

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter presents the result of data analysis that had been conducted to answer the research questions as outlined in the first chapter. The research questions as follows:

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

4.1 Findings

4.1.1. Teacher's Instruction Analysis

The Instructions conducted by one teacher in two classes with different program (Social and Science). The instructions were classified into three major categories suggested by Holmes (1983). They were imperative, interrogative, and declarative. Each category was broken down into several forms. They were *base form of verb, you + imperative, present participle form of verb, verb-ellipsis, imperative + modifier, let + first person pronoun, modals, non-modals, embedded agent, and hints.*

From the analysis of classroom data, it was shown that the teacher delivered 314 instructions. The result showed that the teacher mostly used imperative in giving instruction in their teaching learning process.

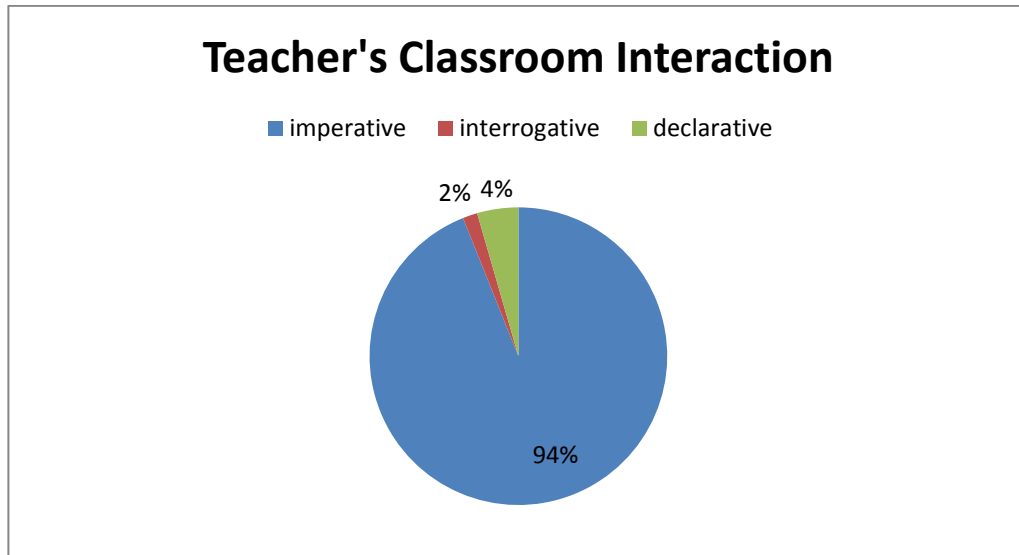


Chart 4.1. Distribution of Teacher's Instruction

The Chart showed that the teacher delivered 314 instructions. Those 314 instructions were categorized based on Holmes' teacher forms of instruction (See Appendix 4). The analysis showed that the teacher delivered 294 instructions (94%) on imperative form. The next was 5 instructions (2%) on interrogative form, and the least was 14 instructions (4%) on declarative form. This is also in line with previous studies which found that imperative form is the most frequently used.

4.1.1.1. Imperative

Imperative is an explicit language to get students to do certain activity. It was the most frequent teacher's instruction form that appeared in the data which is 294 (98 %) from total 314 of teacher's instruction in the classroom was imperative. Imperative has 6 sub categories; *base form of verb*, *you + imperative*, *present participle form of verb*, *verb-ellipsis*, *imperative + modifier*, *let + first person pronoun* (Holmes, 1983).

