifying the scholar's lesson plan instead of creating it by themselves.

The example of analyzing level is activated when students should prepare clear instructions to guide students' learning, use materials which is suitable for students' level.

Extract 2:

T: okay, after explaining the definition of mamals and reptiles, I have one diagram this is a ven diagram. You can ..you write down differences and similarities about a mamals and reptiles. For example, you can put the characteristics of mamals in here and then you can also put the characteristics of reptiles in here. So, if you find the similarities of mamals and reptiles in here. All of you got my instructions? [Transcription 23042015_2]

Students' remembering level of cognitive processes in individual teaching require a lot of understanding, applying, analyzing, and evaluating in which students are asked to understand about the KD interpretation and proper teaching and classroom management skills and also to consider how to implement those skills appropriately, to organize the sequence of activities, and also to evaluate the appropriate learning materials that are suitable for the students' level and potential to expose the language focus.

In CMD course, where they developed the lesson plan, it has been clarified that the indicators should be all measurable and observable. The composition of indicators also asks for students' understanding, in which they are supposed to interpret the basic competencies demanded in the latest curriculum. However, in designing activities that can make students achieve the intended thinking skills

and the targeted basic competencies, students should analyze their lesson plan and revise it based on what they have learned from the way scholars' lesson plans they modified in previous meeting. This activity requires students to recall the structure, understand the components, analyze the relation between the targeted learning outcomes and the prepared activities and materials and finally execute it in the real performance.

Below are the evidences of level of thinking demonstrated by students in performing individual teaching.

By considering the assumption of targeted level, previous and next lesson, students' understanding level is activated.

Extract 1:

Okay, the honorable lecturer, and also all of my friends. You are supposed to be the 11th grade of Senior High School students. We have learnt in the previous lesson about conditional sentence type one. Okay, clear? Let's start. [Transcription 13052015_2]

However, students' analyzing level is activated when students should decide the learning objectives, prepare clear instructions to guide students' learning, and select the materials which is suitable for students' level. She gave sufficient language focus exposure and chose relevant material to achieve the learning objectives.

Extract 2:

T: okay, very good. I'm so glad because you are still remembering our lesson last meeting. Now, have you ever seen lion's king movie?

S: yes, thousand times.

T: okay please answer it completely. I've seen that movie thousand times. Yes that's what we're going to learn today. Perfect tense. Before I tell you what perfect tense is. I'll give you this text. And I want you to read this text carefully. Take one and pass on. Read it carefully. Two minutes.

T: okay, what have you learnt from that movie? Puput?

[Transcription 30042015_2]

Students applying level is stimulated when they can use the teaching technique that they have got from the previous meeting. She apply checking the students' understanding by restating the instructions. Overall, she has a well-sequence of teaching and the materials were appropriate to the level of students'.

Extract 3:

T: your job is to change the verb in the brackets into the perfect tense. It might be present, past, or future based on the sentence. Do you understand? Okay Nurani what you're suppose to do?

S: to change the verb in the brackets into perfect tense.

T: okay you can do it now with your friends in five minutes. Time is up. Have you done? Already done, all of you? [Transcription 30042015_2]

In conclusion, from the samples of students' performance in individual teaching, it can be concluded that all the activity are sequenced based on level of thinking and were not appear in single activity, instead those are designed to achieve the intended learning outcome.

4.4 Discussions

Learning activities as resulted from the observation are designed by the teacher which cover the students' active performance in order to achieve the intended learning outcomes (Beetham (2004, p.7). The intended learning outcomes should contain verbs which is observable and measurable to describe the students' performance at the appropriate level of cognitive processes (Moore, 2009, p. 4). For that reason, it is important to plan learning activities referring to cognitive processes on the revised Bloom's taxonomy (Anderson & Krathwol: 2001) instead of designing them without considerations.

