CHAPTER IV

FINDINGS AND DISCUSSIONS

4.1 Data Description

This research was aimed at portraying the way in which lecturer's instructions directs ELTM 2 course students in their learning to achieve development in cognitive domain by describing what the provided instructions are, analyzing the level of thinking stimulated by the instructions, and revealing the evidences if students' ability to process information in a more complex thinking process found after following the given instructions. This chapter focuses on revealing answers for these following research questions:

1.   What instructions are given to the students in ELTM 2 course?

2.   What levels of thinking are stimulated in the instructions?

3.   Is there any cognitive development as the result of the given instructions?

The data collected were lecturer's instructions (obtained from SPTLA and classroom observation results) as well as students' statements in their performances and written works representing their utilized thinking skills taken from 3 lecturers and 70 students in ELTM 2 course. Below are the example of the data obtained:

A. Instructions stated in the SPTLA

Observation Sheet. How can the teacher influence the learning environment? Students' Observation report.
Writing your comparison on the principles of English Teaching and Learning proposed by various scholars and the English Teaching and Learning practiced real class.
   a. Objective: *to compare the principles of English Teaching and Learning proposed by various scholars and the English Teaching and Learning practiced in real classes.*
   b. Students will work in group of 4 to prepare and to conduct the real class observations.
   c. Students will share the observational result in class.

The following table lists some ways a teacher can influence the environment in which students learn. <u>Read and understand about each aspect of the learning environment. Observe and make detailed notes about what the teacher does/doesn't do to help learning. Where possible, note specific concrete examples of the techniques, e.g. what precisely does the teacher do to help create a warm classroom atmosphere? (you may use extra sheets of paper if the spaces provided are not enough)</u>

B. Instructions delivered in the classroom

Moving from the opening to the main lesson delivery. <u>You are expected to catch the statement from the teacher to do the signposting. Get my point dear? If you didn't catch because the teacher didn't do that explicitly then say it dear, and then what would be your analysis</u> that the teacher didn't use the signposting explicitly or clearly. <u>Kemudian pada buku siapa it's important for a teacher especially in dealing with early level of students to use signposting, untuk apa disebutkan</u> ini to make the students ready for the next step of the learning. <u>Jadi all parts in main delivery you are supposed to refer to semua skills of teaching yang ada jadi apakah yang dilakukan appropriate or not.</u> Get my point dear?

C. Student's statement in following the instructions:

In the main part of the lesson delivery, the teacher gave opportunities to the students to deal with language and practice it. She gave opportunities for students who want to explain the answer by asking in front of the class <u>"why did you choose 'whose' as the answer of this question?" she continued "anyone wants to explain?" "Okay, Daniel do you want to explain?"</u>. Based on the teacher's question, we think that the teacher was being supportive. She used the people's name Daniel to encourage students to participate in the classroom and to support student to practice the language that he knew. <u>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</u>.

The complete data can be found in appendix 1 which are transcriptions obtained from classroom observations.

4.2 Data Analysis

In answering the first research question, the researcher coded the transcriptions and put the result in table analysis (appendix 2) to be categorized based on elements of instructions mentioned by Childs and Ryan (2013), Scrivener (2012), Walsh (2011), and Amalsaleh (2010) as the following:

Instructions	Signifying		clarifying			
	overview	outcome	confirmation check	procedure	strategies	direction
How to analyze this mam.. in resources book that you have learned before going to school you have some ideas how to open the class, how to start an English class and then after you share what did the teacher do in the opening part, <u>you may in claiming appropriate or inappropriate you need to support some details and some references. This is appropriate as I have read from this book that in opening an English class the teacher can do this and this.</u> If you considered that it's not appropriate way to open the English class, it's too formal for students so that the students cannot hold their attention, <u>jadi gurunya itu tidak menarik begitu dengan tindakan membuka kelasnya</u>, you may also put your idea here. *Is it okay dear?*	x		x		x	x
Moving from the opening to the main lesson delivery. *You are expected to catch the statement from the teacher to do the signposting. Get my point dear*? <u>If you didn't</u>			x	x		

In answering the second research question, the instructions obtained then were interpreted to find out what they lead the students to do and what thinking skills they try to activate according to the revised Bloom taxonomy as captured in this table analysis (appendix 2):

Instructions	interpretation	no	Level of Thinking					
			remember	understand	apply	analyze	evaluate	create
How to analyze this mam.. in resources book that you have learned before going to school you have some ideas how to open the class, how to start an English class and then after you share what did the teacher do in the opening part, <u>you may in claiming appropriate or inappropriate you need to support some details and some references. This is appropriate as I have read from this book that in opening an English class the teacher can do this and this.</u> If you considered that it's not appropriate way to open the English class, it's too formal for students so that the students cannot hold their attention, <u>jadi gurunya itu tidak menarik begitu dengan tindakan membuka kelasnya</u>, you may also put your idea here. *Is it okay dear?*	To arrive at the level of <u>analyzing</u>, students are to <u>remember</u> the stages of teaching and how to carry out each according to the resources they have discussed in previous meetings. Students are also <u>to check its</u> <u>appropriateness</u> by <u>referring</u> to resources they have to <u>understand</u> and <u>restate</u> to support their claim.	2	x	x		x	x	
Moving from the opening to the main lesson delivery. *You are expected to catch the statement from the teacher to do the signposting. Get my point dear*? <u>If you didn't</u>	Students are to *recall* the classroom language the observed teacher used in his/her teaching.	3	x					

In answering the third research question, the researcher examined the way in which the students comply with the provided instructions by listing all expectations informed by the instructions that lie in their respective thinking level

and analyzing their performances and written works by interpreting the thinking skills they utilize in following the instructions by using the same Revised Bloom's taxonomy. This is to follow the claim of Ormrod (2012, p. 153) that "behaviors often allow reasonable inferences about unobservable mental processes […] observing people's responses to various stimulus conditions, they believe they can draw reasonable inferences about the internal mental processes that underlie those responses." However, students' works that are examined in this study are only from two activities: observing English lesson and final teaching performance. Those two are selected because of their contribution they serve as main assessment tools for the students (as the mid-term and final-term project in ELTM 2 course). According to Sergers et al. (2006: 224), assessment tasks which contribution is realized by the students can influence the way they approach their learning. Therefore, it is assumed that students will put effort to do well in these assessment projects by complying with the instructions and make use of what they have learned so far. This makes the probability of transfer occurrence rather high compared to daily practices.

excerpt	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 filling 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	comment
			remember			understand		apply		analyze			evaluate	create	
The topic when we observed there is about daily activity. The teacher is mr. heri. Okay first I will describe how the teacher open 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. And then I think it is appropriate	v		x	x			x				x				Missed grammar *are* you remember is not brought up and said that it's already appropriate. *Free content like greeting and praying* wasn't part of the materials used. They can mention instead whether teacher being supportive in opening the class to make it motivating or not.