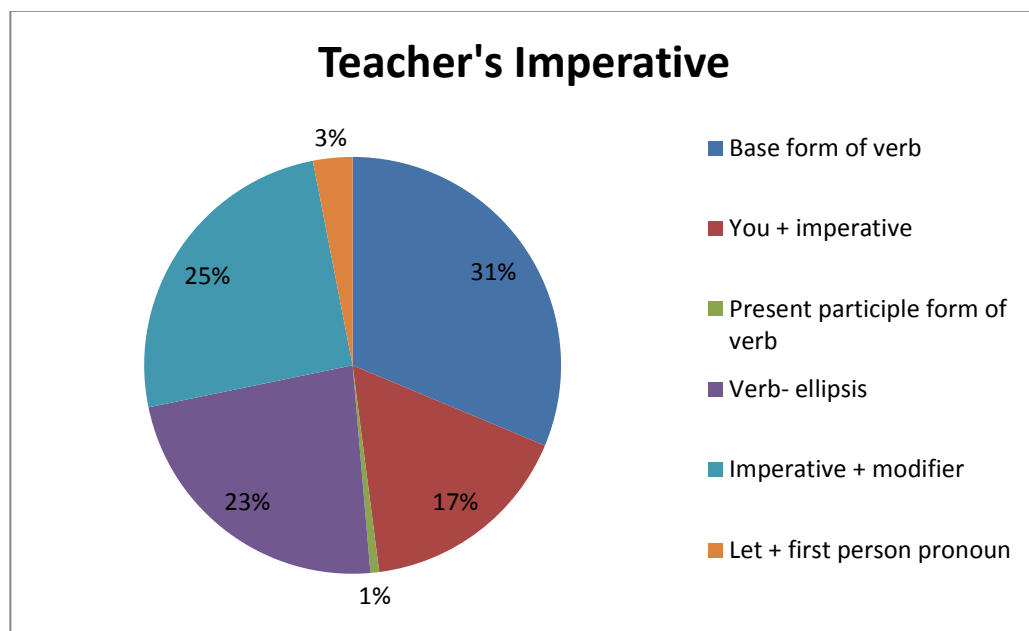


Chart. 4.2. Distribution of Teacher's Imperatives

The diagram showed that the teacher mostly used *base form of verb* (31%) in giving instructions in the classroom. While *present participle form of verb*(1%) was the most rare used in giving instructions.

a) Base form of verb

This kind of form is the simplest. It was delivered explicitly to avoid any misunderstanding. It can be exemplified by 'Listen', the most frequently occurring imperative form of the data. The teacher delivered this form 92 times (31%). The following extracts show how *base form of verb* was used in the classroom.

Extract 1 (2-4, Observation 3)

T : *Good morning!, yes **have a sit.***

Ss : (sit down)

The extract showed that teacher explicitly asked students to sit down when the teacher greeted them. The instruction has clear and exact meaning, so students can understand what the teacher meant.

b) You + imperative

"You" in this form is used to address either to a small group of students or to individual. It can be used to add emphasis to the instruction. This form was used by the teacher for 49 times (17%). Here are some extract that describe how *you + imperative* was used by the teacher.

Extract 2 (13, Observation 3)

S1 : *we are not ready mam.*

T : *Ah enggak. Ayo ready or not ready **you come to in front of the class!***

Extract 3 (43, Observation 3)

Ss : *(make a noise)*

T : *Hey dengerin dong. **You must listen to your friends!***

Ss : *iya mam. (silent)*

c) Present participle form of verb

The result of four meetings observation showed that the teacher delivered 2 (1%) present participle forms of verb in the teaching learning process. The following extracts show how *present participle form of verb* was used in the classroom.

Extract 4 (23, Observation 1)

T : *greetings Good morning, good afternoon whatever.
Cobaulangulandariawal.*

S : *dariawal mam?*

T : *Iyadariawal.*

Extract 5 (99, Observation 1)

T : *Ok, standing five persons! Different person*

Ss : *(4 persons stand up)*

d) Verb-ellipsis

Verb-ellipsis is used by eliminating the verb and directed to the noun. This form of instruction was less frequent than *base form of verb*. The teacher delivered 68 instructions (23%) on *verb-ellipsis* form. The following extracts show how *verb-ellipsis* was used in the learning process.

Extract 6 (46, Observation 1)

T : *Ok. Lanjut. One more ya!. Ayo one more! One for one group.Ya, oke Indah silahkan.*

S1 : *iya mam*

The extract showed that *verb-ellipsis* was mostly used in teaching learning process to call students to present task. Teacher eliminated the ‘verb’ and directly called them by their name or group name, like ‘Indah’, ‘Fourth group’, etc.

e) Imperative + modifier

Holmes (1983) suggested that teacher used post-modifier like ‘please’, address forms, modal tags, and ‘OK’ after the imperatives. On the contrary, the word ‘please’ was mostly used by teacher as pre-modifier. The function was to soften the directives. Here is the extract that describes *you + imperative* was used in the classroom. the teacher delivered 74 (25%) instructions of this form.