In this study, it has been described how each learning activity is guided by the lecturers' instructions in ELTM 2 course. As revealed in the findings, learning activities designed for the students are guided by the course plan (SPTLA) and also by lecturer's oral instructions in the classroom which expect students to perform their understanding through presentations and portfolio in every meeting unit. However, this study is only focus on students' performance in the presentations. It is in line with Nunan (1999, p. 241) who emphasizes that in EFL classrooms, learners should be given the maximum number of opportunities to practice the target language in meaningful contexts and situation. One of the way to develop the students' ability to practice is by doing oral presentation (Chivers and Shoolbred, 2007, p. 5).

It is also revealed that learning activities in which students will be carrying out related with presentations include (1) reviewing knowledge of English and presenting the result; (2) carrying out skills of teaching and classroom

management through role-play; (3) observing how the teaching and classroom management skills are practiced by real teachers in schools; (4) presenting their observation result of how the teaching and classroom management skills are practiced by real teachers in schools; (5) carrying out their own team teaching by using modified scholar's plan; and (6) modifying lesson plan made in CMD course to follow the learning scenario format and perform it individually.

In the reviewing English knowledge activity, students' cognitive processes demonstrated are actually at the level of remembering and understanding in which they process the information from the resources and restating it in their own words. However, applying would be activated since students are also expected to give suggestion when they are supposed to teach the language focus in the unit. Besides, in carrying out skills of teaching and classroom management, students' cognitive processes demonstrated are originally *understanding and applying* because the this activity is aimed to give students insight about English lesson and the role of the teacher in it, as well as experiences in performing the English class management. According to constructivism, learning happens by creating a meaning from experience (Ertmer & Newby, 1993, p. 55). Therefore, rather than explaining the materials to the students directly which is too teacher-centered, they are better instructed to construct the knowledge by themselves and share it to the peers so that they can make sense of the information.

In the observing English lesson activity, students' level of thinking activated mostly in the area of remembering and understanding since they should relate what they observed to what they have learned from the resources. Level of

applying is also stimulated because students are asked to give suggestion if they claim the technique used in the observed practice is inappropriate. However, this activity also extend the cognitive work in the level of analyzing, evaluating, and finally creating their own model of teaching to be used for the pair teaching and individual teaching. Observing the English teaching and learning practiced in real classes is potential to achieve meaningful learning. According to Marlowe & Page (1998, p. 10), through relating new information from current experiences with their prior knowledge, interpreting the information, and using the information to establish meaning and understanding of concepts and ideas, meaningful learning of the new materials can be achieved.

In modifying scholar's lesson plan, students are also to understand their plan to make it meaningful by providing the assumption of the targeted students' level as well as the prediction of previous and next lesson will be. However, creating level of thinking is not really emphasized in this activity since the focus is on modifying the scholar's lesson plan and in creating the learning scenario they are directed to refer to the observation form instead of creating it by themselves. In this activity, students are work in pair to modify scholar's plan and carry it out in peer teaching . According to Falchikov (2001, p. 5), peer teaching is described as a variety of peer tutoring in which students take turns in the role of teacher. This activity allows students to work cooperatively as Chickering and Gamson (1991, p. 65) argue that cooperation with others through sharing of ideas and responding to each other will sharpen thinking and deepen understanding.

In individual teaching, students should analyze their lesson plan and revise it based on what they have learned from the way scholars' lesson plans they modified in previous meeting. In this activity, students are expected to *apply* what they have learnt on how to carry out an English lesson, along with the teaching and classroom management skills. It is in line with Meece (2003, p. 111) who emphasize that in learning activities, students are no longer passive receivers of knowledge, instead, they are active participants in learning and co-constructors of knowledge. As the implication, there is a need to engage the students in their learning. This is to be realized especially in higher education context where learners are expected to participate actively in knowledge development instead of relying on the teacher to deliver the knowledge (Bowden and Marton, 1998, p. 4).