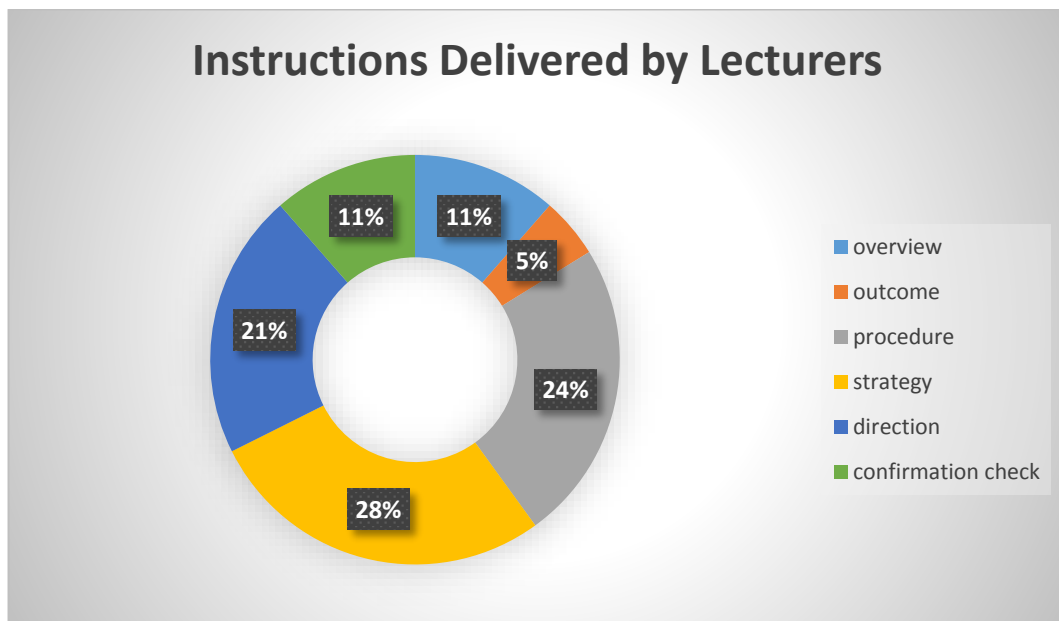Complete data analysis on this point can be found in appendix 3.

4.3 Research Findings

4.3.1 Instructions given for students in ELTM 2 course

From document analysis that was done on the SPTLA of ELTM 2 course, it was found that almost all instructions only inform about the expectation from the learning activities stated there, both what students are supposed to do and what result they are supposed to gain from what they will have done.
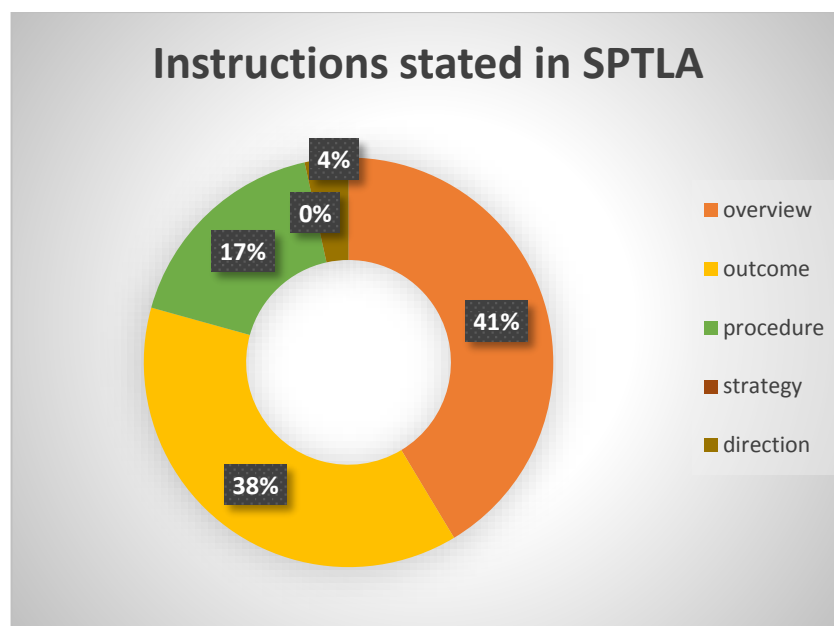
However, from analysis done on the transcriptions obtained from classroom observation, instructions that were orally delivered by the lecturers do not only inform students about the overview (what they are to perform), the outcome (the result expected from the performance), and the procedure (how to do the performance) just like in the SPTLA; but they also provide directions and strategies for students about how to carry out those performance correctly.

Instructions Delivered by Lecturers

Legend:
- overview
- outcome
- procedure
- strategy
- direction
- confirmation check

Values shown: 11%, 5%, 24%, 28%, 21%, 11%

Below are the sample of instructions provided for some activities.

Extract 1:

Notes on knowledge of English and the practices of English Language teaching and learning .
Reviewing the knowledge of English and the practices of English Language teaching and learning.

  a. Objective*: To refresh your knowledge of English, to understand and reflect on the practices of English Language teaching and learning.*
  b. Each student will be responsible to take 1 unit from Harmer, J. (2012). Essential Teacher Knowledge. Core Concepts in English Language Teaching. Essex; Pearson Education Ltd. (Section A; 1 – 34) and review it comprehensively.
  c. The student will prepare a review to be presented at class and to be compiled in his/her portfolio. The framework your review can be:
  1) Description of the language focus:
  What does the unit tell you about?
  2) Suggested ways in teaching the language focus:
  How do teachers commonly teach the language focus as suggested in the unit?
  3) Your reflection:
  Your short comments or suggestions when you are supposed to teach the language focus in the unit.
  d. The student is required to take a note on other students' review. Your note will cover:
  1) What did your friend share you about the unit's content?
  2) Give your comment on the part that he/she shared the idea clearly and the parts that he/she did not share the idea clearly.