Extract 7 (113-115, Observation 1)

T : *Yes, come on, please. I think you can do better than before. Bianca denganAlvian, ituambildua dialog atautiga dialog coba.*

S1 : *yang mana mam?*

T : *depend on you aja.*

f) Let + First person pronoun

The word “let’s” is used to suggest solidarity rather than power. The teacher delivered 9 (3%) instructions during the teaching and learning process. the following extract show how *let+ first person pronoun* was used by the teacher.

Extract 8 (66, Observation 1)

T : *Ayo cobakitaliatdulumungkin yang kesatudankedua. One or two dialogue. Ayo, cobakitaliatduluantara Selma danjuan, silahkan!*

S1 : *yang mana mam?*

T : *yang adaexpresinyalah.*

The extract showed that the teacher used *let+first personpronoun* to command student to do something together, like watching or pay attention to something.

4.1.1.2. Interrogative

Holmes (1983) claimed that this form of instruction is less powerful to get students to do something. Interrogative form was the least frequent data (2%) found in the classroom. The teacher only delivered 5 instructions on interrogative form during the teaching and learning process. Holmes (1983) classified interrogative into two forms : modals and non-modal.

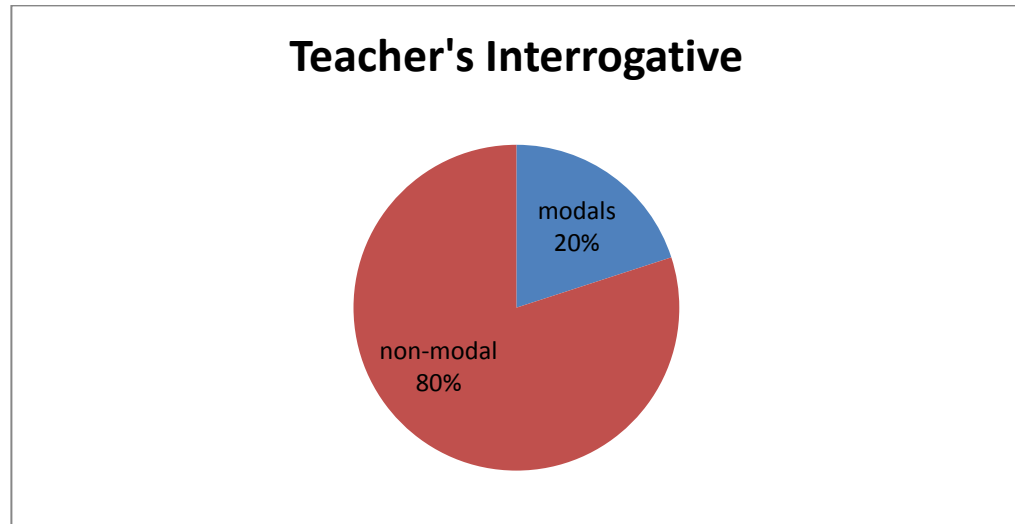


Chart 4.3. Distribution of Teacher's Interrogative

a) Modals

The result of 4 meetings observation showed that the teacher only deliver one (20%) instruction on interrogative form during her teaching and learning process. This form contains 'can', 'could', or 'would'. Modals is usually used to address an individual. Here are the extract that describe how modals was used in the classroom.

Extract 9 (134, Observation 4)

T : *can you louder please?*
 S1 : *(continue the performance)*

The extract showed that the teacher used interrogative structure functioning as directive. The teacher used 'can' and added 'you' to address specific student.

b) Non-modal

Holmes (1983) claimed that the *non-modal* sometimes contains implicit meaning from the teacher. This form is not commanding enough to get the students into actions. The teacher delivered this form 4 (80%) times during the observation. The following extract will show you how *non-modal* used by the teacher.