In conclusion, to encourage learning at the higher thinking levels it is necessary to design activities that appropriately address them. It indicates that the activities in which students engaged in need to be set up with a clear objective of what the students want to achieve by being involved in such activities. Revised Bloom's Taxonomy can be used to classify the instructional and learning activities used to achieve the objectives, as well as the assessments employed to determine how well the objectives were mastered by the students (Krathw ' ' 2002, p. 217).

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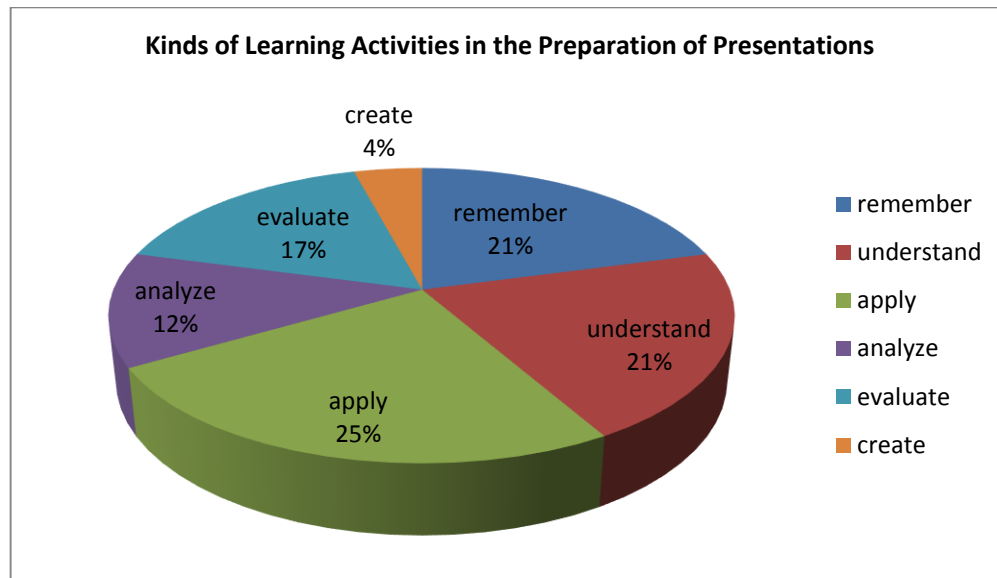
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<p>Okay, firstly I will present to you our introduction. Teacher is a critical component of school success, and our nation recognizes that its well-being depends on a well-educated public. Therefore, we as the future teacher need to learn how to be a good teacher to make a good nation. In ELTM 2 course we have learnt some roles that needed by</p>	v	v	v										They are able to give a background of the observation and relate their argument with their knowledge.

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Total of learning activities guided by the instructions is 29 activities ranging from the lowest level of thinking “remembering” to the highest level “creating”. Activities categorized in remembering level occurred in 21%, understanding 21%, applying 25%, analyzing 12%, evaluating 17%, and creating 4%. Learning activities categorized in the area of remembering, understand, and apply mostly appeared in reviewing knowledge of English and performing classroom management skills. Besides, analyzing and evaluating level are stimulated when students observing English classroom in the real practice. In performing modified plan, level of cognitive processes activated were remembering, understanding, and applying.

From the observation which is done in the ELTM 2 course classes, it is found that learning activities designed for the students are guided by the course

plan (SPTLA) and also the lecturer's oral instructions in the classroom. In the course planning, it is stated that students are expected to perform their understanding through presentations and portfolio. However, this study is only focus on students' performance in the presentations. The overview of learning activities in ELTM 2 course is previously delivered in the first meeting when the agenda is discussing the study guide. From this session, students are given understanding that the learning activities they will be carrying out related with presentations include (1) reviewing knowledge of English and presenting the result; (2) carrying out skills of teaching and classroom management through role-play; (3) observing how the teaching and classroom management skills are practiced by real teachers in schools; (4) presenting their observation result of how the teaching and classroom management skills are practiced by real teachers in schools (5) carrying out their own team teaching by using modified scholar's plan; (6) modifying lesson plan made in CMD course to follow the learning scenario format and perform it individually. Those activities are designed to enable students in ELTM 2 class to gain knowledge on teaching English and get the experience as reflective teachers and be competent in carrying out English lesson (SPTLA, p. 1).