It can be noted above that the instructions written in the study guide only

inform about the overview of what students would carry out (overview) and the

procedures in carrying out that. In the actual classroom activities, however, students

are provided with some strategies about how to carry out the procedure properly as noted from the transcription below.

Extract 2:

At the beginning of the class we've tried firstly make you be able to review the English itself. How get you need the review dear? You're supposed to read something, and then you're supposed to present it. At the same time you're supposed to listen to your friend, try to understand what is being explained by your friend and then you're supposed to note what is it. And then you're supposed to say which one is clearly explained and which part is not clearly explained. Mam bagaimana kita tahu clear atau tidak clear? Nah pasti the instructions is that you need to read, bisa kalo tidak mengcopy teman bisa baca di perpustakaan.. you need to read. Or at least to remember what you have learned in the previous courses. Kalo dia ngomong begitu you can ingat oh iya bahwa ini begini begini dibahasnya so that you can judge bahwa ini jelas atau tidak ngomongnya. [transcription 150402-2]

Extract 3*:*

What has been explained certainly you're supposed to say how the teacher commonly teach the language focus as suggested in the book? Kalo kebetulan dapat yang tidak ada suggestionnya katakan tidak ada disitu.. I have no idea.. because youre supposed to put your short comment or suggestion about how to teach the language focus. Kalo saya disuruh mengajar ini maka saya akan seperti ini. More or less seperti itu ya nak yang diminta.

Extract 4*:*

You're supposed to say what did you share about the content. Apa yang dikatakan temannya. Certainly keep your comment on the part that she tell the idea clearly and part that he or she did not share the idea clearly. Disini banyak teman yang lupa. Jadi disini dia hanya ungkapkan begini saja atau langsung saja dengan satu komen. It's not note then it's comment. I don't suggest you to write the comment ya.

In short, students are directed to really understand the units available in the resource in that they are instructed to present the unit assigned to them and prepare complete note about the other units presented to them. Even if their friends do not present it clearly, they are encouraged to find out about the unit themselves by reading the resources available in the library so that they can tell whether their friends have presented their parts in clear manner.

(Other examples of oral instructions that clarify better the stated instructions can be found in appendix 1 and 2).

4.3.1.1 Distribution of the Provided Instructions

	Overview	Outcome	Procedure	Strategy	Directions
Activity 1	2	2	5	2	1
Activity 2	2	1	7	2	2
Activity 3	8	3	7	7	3
Activity 4	3	1	6	8	6
Activity 5	0	0	2	7	5

In the first activity, which is reviewing knowledge of English language and presenting the result, the written instructions in the SPTLA can be found in the Extract 1. In clarifying the instructions, the lecturer informed about the overview and the outcome expected from this activity twice. The procedures were clarified five times; while the strategies were provided in two occurrences and the direction just once. More than once provision of procedures may occur because the students seemed to not understand what they were supposed to do, especially in making the notes. Due to this situations, the lecturer gave the portfolio back to the students so that they could revise it in more completely. In order to help students with the revision, the lecturer then provided the follow-up directions to complete her instructions.

Table 4.1. Summary on first activity's instructions

Outcomes and Overview	Procedures	Strategies	directions
to refresh knowledge of English, to understand and reflect on the practices of English Language teaching and learning.			
prepare a 5 minute-presentation to share result on understanding and reflecting some practices of English language teaching and learning to be compiled in portfolio.	Read the assigned unit and present it (by following points stated in RPKPS: description of the unit and suggested way of teaching mentioned in the resource and from their own)	State it clearly if the resource does not mention any suggested way of teaching and give their own suggestion instead; if they were the teachers in what way they would like to teach the unit.	
take note on other students' reviewing	listen to friend's presentation, try to understand what is being explained, and take note on what it is about (cover firstly the unit's content that has been shared by friend, suggested ways of teaching, and comment on the part that is clearly and unclearly presented)	Read the other unit themselves despite it is not being assigned to them; or recall what they knew about the unit as informed by previous courses so that they can check which part is already clearly presented by their friends and which part is not.	Do not give shallow and baseless comment because it is supposed to be a note instead of mere comment

In the second activity, which is completing organizer with understanding about what an English Lesson is, the roles of the teacher in it, and how to carry out some teaching and classroom management skills obtained from reading and discussing the resources, the stated instructions in the guideline are:

What is English Lesson and How can I manage the English Class.
Writing your understanding of English Lesson and Performing on how to manage the English class
a. Objective: to give you insight about English Lesson and the role of the teacher in it, as well as experiences in performing the English class management.

b. Students will work in group of 4 to read the material from Ur, P. (2012). *A Course in English Language Teaching.* Cambridge ; Cambridge University Press. **Chapter 2 and 16**., Harmer, J. (2012). Essential Teacher Knowledge. Core Concepts in English Language Teaching. Essex; Pearson Education Ltd. **Part D; 65,69,70,72.** Scrivener, J. (2012). *Classroom Management Techniques. Cambridge Handbooks for Language Teachers.* Cambridge ; Cambridge University Press. **Chapter 4**.Scrivener, J. (2005). *Learning Teaching. A Guide Book for English Language Teachers. (2nd ed.).* Oxford; Macmillan. **Chapter 5**.

c. The group will create an organizer for noting their understanding of English Lesson and the role of the teacher in it.

d. The group will perform some major English class management techniques.

In clarifying the written instructions, the lecturer orally communicated the overview twice and the outcome expected from this activity once. The procedures were clarified seven times; while the strategies and the directions were provided in two occurrences. The instructions provided do not only enable students to comprehend the theories from resources but get to practice them as well by making students to work in groups and the members were assigned with certain teaching and classroom management skills such as practicing how to open the class, do the questioning, telling information, giving instructions, and so on. When group A is acting out as the teachers, group B will be the students and vice versa.

