

# CHAPTER I

## INTRODUCTION

This chapter outlines the background of conducting this study, the focus, the research questions, the purpose, and the significance of the study for the related parties.

### 1.1 Background of the study

This study was aimed at collecting relevant information regarding the course program implementation at English Language Education Study Program (ELESP), English Department, The Faculty of Languages and Arts, State University of Jakarta. This kind of study belongs to the part of curriculum evaluation, as stated by Hunkins and Ornstein (1998, p.322) "... evaluation is a process or group of processes by which educators gather data to make decision, in which part the function is to collect relevant information." The course is entitled English Language Teaching Methodology 2 (ELTM 2), a compulsory pedagogical subject for ELESP students.

Students taking this course are required to have had accomplished all the prerequisite pedagogical courses such as Language Learning Theories, ELTM 1, Curriculum and Materials Development, Classroom Assessment and Evaluation. The ELTM 2 course facilitates the ELESP students to gain the knowledge on teaching English and get the experiences as a future reflective teacher, be competent in running an English lesson.

Learning is defined as "being in a situation, sensing a problem, clarifying it with information, working out suggested solutions and testing the ideas by application" (Hunkins and Ornstein, 1998, p.132). This means that learning is based on life experiences, discovery, exploring and experimenting. The processes of learning is considered as important (even in many cases are more important) than the products of learning. In the learning processes, learning experiences and learning activities are interrelated. However, Hunkins and Ornstein (1998, p.217) view that the two are not identical. Learning activities did not describe adequately the dynamic of teaching and learning situation, while learning experiences consists of teaching methods and learning activities that take place in the classroom for the purpose of attaining the objectives.

Based on the discussion, point of this study was to portray the students' presentations activities in English Language Teaching Methodology 2 (ELTM 2) course at English Language Education Study Program (ELESP) of the State University of Jakarta. Students' performance in presentations are categorized according to the levels of thinking that are encouraged in the learning process. Data in this study were obtained from instructions stated in the SPTLA, lecturer's oral instructions in the classroom, and students' presentations. Students' activities in the preparation prior each presentation in the ELTM 2 course were described referring to the learning outcomes noted in the SPTLA and lecturers' oral instructions stated directly in the classroom. The samples of students' presentations were analyzed by using the revised Bloom's taxonomy

(Anderson & Krathwohl, 2001) to find out the levels of thinking demonstrated during the presentations.

Learning is an **active process** and takes place when students are engaged with the materials in a meaningful way (Ertmer & Newby, 1993, p. 57). In learning activities, students are no longer passive receivers of knowledge; instead, they are active participants in learning and co-constructors of knowledge (Meece, 2003, p. 111). 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).

Nunan (1999, p. 241) 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). According to Chivers and Shoolbred (2007, p. 5), "doing presentation is very good learning experience". Moreover, King (2002, p. 401) argues that students give an oral presentation in front of the class is one of activities that learners have and it included in the lessons to improve the students' proficiency level.

Learning activity, as proposed by Brown (2001, p. 129) is a number of things that students perform in the classroom, covering students' active performance, not one of the teachers'. Furthermore, Beetham (2004, p. 7) argues that learning activities are designed by the teacher which cover the students' active performance in order to achieve the intended learning outcomes. The

intended learning outcomes should contain verbs which is observable and measurable to describe the students' performance at the appropriate level of thinking (Moore, 2009: 4).

Bloom's original 1956 Taxonomy of Educational Objectives identified the following levels of thinking arranged from the simple recall or recognition of facts (Knowledge) at the lowest level, through to increasingly more complex and abstract mental levels (Comprehension, Application, Analysis, Synthesis) up to the highest order (Evaluation). The revision updates the taxonomy for the 21st century, and includes significant changes in terminology and structure. In the revised framework (Anderson & Krathwol: 2001), "action words" or verbs, instead of nouns, are used to label the six cognitive levels: remember, understand, apply, analyze, create, and evaluate. Three of the thinking levels are renamed, and the top two higher-order cognitive levels are interchanged. The result is a more dynamic model for classifying the level of thinking used by learners in acquiring and using knowledge (Krathwol, 2002: 214).