4.4.2 Students' Level of Thinking demonstrated during the Presentation Activities

In answering the second research question of this study which is: *what level of thinking are demonstrated during the presentation activities?*; the transcriptions of students' performance were coded and learning activities guided by lecturer instruction were then described and categorized based on the revised Bloom's taxonomy (Anderson & Krathwol: 2001) to find out the levels of thinking demonstrated during the presentation activities.

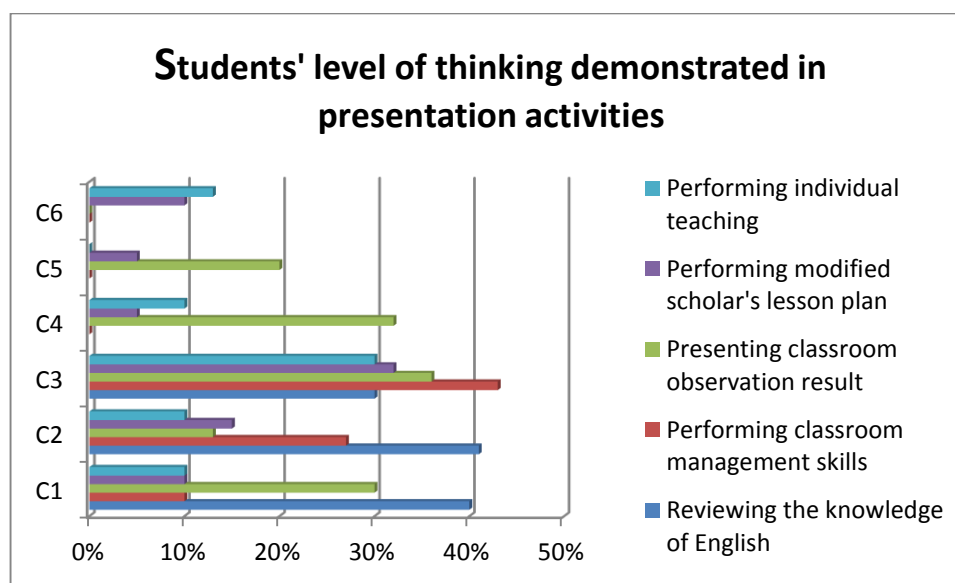


Chart 4.3.2. Level of thinking demonstrated in the presentation activities

From the chart above it can be interpreted that the level of thinking mostly demonstrated in all presentations activities is applying which appeared in 42%. Meanwhile, the highest level "creating" only emerged in 13%. More elaboration of level of thinking demonstrated in each presentation activity will be explained below.

Level of thinking showed by the students in reviewing English knowledge.

Extract 1:

Okay, good morning everyone. I will explain my review about chapter 25 that is sounds in combination. Combination of sounds often happens when one sound follows another sound. For example: looking/ŋ/ and looking/n/ it changes when we say looking forward. Why? Because it takes so much effort to change back consonant to front consonant. [Transcription 240205_2]

The topic of student A's review is sound in combination. She mentioned the topic explicitly. She described what combination of sound means by giving examples and reasons. So, it can be seen that level of thinking demonstrated in her review are *remember and understand* about the language focus in Harmer (2012) and also relate it with her previous knowledge.

However, from the instructions given as noted in finding 1, students are also supposed to give suggestions when they are supposed to teach the language focus in the unit. Therefore, the level of thinking demonstrated here is *applying* since it demands him to use information they got from previous courses such as ELTM 1 and LLTT to give suggestion.