Table 4.2. Summary on second activity's instructions

Outcomes and Overview	Procedures	strategies	Directions
state different perspectives of English lessons, mention various kinds of the teacher's roles in the English Lesson, and use various teaching and classroom management skills			

Fill the advance organizer with understanding about the topics	Work in group of four, assign the reading part to each member of the group, cross-check understanding, and note their understanding in the organizer.	Distribute the reading duties based on the topics [instead of pages on the resources]	Students may modify the organizer if needed Students may ask questions on part they don't understand and revise the chart based on feedback they got
	write what you have known about each topic before you read the resources to write anything you want to learn about the topics discussed in the resources, write what you have learned about each topic after you read the resources write your questions or statements related with your next curiosity about the topics they are required to record their understanding on those topics by completing the chart.		
Perform the teaching and classroom management skills	Divide the class into two big groups, each member of the group should perform part of teaching and	select materials that have been developed in CMD to be used as the context of the performance.	

	classroom management skills by using materials from CMD course as the context.	Discuss with the group members on how the performance would be carried out	

In the third activity, which is observing English lesson in school and presenting the report, written instructions are:

> Writing your comparison on the principles of English Teaching and Learning proposed by various scholars and the English Teaching and Learning practiced real class.
> a. Objective: to compare the principles of English Teaching and Learning proposed by various scholars and the English Teaching and Learning practiced in real classes.
> b. Students will work in group of 4 to prepare and to conduct the real class observations.
> c. Students will share the observational result in class.
> The following table lists some ways a teacher can influence the environment in which students learn. Read and understand about each aspect of the learning environment. Observe and make detailed notes about what the teacher does/doesn't do to help learning. Where possible, note specific concrete examples of the techniques, e.g. what precisely does the teacher do to help create a warm classroom atmosphere? (you may use extra sheets of paper if the spaces provided are not enough)

The overview were communicated eight times by the lecturer and the outcome expected from this activity were communicated three times.

Extract 1:

> *You are free to present your observation result as long as information from the guidelines is included. It is only an overview and everybody can ask question.*
>
> *There are various kinds of ways in opening the class tetapi langkah guru melakukan biasanya seperti ini. Greeting, praying, stating the objectives. Bagaimana dia melakukannya, apa yang dia katakan, kemudian eksplisit atau implicit, kemudian sesuai atau tidak, kemudian my suggestion to improve the language apa. Kira-kira menangkap maksudnya ini gak?*
>
> *Jadi all parts in main delivery you are supposed to refer to semua skills of teaching yang ada jadi apakah yang dilakukan appropriate or not.*
>
> *yang keinginan kami di buku ini mengatakan ini, relate, understand it, and then please go to school and try to see and try to talk about this*
>
> *The assumption is that everybody in this class at least kena mengamati secara langsung atau tidak langsung seven English teachers. Get my point dear?*

Extract 2:

So as observer you can learn dimana tadi habisnya waktu so that when youre supposed to teach you can avoid hal-hal yang seharusnya tidak dilakukan terlalu banyak seperti tadi. Get my point dear?

The expectation behind this is at least whether you realize bahwa what you have learned from all resources itu terjadi tidak di dalam kelas itu

In the end of the presentation at least masing-masing kelas ini ibu asumsikan pernah mengamati tanda petik ya tiga guru utama yang pernah ikut langsung dulu waktu sekolah plus satu yang you amati langsung plus beberapa yang disumbangkan temannya. Baru itu masuklah yang disuruh mengajar berdua-berdua. Ketika you mengajar berdua itu sudah dengan bayangan oh ini bagus guru yang saya amati bidang ininya dan ininya gak bagus. So I use this ininya pake guru yang diamati dari temannya. Itu the idea target yang ibu rencanakan dengan RPKPS.

The procedures were clarified seven times; while the strategies and the directions were provided for seven and three times. Intensive clarification of this activity was provided due to the contribution that it serves as students' mid-term project. The provision of the instructions were gradually occurred as the performance itself was divided into three meetings. The later students would perform the more complete instructions they had received and in the end after all the instructions were already provided all students receiving them should consider them in making the revision of their written report.

Table 4.3- Summary of third activity's instructions

Outcomes and Overview	Procedures	strategies	directions
reflect on the real practice of English lesson for Indonesian students by comparing the principles of English teaching and learning proposed by various scholars to the English teaching and learning practiced in real class.	Fill the observation form;	Catch the observed teacher's statements for each stage of teaching noted in the form, refer to all teaching and classroom management skills that have been learned, and check whether or not what is practiced has been appropriate.	The reasoning behind each claim of appropriateness should not be far too unrelated with the materials that have been learned

Searching for model of teaching from what is practiced by real teachers in school	prepare the written report; and present the result	Include short description of the case, the result of the observation, the discussion, and suggestion in the report	The suggestion should be based on what has been brought up in the discussion and no need to be too scientifically composed.

(More complete instructions distributed for each of the activity are available in appendix 2)

4.3.2 Levels of Thinking Stimulated by the Instructions

From document analysis that was done on the SPTLA of ELTM 2 course, it was found that the stated instructions represented some thinking skills that students are expected to perform.

THINKING SKILLS REPRESENTED IN THE STATED INSTRUCTIONS

C1 C2 C3 C4 C5 C5

8% 8% 15% 15% 31% 23%
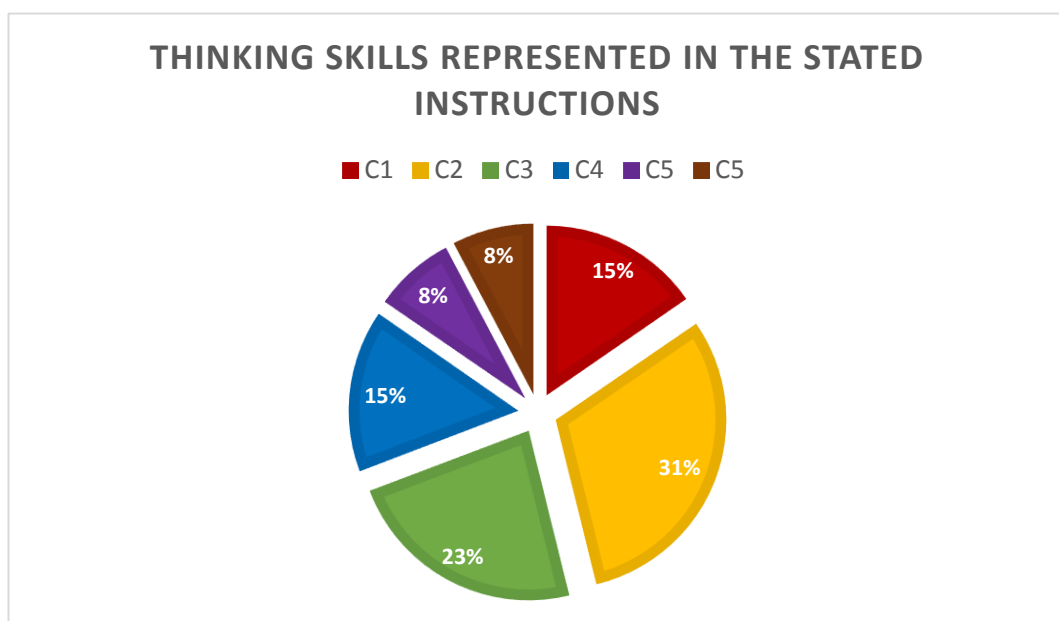
From the analysis done on the classroom observation transcriptions, it was found that the lecturers delivered 151 instructions in all activities implemented in the ELTM 2 course. From that number, it was found that instructions, after being interpreted, mostly try to activate students' thinking skill in the area of *understand*

