

CHAPTER V

CONCLUSION AND RECOMMENDATION

5.1 Conclusions

This study was aimed to find out the instructions that are provided for students in ELTM 2 course, the levels of thinking that are stimulated by the instructions, and the evidences if the given instructions do lead students to their development in cognitive domain. Through coding the lecturer's statements that inform about what students are expected to do and how to meet the expectation based on elements of instructions mentioned by Walsh (2011), Scriver (2012), and Amalsaleh (2010) as the categories, it was found that the delivered instructions in all activities contain elements necessary to be informed for the students in carrying out their learning which include overview of the activity (16%), the outcomes (7%), procedures (3%), strategy (28%), and directions (19%). It shows striking difference with instructions stated in SPTLA that mostly inform only about the expectations (41% overview; 38% outcome; 17% procedure) without sufficient guidance about how to meet the expectations (4% strategy and 0% direction).

After analyzing what those instructions lead the students to do according to the Revised Bloom's taxonomy, those elements are also found to activate students' thinking skills in the area of *remember* (20 instructions), *understand* (40), *apply* (39), *analyze* (23), *evaluate* (19), and *create* (10) and to have resulted in cognitive development for two groups of students in reporting their observation result and two students in carrying out their final performances; and no significant

development for one group and one student sampled in this study. 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).

From the result of this study, it can be concluded that instructions that inform students about the expectation from a learning activity or task and that give directions for them to meet the expectation is able to enhance their cognitive ability. It is found that in all activities, through provision of instructions that do not only help students realizing what they are supposed to perform but also how to do the performances (finding 1); and direct students to practice their thinking skills from the lower levels to the higher ones (finding 2), it is proved beneficial as the evidence showed that there was a rise in quality for students who perform with specific instructions compared to students without them– despite few students who are not influenced by the assistance provided in the instructions (see finding 3).

Recommendation:

Even though this study do not focus on explaining the phenomenon where instructions fail to lead development on few students, the fact that there are instances where the instructions do not influence the performances of those students lead the researcher to at least recommend the lecturers to refer on guidelines of

giving instructions provided by teaching book from scholars. It is claimed that quality instructions will be those which are well-prepared with suitable use of words and illustrations, brief and clear, delivered more than once when students are paying attention so that they are able to restate the instructions in their own words reflecting their understanding (Ur, 2006; Harmer, 2001). Relating to the observation result, researcher found that there are only few instances captured where students are asked to repeat what is instructed to them. Therefore, checking students' understanding beyond yes/no questions needs to be practiced more often. Differentiated instructions also need to be provided especially for students who show any indications that they are not doing well in their learning or may have difficulties in following the instructions because differentiated instruction has been supported by extensive literature on learning to be a "promising approach for supporting the diverse needs of students" (Tomlinson, 1999).

However, in order to get the exact reason behind the failure of instructions on some students, analysis on the form and delivery of the instructions as well as seeking how students perceive the instructions are recommended to be carried out by using SFL and interviews on such students to be presented in another descriptive research in the near future.