Extract 3:

And the teaching suggestion from me, as a teacher, I would try to show the students a short drama film or movie and ask students to identify the verb tenses used in the movie or maybe drama. While, the other idea is listening to the tape, it could be a story or a short conversation. Yeah that's all the summary of this unit. Thanks for your attention. [Transcription 26021015_2]

Overall, from the presentation of the students in reviewing the knowledge of English, it can be concluded that level of thinking demonstrated are *remember, understand, and apply* the knowledge obtained from the materials.

In performing teacher's role and skills in teaching and classroom management, the thinking levels of this activity are in the level of understanding and applying. Students are provided with materials and KWLW chart to build their understanding before performing the classroom management skills. Students' cognitive processes of *applying* are activated when they are supposed to perform teaching and classroom management skills discussed in the previous meeting.

Based on the instructions given, in implementing the understood techniques, students are expected to create context to make it appropriately performed. This is in line with Anderson and Krathwohl (2001: 78) stating that "*implementing* is used in conjunction with other cognitive processes such as *understand* and *create*". In creating the context, students are allowed to use their previous CMD plan. Therefore, the level of thinking activated does not achieve *creating*, but *using* the already collected materials.

The evidence of level of thinking appears in carrying out the classroom management technique was she tried to implement how to give feedback.

Extract:

T: does anyone have finished to do the written text?

S: Yes, ma'am

T: Okay I'll check Diah's work. Let's see together. Diah told about her experience last weekend, right? Okay, you write it very good, but there are some mistakes that I found here. You shouldn't say I just doing my assignment. Because it's already happened in the past, you should say I just did my assignment. Overall it's good. Then, Suci. She told us that she got the first grade when she was in Elementary

school. Unfortunately, she didn't use past tense. When I go to school. Students, what should she say?

S: I went to school.

T: yes, that's right. So, we have to use past tense because it happened in the past

[Transcription 12032015_1]

From her performance, it can be seen that she understood the concept of giving feedback to the students. Her classroom language was clear enough. She corrected the mistakes by confirming the right answer to the other students so that they can learn from this and it is also useful to check students' understanding.

In presenting observation result, the evidences of thinking levels showed as below.

6. Remember

Students' remembering level of thinking are stimulated since they are supposed to give clear description of the observed case and restate the statement, relate what happens during observation with what they have learned, and present the result with complete components including background of the case, description, discussion, and suggestion.

Extract 1:

The topic when we observed there is about daily activity. The teacher is Mr. Heri. Okay first I will describe how the teacher opened the class. First thing I get from the observed teacher is that he said good afternoon students and then asked the captain of the class to lead the prayer. And then he reviewing the lesson, asked the students "are you remember guys what lesson that we have learned yesterday?" and then he

also said objective that he's going to learn at that time.[Transcription 24032015_group B]

7. Understand

Understanding level of students are encouraged since they are also asked to explain the reason behind their claims whether or not the observed lesson is appropriately conducted, put references and details to support their argument, and provide examples from what happened in the observed lesson which they think is inappropriate so that the audience can get clear insight of it and find out some solutions as well.

Extract:

The learning activity started with students greeting the teacher and teacher greeting back, the teacher reminded students about the mid-term test, asked about homework, and stated the objective by saying "today we gonna discuss the homework, before that, first please submit your worksheet, next we discuss them and last we are going to talk about material for mid-term test." The methodology used is mixed method, student-centered and teacher centered, and the media used was only whiteboard and book.[Transcription 31032015_group C]

Group C are able to describe the learning activities clearly as well as the method used by the teachers. They also jot down the teacher's language used in stating the objective.

8. Apply

Applying is activated when students use knowledge from previous materials in giving suggestion and illustrating how to implement the suggestion.