*(*40 instructions). It was then followed by thinking skills in the area of *apply* (39),

analyze (23), *remember* (20), *evaluate* (19), and *create* (10).
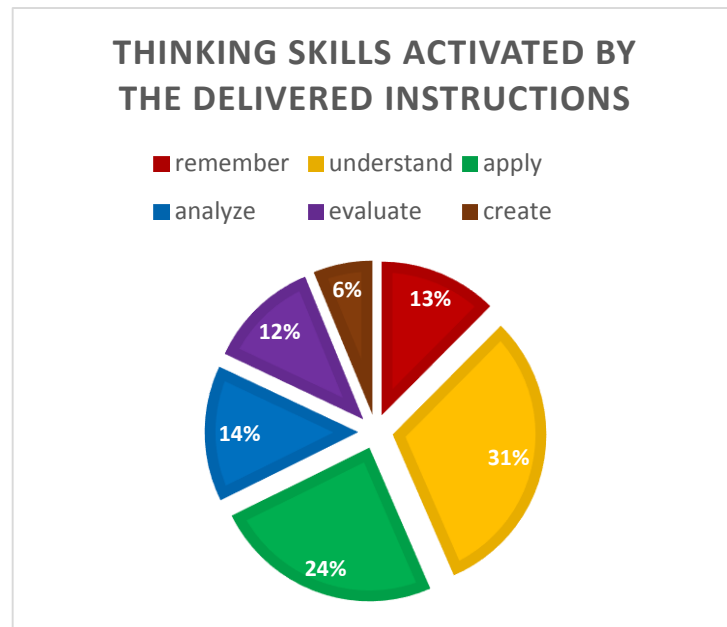
The distribution of thinking skills that instructions try to activate for each

activity can be found in the section below.

4.2.1.1 Distributions of Thinking Skills Activated by the Instructions

	C1	C2	C3	C4	C5	C6
Activity 1	3	5	2	0	3	2
Activity 2	2	4	2	0	0	0
Activity 3	9	15	17	11	8	2
Activity 4	2	15	15	3	2	3
Activity 5	2	17	13	9	6	3

In reviewing the English knowledge activity, it was found that instructions that are provided do activate thinking skills in the area of remember (3), understand (5), apply (2), analyze (0), evaluate (3), and create (2). Because the cognitive demand of this activity is at the level of remembering and understanding as represented in the SPTLA that the outcomes are to enable students "to show their understanding position about what they have got from previous courses related with English teaching and learning"; this will certainly require students to recall information they obtained from previous courses. In order to help students to remember the knowledge, they are encouraged to recall about how their previous teachers in schools usually teach the English language and to think of the effectiveness of those techniques. Moreover, students are also provided with learning materials about components of English language and the common ways to teach them to give them ideas. From this, it can be seen that the instructions do maintain the cognitive work represented in the study guide which lies in the level of *remembering and understanding*.

However, the students are not only instructed to read the materials, but they are also to present what they have read to the peers who need the information to be put in their notes. In this way, their thinking process is activated in the sense that students will go beyond digesting information from the resources to comprehending it and restating it in their own words to represent their *understanding*. On further level, *applying* is also stimulated because students are also to give suggestion of the way they will teach the focused unit if they were the teacher. Baseless suggestion will not encourage students to use knowledge they have acquired either from the

materials or from the previous courses. Thus, the essential should be that applying

is activated by this suggesting part.

Extract 1:

> *You are supposed to be able to prepare a 5 minute presentation to share your result on understanding and reflecting some practices of English language teaching and learning to be compiled in portfolio.. and then you are also expected to be able to present your understanding on knowledge of English and the practices of English Language teaching and learning for your peers. On the last meeting I have given the resource from Harmer, right? That you should pick one unit to be presented to your friends. Have you copied the material dear?*

Extract 2:

> *What has been explained certainly you're supposed to say how the teacher commonly teach the language focus as suggested in the book? Kalo kebetulan dapat yang tidak ada suggestionnya katakan tidak ada disitu.. I have no idea.. <u>because youre supposed to put your short comment or suggestion about how to teach the language focus. Kalo saya disuruh mengajar ini maka saya akan seperti ini. More or less seperti itu ya nak yang diminta.</u>*

Furthermore, students also have to judge the part of their peer's presentation

which is clear for them and which one is not clear and put it also in the note. In this

way, *evaluating* (as extension to their understanding) level of thinking works as in

students are encouraged to read the materials by themselves (as instructed) and

comprehend it to get the standards before judging the clarity of others'

presentations.

Extract 3:

> *<u>Mam bagaimana kita tahu clear atau tidak clear? Nah pasti the instructions is that you need to read, bisa kalo tidak mengcopy teman bisa baca di perpustakaan.. you need to read. Or at least to remember what you have learned in the previous courses.</u> Kalo dia ngomong begitu you can ingat oh iya bahwa ini begini begini dibahasnya so that you can judge bahwa ini jelas atau tidak ngomongnya*

You're supposed to say what did you share about the content. Apa yang dikatakan temannya. Certainly keep your comment on the part that she tell the idea clearly and part that he or she did not share the idea clearly. Disini banyak teman yang lupa. Jadi disini dia hanya ungkapkan begini saja atau langsung saja dengan satu komen. It's not note then it's comment. I don't suggest you to write the comment ya.

Therefore, it can be said that lecturer's instructions do not only maintain the cognitive work but also extend the cognitive demand of the learning activity, especially the unplanned activity which lead students to read the unit that is not assigned for them to check the clarity of other's presentations. In order to make the students arrive at the level of understand, they are directed to recall the previous knowledge and experience of how the language units commonly taught in their school days (remember) and use it in making the suggestion (apply) as well as evaluate the clarity of other's presentations (evaluate) by making sense the information from resources by themselves (understand). According to constructivism, learning occurs just like this, where learners do not just take in the information they encounter passively (Ormrod, 2012, p. 154). Instead of being lectured about the information from the resource, students are instructed to construct the knowledge and make sense of the information through presenting and composing notes. This will be beneficial as it is suggested that "teachers cannot *pour* knowledge into the heads of students as they might pour lemonade into a glass; rather, students must make their own lemonade".

