

CHAPTER I

INTRODUCTION

1.1. Background of the study

Teacher's talk is crucial in the learning processes. The way that teachers talk to the students –the manner in which they interact with them –is one of the crucial teacher's skills (Harmer 1998, p.15). Teachers are supposed to facilitate their students by clear statements during the interaction's class. The interactions between teacher and students are needed to create the learning process to be meaningful learning in order to achieve the expected goals.

One of the interactions class between teacher and students happens when the teacher gives instruction to the students. It is one of the teacher's talk or language which usually provides preceding learning activities and tasks that students are about to carry out. It is a series of directives that are possibly combined with explanation in order to get students to do certain activities (Watson 2008, p.26). It requires teacher to direct the students by explaining what they are supposed to perform and what they are expected to do in the meeting. Such a thing would happen as expected if the teacher provides good and clear instructions.

Providing good instructions is a technique needs to be mastered by the teacher since it is an essential element in teaching learning (Nudinia2015, cited in Haycraft, 1978, p.6-8). If the teacher doesn't provide a good instruction, it just waste of time because the students don't understand what it is they are supposed to do (Harmer, 1998,p. 16).

Providing good and clear instructions create effective instructions. Somehow, it needs to be carefully prepared and clearly articulated. If instructions are not effectively and clearly formulated, there will be a number of students who will simply not have assimilated what is to be done or have only caught part of the information (Rhalmi, 2010). Any failure to hear or understand teacher's instructions will undoubtedly result in many unwanted behavior.

Understanding the teacher's instructions effectively can lead students to their level of thinking. Teacher poses instructions to engage students' levels of thinking on the lesson they're discussed in their learning process. As a result, teacher needs to set or formulate tests as measurement tool. By giving the tests, teachers may know how far students have understood the materials given by the teacher. The instructions of the tests also should be provided in the form of levels of thinking.

In order to make sure teachers are promoting students' levels of thinking by providing good instructions; they rely on classification systems or taxonomies. So far, the most popular system for classifying level of thinking

is Bloom's Taxonomy. The teachers carrying out and matching the instructions with verbs stated in Bloom's Taxonomy to represent the students' thinking level. Bloom (1956) developed a hierarchical of thinking which called Bloom's Taxonomy, it is consist of (1) knowledge, (2) comprehension, (3) application, (4) analysis, (5) synthesis, and (6) evaluation. It is categorized from lower thinking to higher thinking. Later, Anderson revised the taxonomy by calling it as Revised Bloom's Taxonomy, it is also divided into six parts which are (1) remember, (2) understand, (3) apply, (4) analyze, (5) evaluate, and (6) create.

In relation to the levels of thinking, there are several previous studies about the relation between instructions and levels of thinking. Several researchers concerned about teacher's instruction which promote students' levels of thinking. First, was conducted by KurniasihDwiOktaviani (2015) which studied about the level of thinking that are stimulated by the lecturer's instruction. Her research implied that in all activities, instructions that emerge during the learning process do not only help students realizing what they are supposed to perform but also how to do the performances; and direct students to practice their thinking skills from the lower levels to the higher levels. She found that in her research, the thinking skills understanding (31%) and applying (24%) that are mostly simulated by the instructions implied the realization of the ELTM 2 course objective which is enabling students to gain

knowledge on teaching English and be competent in running an English lesson.

Another similar case by NoviaWistaNudinia (2015) , her study was aimed to describe instructions which accommodate cognitive, psychomotor, and affective domain in student's learning experiences. It found in cognitive domain, result showed that teachers focused in accommodating students' understanding (46%) towards the subject learnt in the classroom.

From those previous studies, it shows that instructions promote student's levels of thinking. Mentioning in Oktaviani (2015, p. 4 cited in Childs and Ryan 2003, p.1), teacher's instructions can signify the thinking level demanded in a learning activity or task and clarify what it is that students are supposed to do in completing task. However, teachers' instruction need to be planned as well as clearly articulated when deliver it. So the students understand what they are supposed to do.

Based on the situation above, this paper is intended to investigate how teachers stimulate their instructions to promote students' levels of thinking. The focus is more on describing what are the instructions are and analyzing the thinking skill stimulated by the instructions.

Therefore, based on the justification above this descriptive qualitative study focused on answering these following questions:

1.2. Research Question

Based on the background discussed previously, this study focuses on:

- a. What types of instructions does the teacher give to the students in the class?
- b. What levels of thinking are promoted in the instruction?

1.3. Purpose of the Study

The purpose of this study is to describe the types of instruction and to investigate teacher's instructions which promote the students in carrying out learning activities and tasks by describing what the provided instructions and types of instruction are and analyzing the students' levels of thinking promoted by the teacher's instructions.

1.4. Scope of the study

The focus of this study was describing and analyzing instructions which represent their two basic functions which are indicating what the students are expected to do and clarifying how to meet the expectations. The instructions are limited to the spoken instructions that can promote student's levels of thinking. The researcher discussed the teacher's instructions with the levels of thinking dimension of Revised Bloom's Taxonomy.

1.5. Significance of the Study

This study is significant for English teachers, future English teachers, and the researcher. It is expected to give contribution to the teacher in

considering the form of instructions that h/she can use to stimulate students' level of thinking. For English teacher, it can give empirical data on how instructions should be provided to promote and optimize student's learning. The data can also become as a mean for reflecting their instructional practices to be considered in refining the program development. For future English teachers, the research data and findings can lead them to gain knowledge about planning and using instructions that would be needed for their future teaching skills. For the researcher, conducting a deep classroom observation in two classrooms of tenth grades in the second semester can give a clear picture on instructional practices that can sharpen her ideas on teaching and learning.