Extract:

She gave opportunities for students who want to explain the answer by asking in front of the class “why did you choose ‘whose’ as the answer of this question?” she continued “anyone wants to explain?” “Okay, Daniel do you want to explain?”. Based on the teacher’s question, we think that the teacher was being supportive. According to Scrivener, one of the techniques to be supportive is using people’s name. Therefore, the teacher has supporting student skill in this case.[Transcription 31032015_group C]

Group C are able to provide the example of teacher’s language clearly. In giving suggestion, they can *apply* their previous knowledge about supporting students from the theories they got in the previous meeting.

9. Analyze

Students analyzing level is stimulated when they explain a whole lesson into each criteria stated in observation form, identifying inconsistencies or problems in the way teacher conducted the lesson.

Extract:

Kemudian student’s seating arrangement position. There is no arrangement for seating position jadi hanya narrow sitting arrangement jadi kaya terpusat gitu padahal ruangan yang dipakai cukup besar. Padahal guru bisa saja memposisikan murid-muridnya itu membuat U letter seperti itu. Menurut saya itu juga bisa memudahkan to work in pairs daripada narrow sitting arrangement. Itu agak menyulitkan karena kan memakai microphone jadi menyalurkannya itu juga jadi agak susah.[Transcription 24032015_group B]

Group B can analyze the problems happened in the classroom which is the students’ seating arrangement position. They suggest the teacher to arrange U letter position to make students easier to work in pairs. Unfortunately, they

used too many code switching in giving suggestion which is diminishing their quality in the presentation.

10. Evaluate

Evaluating occurs when students are asked to judge the appropriateness of each teaching stage based on the criteria learned in previous meetings, classify which teaching practice is a good model and which one is not, and select suitable way of teaching for the suggestion.

Extract:

For the closing part, the teacher didn't close the class appropriately, she didn't wrap what has been taught, didn't give the whole feedback of the class activities, and didn't ask students to pray before leaving the classroom. We think it may be caused by the time that English lesson held was over and the system of the school is using moving class. So the students were hurried to left the class to move to another classes. It didn't show the good skill of a teacher to close the class. In general, the teacher has done doing each aspect of the learning environment. Our suggestion first for the authority, the teacher should be more authoritative. The student is very close to the teacher so the students are so hard to be quite. The teacher also didn't check students understanding. [Transcription 31032015_group C]

Group C can evaluate the way teacher close the class and identify the cause of the problems happened in the classroom and finally give general solutions that teachers should be more authoritative.

In conclusion, from the samples of students' performance in presenting classroom observation result, it can be concluded that the level of thinking

demonstrated are in the area of remembering, understanding, and applying, analyzing, and evaluating.

In modifying scholar's lesson plan activity, students' remembering level of thinking are stimulated when they are asked to recall information they got in CMD to decide the targeted level of the students. In order to show students' understanding of the scholar's plan, they are expected to provide the assumption of what the suitable previous and next lesson for their modified plan. If students are unsuccessful to do so, it means that their understanding of the scholar's plan has not yet accomplished. While in applying level of thinking, students are expected to implement certain teaching techniques such as questioning, giving feedback, giving instructions, and checking understanding. In making the learning scenario part of the lesson plan, students are also to apply what they have obtained in the previous activity which is observing an English lesson and follow the important points noted in the observation form.

Analyzing and evaluating level of thinking are mostly interrelated with understanding and applying level. In line with Anderson and Krathwohl (2001, p.79) claiming that despite its probability to be seen as an end, learning to analyze is strongly to be considered as an intensification of understanding or as a lead up step for evaluating and creating. It is happened when students should prepare clear instructions to guide students' learning, use materials which is suitable for students' level and maintain their interest as well as support their learning, and many other cases. Though, creating level of thinking is not really stimulated in

this activity because the focus is on modifying the scholar's lesson plan instead of creating it by themselves.

The example of analyzing level is activated when students should prepare clear instructions to guide students' learning, use materials which is suitable for students' level.