For the third activity, it was found that instructions that are provided do activate thinking skills in the area of remember (9), understand (15), apply (7), analyze (11), evaluate (8), and create (2). As stated in the SPTLA, the outcomes expected from this activity are to make students able to reflect on the real practice

of English lesson for Indonesian students and compare the principles of English Teaching and Learning proposed by various scholars and the observed practice of English Teaching and Learning in real schools. According to Anderson and Krathwohl (2001, p. 75), *compare* lies in the level of *understanding*, where the requirement is to detect *"similarities and differences between two or more objects, events, ideas, problems, or situations"*. However, the lecturer did extend the expectation of this activity to the level of *creating* as she stated that students are searching for models of teaching from this activity; through sharing information about appropriate and inappropriate practices of English lesson, students are expected to *synthesize* good practices from several observed teachers into one whole proper teaching of their own.

Extract 4:

> *In the end of the presentation at least masing-masing kelas ini ibu asumsikan pernah mengamati tanda petik ya tiga guru utama yang pernah ikut langsung dulu waktu sekolah plus satu yang you amati langsung plus beberapa yang disumbangkan temannya.* Baru itu masuklah yang disuruh mengajar berdua-berdua. Ketika you mengajar berdua itu *sudah dengan bayangan oh ini bagus guru yang saya amati bidang ininya dan ininya gak bagus. So I use this ininya pake guru yang diamati dari temannya.* Itu the idea target yang ibu rencanakan dengan rpkps. So once again, you are searching for model of teaching dari sekolah-sekolah ini.

Even though the demand is extended to the level of creating, students are scaffolded to utilize their thinking skills starting from the remembering stage until the evaluating one. Students' *remembering* level of thinking is stimulated because they are supposed to give clear description of the observed case and recall the statement and relate what happens during observation with what they have learned from the materials.

For students' *understanding*, it is also required as they are asked to explain the reason behind their claims whether or not the observed lesson is appropriately conducted (reasoning), put references and details to support their argument (paraphrasing/restating), and provide examples from what happened in the observed lesson that they think is inappropriate so that the audience can get clear insight of it (exemplifying). *Applying* is activated since students are to use knowledge from previous materials in giving; *analyzing* when they properly parse a whole lesson into each criteria as stated in the observation form and detecting inconsistencies or problems in the way teacher conducted the lesson or in the design itself; *evaluating* when students are asked to *judge* the appropriateness of each teaching stage based on standards 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 5:

you need to remember what you've done in your CMD, whether or not the teacher have led the students step by step. Firstly in CMD you learned that the teacher needs to present the material and the students need to be able to recognize the material. For the spoken text an indicator of recognizing will be indicated by the ability to pronounce again, to repeat the pronunciation of the expression presented in the video. Did it happen in the class or not. If it doesn't happen or if it happened then you may put your discussion here.

Extract 6:

How to analyze this mam.. in resources book that you have learned before going to school you have some ideas how to open the class, how to start an English class and then after you share what did the teacher do in the opening part, you may in claiming appropriate or inappropriate you need to support some details and some references. This is appropriate as I have read from this book that in opening an English class the teacher can do this and this.

Extract 7:

You will suggest for the better learning process. okay.. pada suggestion you boleh mulai if you were the teacher you will start by doing this, and this.. and then you will continue by doing that. If you also noted some sign posting yang tidak jelas you boleh katakan if you were the teacher after the set induction to enter the main delivery we will state this jadi discussionnya boleh di guide step by step dalam form pengamatannya okay.

Extract 8:

In the closing part. Itu ada homework misalnya. Itu boleh juga ada the instructions for the closing part is not clear. Tadi dikatakan abruptly, the teacher end the class abruptly karena sudah kehabisan waktu bahkan materinya juga dikatakan tidak varied, so as observer you can learn dimana tadi habisnya waktu so that when youre supposed to teach you can avoid hal-hal yang seharusnya tidak dilakukan terlalu banyak seperti tadi. Get my point dear?

Extract 9:

Jadi kalo misalkan gurunya hmm silent please, Ruth please be quiet or you have to stay outside the class jadi kata-kata yang seperti itu adalah kata-kata authority jadi guru yang menempatkan diri sebagai authoritarian. Boleh tidak mam seperti itu? Boleh jika itu diperlukan. Jadi dalam konteks itu terjadi yang mana kalian yang mengobservasi. get my point dear? Jadi cocok karena dia menggunakan ini, tidak cocok karena dia menggunakan ini.

(See appendix 2.c)

(More complete information for other two activities can be found in appendix 2.b, 2.d. and 2.e)

4.3.3 Cognitive Development Resulted from the Instructions

Cognitive development was found to occur to some students when carrying out the assessment projects which are observing an English lesson and final teaching performance. From the works of three groups and three students that are examined before and after the provision of specific instructions, two groups and two students generally showed an increase in the aspect of remembering (from 14 to 37 evidences), understanding (12 to 34), applying (12 to 26), analyzing (10 to 17), evaluating (8 to 11), and creating (4 to 5) while the others (group C and student

C) do not indicate significant development due to non-compliance to what is directed by the instructions (27 and 10 missed points after all complete instructions were provided; numbers by which are higher than the averages– see appendix 3c and 3h).

In analyzing the observed English Lesson, before the provision of specific instructions group A achieved 4 points and missed 17 points from what is demanded from the instruction and group B achieved 18 points and missed 12 points. After specific instructions were provided, however, group A's achievement becomes 14 and missed 7 points; and group B achieved 45 and missed 4 points.

It can be seen from the analysis result that students who presented their observation result in the first batch have not yet arrived at the level of analyzing. Especially with this instruction: "*you are free to present your observation result as long as information from the guidelines is included. It is only an overview and everybody can ask question",* most presenters just described what happened during observation as recorded in their observation form instead or arriving at the level of analyzing the observed lesson.