The Revised Bloom's Taxonomy attempts to establish not only what learning topic or concept is under consideration, but also the required level of student learning. Furthermore, it 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). To encourage learning at the higher cognitive 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. In this context, the learning activities promoted should be those which help the students in the presentations.

A number of studies have been conducted in exploring students' level of thinking in learning. A content analysis study conducted by (Igbaria: 2013) analyzed the study units in the textbook Horizons for 9<sup>th</sup>-grade students studying English in heterogeneous classes. This study was aimed at examining the variety in the cognitive level represented by the WH-questions in the textbook according to Bloom's taxonomy, the extent to which the WH-questions in the textbook emphasize high-level thinking, and whether the textbook aided students in developing cognitive skills. The results showed that 244 questions emphasized lower level thinking skills, while only 137 questions emphasized high order thinking skills. The questions in the Horizons textbook place a great deal of emphasis upon comprehension, which is one of the lower order thinking skills.

Moreover, a case study conducted by Dumteeb (2009) focused on the teacher's questioning techniques and students' critical thinking skills in Thai context. This research used questionnaires and interview as the instruments to collect the data. The findings revealed that the questions and questioning techniques that had been used in the class were mainly at the low level of cognition. From this research, Dumteeb (2009) concluded that students' responses required low level of cognitive thinking and that such questions cannot develop in learners a critical mind. This is because most of the questions that the teachers

asked were simple and required the student to retrieve information from their memory.

Evidences about level of thinking mostly focused on the questions since Bloom's taxonomy help teachers compose questions on different levels of thinking. Meanwhile, the research focuses on students' level of thinking in presentations activities have not been touched. Whereas, learning activities are also important in guiding students' thinking; it is an essential tool for examining students' understanding of the learning materials and assessing what levels of thinking students are using in the learning process (Wells, 1999:333). For that reasons, this study is important and worth to be conducted.

## **1.2 Research Question**

Based on the explanation above, this study investigated the following research questions:

1. What learning activities do the students engage in the preparation of presentation activities?
2. What levels of thinking are demonstrated during the students' presentation activities?

## **1.3 Focus of the Study**

This study focused on the students' presentation activities in English Language Teaching Methodology 2 (ELTM 2) course at English Language Education Study Program (ELESP) of the State University of Jakarta before final

exam. This study tried to portray and describes kinds of learning activities the students do prior the presentations and students' performance in each presentation then categorized referring to the level of thinking based on the revised Bloom's taxonomy (Anderson & Krathwol: 2001). The writer observes the learning activities conducted in three ELTM 2 classes and records the data by using video recording.

#### **1.4 Purpose of the Study**

This study was aimed at portraying and describing learning activities the students' engage in the preparation prior presentations and then analyzed students' performances in each presentation referring to the level of thinking based on the revised Bloom's taxonomy (Anderson & Krathwol: 2001).

#### **1.5 Significance of the Study**

This research will be significant not only for the writer, but also for the ELESF students, the lecturers, the ELESF developer, and other researcher. For the writer, conducting a study in pedagogical course can sharpen her knowledge about teaching and learning and also can develop her competence as a future English teacher. For the students, it will increase their responsibility to be fully engaged in every learning activity since it can develop their competences especially in the presentation which is the successful key for an English teacher to deliver the lesson in the classroom. For the lecturers, it will give the empirical data of how learning activities should be clearly planned so the students will know what they

are expected to do in the learning process and it is also as a reflection of the course planning implementation that further can help the lecturers improve the learning activities especially related to the presentation activities. For the ELES developer, it will provide an insight produce the qualified graduates as the future English teacher. Last, for other researchers, it is expected to give some information for those who want to conduct a study about learning activities especially related to the presentation activities.