Extract 2:

T: okay, after explaining the definition of mamals and reptiles, I have one diagram this is a ven diagram. You can ..you write down differences and similarities about a mamals and reptiles. For example, you can put the characteristics of mamals in here and then you can also put the characteristics of reptiles in here. So, if you find the similarities of mamals and reptiles in here. All of you got my instructions? [Transcription 23042015_2]

Students' remembering level of cognitive processes in individual teaching require a lot of understanding, applying, analyzing, and evaluating in which students are asked to understand about the KD interpretation and proper teaching and classroom management skills and also to consider how to implement those skills appropriately, to organize the sequence of activities, and also to evaluate the appropriate learning materials that are suitable for the students' level and potential to expose the language focus.

In CMD course, where they developed the lesson plan, it has been clarified that the indicators should be all measurable and observable. The composition of indicators also asks for students' understanding, in which they are supposed to interpret the basic competencies demanded in the latest curriculum. However, in designing activities that can make students achieve the intended thinking skills and the targeted basic competencies, students should analyze their lesson plan and

revise it based on what they have learned from the way scholars' lesson plans they modified in previous meeting. This activity requires students to recall the structure, understand the components, analyze the relation between the targeted learning outcomes and the prepared activities and materials and finally execute it in the real performance.

Below are the evidences of level of thinking demonstrated by students in performing individual teaching.

By considering the assumption of targeted level, previous and next lesson, students' understanding level is activated.

Extract 1:

Okay, the honorable lecturer, and also all of my friends. You are supposed to be the 11th grade of Senior High School students. We have learnt in the previous lesson about conditional sentence type one. Okay, clear? Let's start. [Transcription 13052015_2]

However, students' analyzing level is activated when students should decide the learning objectives, prepare clear instructions to guide students' learning, and select the materials which is suitable for students' level. She gave sufficient language focus exposure and chose relevant material to achieve the learning objectives.

Extract 2:

T: okay, very good. I'm so glad because you are still remembering our lesson last meeting. Now, have you ever seen lion's king movie?

S: yes, thousand times.

T: okay please answer it completely. I've seen that movie thousand times. Yes that's what we're going to learn today. Perfect tense. Before I tell you what perfect tense is. I'll give you this text. And I want you to read this text carefully. Take one and pass on. Read it carefully. Two minutes.

T: okay, what have you learnt from that movie? Puput?

[Transcription 30042015_2]

Students applying level is stimulated when they can use the teaching technique that they have got from the previous meeting. She apply checking the students' understanding by restating the instructions. Overall, she has a well-sequenced of teaching and the materials were appropriate to the level of students'.

Extract 3:

T: your job is to change the verb in the brackets into the perfect tense. It might be present, past, or future based on the sentence. Do you understand? Okay Nurani what you're suppose to do?

S: to change the verb in the brackets into perfect tense.

T: okay you can do it now with your friends in five minutes. Time is up. Have you done? Already done, all of you? [Transcription 30042015_2]

In conclusion, from the samples of students' performance in individual teaching, it can be concluded that all the activity are sequenced based on level of thinking and were not appear in single activity, instead those are designed to achieve the intended learning outcome.

4.5 Discussions

Learning activities as resulted from the observation are designed by the teacher which cover the students' active performance in order to achieve the intended learning outcomes (Beetham (2004, p.7). The intended learning outcomes should contain verbs which is observable and measurable to describe the students' performance at the appropriate level of cognitive processes (Moore, 2009, p. 4). For that reason, it is important to plan learning activities referring to cognitive processes on the revised Bloom's taxonomy (Anderson & Krathwol: 2001) instead of designing them without considerations.

In this study, it has been described how each learning activity is guided by the lecturers' instructions in ELTM 2 course. As revealed in the findings, learning activities designed for the students are guided by the course plan (SPTLA) and also by lecturer's oral instructions in the classroom which expect students to perform their understanding through presentations and portfolio in every meeting unit. However, this study is only focus on students' performance in the presentations. It is in line with Nunan (1999, p. 241) who emphasizes that in EFL classrooms, learners should be given the maximum number of opportunities to practice the target language in meaningful contexts and situation. One of the way to develop the students' ability to practice is by doing oral presentation (Chivers and Shoolbred, 2007, p. 5).