Extract 1:

From the guideline that we have set induction, opening the class. How do the teacher open the class? Greeting and praying. The teacher open the class by greeting and she said assalamualaikum and then okay good morning class how are you today and then students answer and fine too okay thank you.. and reviewing the lesson. Teacher mention they have already discuss about item for mid test and she said like yesterday last meeting you has already finished discuss about items for evaluating for mid semester test. And for stating objective teacher engage students by asking questions do you like cooking and she said today they were going to learn about procedure text. [transcription 150324-3/group A]

Extract 2:

The topic when we observed there is about daily activity. The teacher is Mr. Heri. Okay first I will describe how the teacher open 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 150324-2/group B]

Even though most first presenters are able to provide descriptions as it only requires them to recall the information, understand which part belongs to which category, and restate it; they are not yet able to decide the appropriateness. Most of them do not give reason as to why they think it is appropriate; some do explain their reasoning but it is too irrelevant with what they have discussed in previous meetings. Some of the presenters even skip this part and stop at the stage of describing.

Extract 4:

Did the teacher use explicit statement in moving from set induction to main lesson delivery? We think that the teacher use explicit statement. What is the statement? Today we are going to learn about procedure text. Was it appropriate in terms of pronunciation intonation and structure? We think it's appropriate enough. [group A]

Extract 5:

And then I think it is appropriate because when opening the class teacher should be open the class with the free content like that like greeting check attendance and then reviewing the lesson and stating the objective of the class I think it is appropriate. [group A]

Extract 6:

Did the teacher start with highly motivating activity? what is the activity? the teacher start with highly motivating activity before starting the lesson. Did the teacher utilize students' prior knowledge? [group A]

There are even some points where their claims of appropriateness are incorrect. It indicates that they do not really connect to their prior knowledge in

comparing between how the real practiced lesson is conducted and how the ideal should be as they learned in previous meetings and courses.

Extract 7:

Did the teacher encourage the students to know better about the language focus? Yes by repeating the definition of procedure text, the purpose of the text and also the function of connective words, and action verbs. Was it appropriate? Yes it was appropriate. [group A]

Due to these rather unsatisfying performances, the lecturer then provide follow-up instructions as what have been disclosed in finding 1. As more specific expectations, strategies, and directions are communicated, it is found that in the next batch of the presentation sessions, several performances do experience some gains in quality.

In presenting the result, clearer descriptions are provided by the presenters in the next meeting. In evaluating the appropriateness of the observed lesson, their reasoning also becomes relevant with the previous discussion. They even include the source in which they base their reasoning on.

Extract 9:

The teacher opened the class by reminding the students about the tasks that the teacher has assigned a week ago before the seniors' try out. Also, the teacher talked about the mid-term test they would face next week. The teacher didn't greet or ask students to pray because she started the class by reminding them about the task and the mid-term test. She said "how you got the announcement about mid-term?" and "I hope you give the best in midterm." It shows that the teacher has been a supportive. The teacher herself didn't review the lesson they have learned last meeting, because she just reminding them about the tasks and mid-term test. She said "have you finished your homework?" [transcription 150331-3/ group A.2]

Extract 10:

In the main part of the lesson delivery, the teacher gave opportunities to the students to deal with language and practice it. 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. She used the people's name Daniel to encourage students to participate in the classroom and to support student to practice the language that he knew. 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.

In the case of students' written report, it has been specifically told that even students who did not do well on the performance can still make it up in the report form. Therefore, students who presented before the provision of specific instructions can make use of directions delivered during those sessions to revise their observation result reporting. It is found that first batch performers also represent cognitive development on some parts of their reports as the following.

Extract.11:

2.2 Lesson Delivery

Beginning Part of Lesson Delivery	1. Did the teacher use [explicit leading statement] to move from the set introduction to the Lesson Delivery? a. **Yes** b. No a. What was the statement? [Now we are going to learn about daily activity. Let's practice, reading together, let's move on to] b. Was it appropriate in terms of its pronunciation, intonation, stress or the structure? No it was not. In terms of pronunciation, stress, intonation and structure, we got some mispronounce one of them is *often*. For the intonation the teacher didn't has a good intonation so the teacher can not get the attention from student. c. If it was not appropriate, what would be your suggested expression? Before teaching teacher should check how to pronounce the words by using dictionary or digital dictionary, because teacher is a role model for their students, once teacher mispronounce in front of his students, the students will copy that. Teacher should also use high and low intonation in appropriate expressions.

[ ] → C5 (1)   C1 (3)   C2 (1)

[P.IV.1- cut of written report of group B]

From the extract above, it can be seen that the group has broken down a lesson into its constructing part and properly put teacher's utterance "now we are going to learn about daily activity. Let's practice, reading together, and let's move on to" under *explicit leading statement* category. It reflects that the group has reviewed again to the material discussing about signposting (as what has been suggested by the lecturer) because during performance, they seem to be still confused about what sign posting is.

Extract 12:

S1: Well, in this observation the teacher <u>didn't explain explicitly the statement to move from set induction to lesson delivery</u> and then-
L: so that means there is no signposting explained by the teacher? Are you familiar with signposting?
S1: yes
L: so there's no signposting?
S2: ada sih mam
L: oh ada? What is the expression?
S2: Let's move to the next part [transcription 150324-2]

Therefore, it can be concluded that students' understanding have been extended from the performance and their revised report. In addition, the group also use the knowledge obtained in previous discussion about the role of teacher (about teacher being a role model for the students). Therefore, it can be said that they have recalled the information and have restated well it to make up this suggestion.

Extract 13:

5. Did the teacher encourage the students to know better or more about the text focus   a. **Yes** b.No
    a. How? First, the teacher show the full text of the daily activity, then he show the verbs and adverb of time of the daily activity. and he drill the students by giving them an exercise
    b. Was it appropriate? Yes, it was. It can be illustrated by the teacher show the dialogue text about daily activity on the screen, and then he highlighted the verbs and italics the adverb of time of the daily activity. Despite of the aims is to teach present tense in the topic of daily activity, the adding of adverb of time would also add students' knowledge to know better about the text focus, that in daily activity you not only have to put present tense verbs (v1) as your predicate but also you can add the adverb of time too make your sentence more specific. After that he drilled the students by reading aloud the dialogue in turn and repeating the expression that used in the dialogue. He also taught students how to make affirmative, negative and interrogative sentence using present tense then do some drilling using different subject but the same verbs such as *"He has lunch together, They have lunch together. He doesn't have lunch together, they don't have lunch together. Does he have lunch together? Do they have lunch together? "*. Thus, the way of the teacher encouraged the students to know better or more about the text focus was appropriate because it through some stages such as recognize, identify and apply which has been explained in the previous sentences. ⟶ (2(3), C2(2), C1C3) , C5(1)
    c. If it was not appropriate, what would the suggestion for doing this?