It is also revealed that learning activities in which students will be carrying out related with presentations include (1) reviewing knowledge of English and presenting the result; (2) carrying out skills of teaching and classroom

management through role-play; (3) observing how the teaching and classroom management skills are practiced by real teachers in schools; (4) presenting their observation result of how the teaching and classroom management skills are practiced by real teachers in schools; (5) carrying out their own team teaching by using modified scholar's plan; and (6) modifying lesson plan made in CMD course to follow the learning scenario format and perform it individually.

In the reviewing English knowledge activity, students' cognitive processes demonstrated are actually at the level of remembering and understanding in which they process the information from the resources and restating it in their own words. However, applying would be activated since students are also expected to give suggestion when they are supposed to teach the language focus in the unit. Besides, in carrying out skills of teaching and classroom management, students' cognitive processes demonstrated are originally *understanding and applying* because the this activity is aimed to give students insight about English lesson and the role of the teacher in it, as well as experiences in performing the English class management. According to constructivism, learning happens by creating a meaning from experience (Ertmer & Newby, 1993, p. 55). Therefore, rather than explaining the materials to the students directly which is too teacher-centered, they are better instructed to construct the knowledge by themselves and share it to the peers so that they can make sense of the information.

In the observing English lesson activity, students' level of thinking activated mostly in the area of remembering and understanding since they should relate what they observed to what they have learned from the resources. Level of

applying is also stimulated because students are asked to give suggestion if they claim the technique used in the observed practice is inappropriate. However, this activity also extend the cognitive work in the level of analyzing, evaluating, and finally creating their own model of teaching to be used for the pair teaching and individual teaching. Observing the English teaching and learning practiced in real classes is potential to achieve meaningful learning. According to Marlowe & Page (1998, p. 10), through relating new information from current experiences with their prior knowledge, interpreting the information, and using the information to establish meaning and understanding of concepts and ideas, meaningful learning of the new materials can be achieved.

In modifying scholar's lesson plan, students are also to understand their plan to make it meaningful by providing the assumption of the targeted students' level as well as the prediction of previous and next lesson will be. However, creating level of thinking is not really emphasized in this activity since the focus is on modifying the scholar's lesson plan and in creating the learning scenario they are directed to refer to the observation form instead of creating it by themselves. In this activity, students are work in pair to modify scholar's plan and carry it out in peer teaching . According to Falchikov (2001, p. 5), peer teaching is described as a variety of peer tutoring in which students take turns in the role of teacher. This activity allows students to work cooperatively as Chickering and Gamson (1991, p. 65) argue that cooperation with others through sharing of ideas and responding to each other will sharpen thinking and deepen understanding.

In individual teaching, students should analyze their lesson plan and revise it based on what they have learned from the way scholars' lesson plans they modified in previous meeting. In this activity, students are expected to *apply* what they have learnt on how to carry out an English lesson, along with the teaching and classroom management skills. It is in line with Meece (2003, p. 111) who emphasize that in learning activities, students are no longer passive receivers of knowledge, instead, they are active participants in learning and co-constructors of knowledge. As the implication, there is a need to engage the students in their learning. This is to be realized especially in higher education context where learners are expected to participate actively in knowledge development instead of relying on the teacher to deliver the knowledge (Bowden and Marton, 1998, p. 4).

In conclusion, to encourage learning at the higher thinking levels it is necessary to design activities that appropriately address them. It indicates that the activities in which students engaged in need to be set up with a clear objective of what the students want to achieve by being involved in such activities. Revised Bloom's Taxonomy can be used to classify the instructional and learning activities used to achieve the objectives, as well as the assessments employed to determine how well the objectives were mastered by the students (Krathwohl, 2002, p. 217).