[P.4.2- cut of written report of group B]

   This cut represents that the group has used information they obtained from CMD course that in exposing students to language focus, the step should be gradually increasing in accordance to Bloom's taxonomy. Therefore, they describe what the teacher did and analyze which step is which based on what they know about the taxonomy and make judgment based on the result of their analysis. In this way, cognitive process of recalling, understanding, applying, analyzing, and evaluating are activated at one. This is an increase from their previous performance

which only describes what the observed teacher did without making the evaluation at all.

(More complete information about this point can be found in appendix 3)

However, it is found that not all students experience cognitive development even though they have received the same assistance with students whose cognitive abilities are developed. In the case of group C, their final observation report does not really follow what has been instructed during previous three meetings.

Extract 1:

> How did the teacher open the class: (1) greeting and praying: teacher greeted the students, introduces us, and checked the attendance; (2) reviewing the lesson: we cannot said that she reviewed the lesson because she only asked students comprehension of the last subject but did not explain any further; (3) stating the objective: the teacher stated the objective clearly. [group C observation report]

From the above extract, it can be seen that the group does not provide clear description of the observed case; as well as gives no complete reasoning along with the example and connects their previous knowledge to make the claim. They do not include the classroom language used in describing the observed case. Whereas, the lecturer has instructed explicitly that students should *catch the teacher's statements* and preceding presenters mostly include the used classroom language to make the description clearer. The group also claimed that the objective is clearly stated but based on what they did not elaborate and did not provide example. They also did not take it as problematic that the observed teacher did not do the reviewing in opening the class. Therefore, it can be said that the group also failed to detect the problem or inconsistencies of the observed case and classify which practice belong

to good practices and which one is not (more complete analysis on this is available in appendix 3.c).

4.4 Discussions

Instructions are powerful means to drive students' learning (Wipper, 2014). It is revealed that even among seven others means such as teacher's feedback and students' social background, the effect size that instructions have is among the highest. Therefore, it is important to maintain the effectiveness of the instructions instead of providing them without considerations.

In this study, it has been described how the lecturers in ELTM 2 course provide instructions for each learning activity. As revealed in the findings, most of the instructions do inform about the expectations, procedures, strategies, and directions for students in carrying out the learning activities or in building the portfolio contents. Those are proven beneficial as it has been revealed that there is increase in quality between students' performance before and after the provision of the instructions (despite few students who do not show this). It is also found that among six activities in ELTM 2 course, the instructions provided by lecturers extend the cognitive work from what is planned in RPKPS on the first and third activity, maintain the cognitive work on the second, fifth, and sixth activity, and reduce the cognitive work on the fourth activity.

It is also revealed that most instructional strategies that lecturers use are in line with those which are proposed by scholars and proven effective by a number of researches. For the almost all the activities except the individual teaching and

final performance, students are instructed to work collaboratively with their peers. This practice is agreed by social constructivism perspective which embraces theories that focus on how people work together to create new knowledge (Ormrod, 2012, p. 155). It is claimed that increased interactions and involvement on the part of the learners can lead students to higher levels of cognition (Brinner, 1999). The famous claim of Vygotsky supports that there is a gap between students' actual and potential development (ZPD), and guidance from more knowledgeable others can help reducing this very distance (Vygotsky, 1978, p. 76). Therefore, the instructions that lead students to work collaboratively in developing and realizing understanding is recommended to be practiced by other instructors as well.

In developing understanding, students are not only required to work in group but they also have to perform several cognitive processes in doing the tasks. In the reviewing English knowledge activity, despite the cognitive demand which is originally remembering and understanding, students are asked to perform beyond them such as using what they have understood in making the suggested way of teaching the unit and evaluating the clarity of their peers' presentations. Students are also asked to present again what they have understood from the materials, which is beneficial as "instruction is more effective when it encourages students to elaborate on what they are learning. Many classroom activities can potentially promote student elaboration of classroom subject matter. For example, asking students to talk about a topic, perhaps within the context of a class discussion or cooperative learning activity, almost forces them to do something (mentally) with the material" (Ormrod, 2012, p. 212).

The same also occurs in the observing English lesson activity, which originally demands students to apply the knowledge obtained from previous meetings to reflect on the real practiced English lesson. However, the demand is extended to students breaking down a whole lesson into its parts and evaluating the appropriateness of each one of them. Even though the demand is increased, the directions of what students should do in meeting the demand is also provided by the instructions. This is in line with the suggestion from the study of Monte Sano (2008) that "students cannot be left alone to analyze – teachers provide instruction to help students understand what it means to analyze and to help them begin to do this work" (in Benko, 2012, p. 43).

Instructions that require students to fill the KWLW chart for introducing the topic of English lesson, teacher's functions, and teaching and classroom management skills is also included as one of the nine *high-yield instructional strategies* identified through a meta-analysis of over 100 independent studies by Marzano (2001). Because students are required to state what they know about the topics prior reading the materials, what they have understood thanks to the materials, and what they want to know more that is not available in materials, this KWLW chart can be identified as advance organizer. Ormrod (2012, p. 212), "effective instruction includes prior knowledge activation: It begins with what students already know and continues to remind students of additional things they know that relate to the topic at hand." Marzano (2007, p. 32) added that directing students into thinking about the content students will encounter in a critical-input experience will be beneficial even for students who do not have a lot of background

knowledge about the topic in the first place. For this reason, Meyer (2003) even claimed that the use of advance organizer will not only lead to enhanced comprehension but also for transfer.

In summary, it can be seen that instructions provided in ELTM 2 course do lead students to construct their own knowledge instead of merely receiving it into acquisition and they also do involve students into using higher levels of thinking which is represented in maintenance or even extension of cognitive demand of the activities and tasks. This practice then is in favor with theory of constructivism that considers learning as "essentially an act of cognitive construction on the part of the learner" (Schmidt, 1995, p. 248). The involvement of students to actively engage higher levels of thinking is also favored by information processing theory which sees that practicing the thinking abilities can lead to cognitive development (Fischer et al., 2003, p. 40) or as Schacter (2009, p. 6) defined as the rise in capability to think and to understand.

4.4 Limitations

The study only revealed the evidence on learning experiences that are related with development in cognitive domain instead of completely on affective and psychomotor domain. This is due to the theory adopted in this study which concerns with cognitive development led by the instructions (Vygotsky, 1978).