Extract 10 (2, Observation 4)

T : *Andiayomasuk!, eh tungguinigimanamejanya?*

S1 : *(straightening table)*

The extract showed how teacher tried to make particular student to tidy up the table position before the class begin (using interrogative form).

4.1.1.3 Declarative

Declarative forms were relatively common in the classroom. The teacher delivered 14 instructions (4%) on declarative form. There are two categories in declarative form; embedded agent and hints (Holmes, 1983). The first one is delivered explicitly while the last one is delivered implicitly. The teacher delivered 5 embedded agent form and 9 hints form.

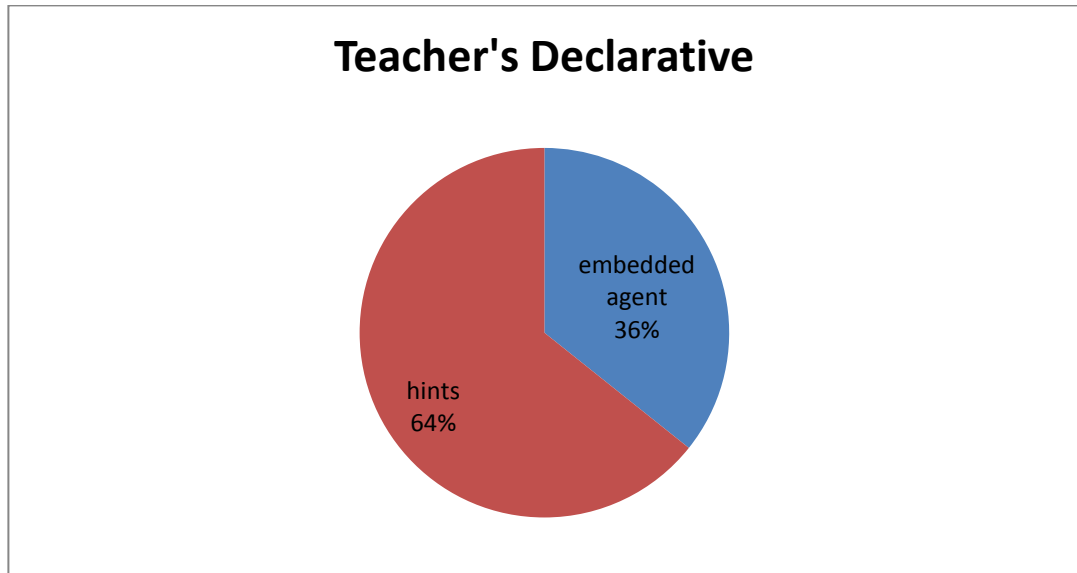


Chart 4.4. Distribution of Teacher's Declarative

The chart showed that the teacher mostly delivered Hints in the classroom (64%) and less frequently for embedded agent (36%).

a) Embedded agent

In this form, the required activity and the agent are said explicitly. And in most cases, teacher used 'I want you to..' or 'I'd like you to..' to get students into actions and minimized their interpretation. Here is an extract that showed the instruction in function as for embedded agent form.

Extract 11 (18-20, Observation 4)

T : *Cobasayamausemuanya stand up. I want to test you, you memorize gaktentangjanjisiswa. Cobangomongsekalitentangjanjisiswa.*

Ss : *JanjiSiswa*

Extract 11 showed that the teacher used “sayamausemuanya..” (translated as “ I want everybody”) and “I want to..” which is the characteristic of *embedded agent*.

b) Hints

Hints are the opposite of embedded agent. This requires hearer or students to infer what is being said by the speaker/teacher. As a result, students might be confused with the teacher’s instructions. It happened because teacher’s sentence conveyed an implication meaning. The following extract shows how hints was used in the learning process.

Extract 12 (64, Observation 4)

T : *yaudah cepetan mulai, speakernya gak kedengeran.*

S1 : *(increase the volume)*

The extract showed how the teacher used hints to command the student to make the sound louder.

4.1.2 Teacher's Instruction Analysis Based on Levels of Thinking

The result showed that not all the teacher's instructions delivered in the classroom were classified into levels of thinking. The teacher delivered 35 instructions promote students in levels of thinking. Those 35 instructions promote students levels of thinking suggested by Anderson,et.al (2001)

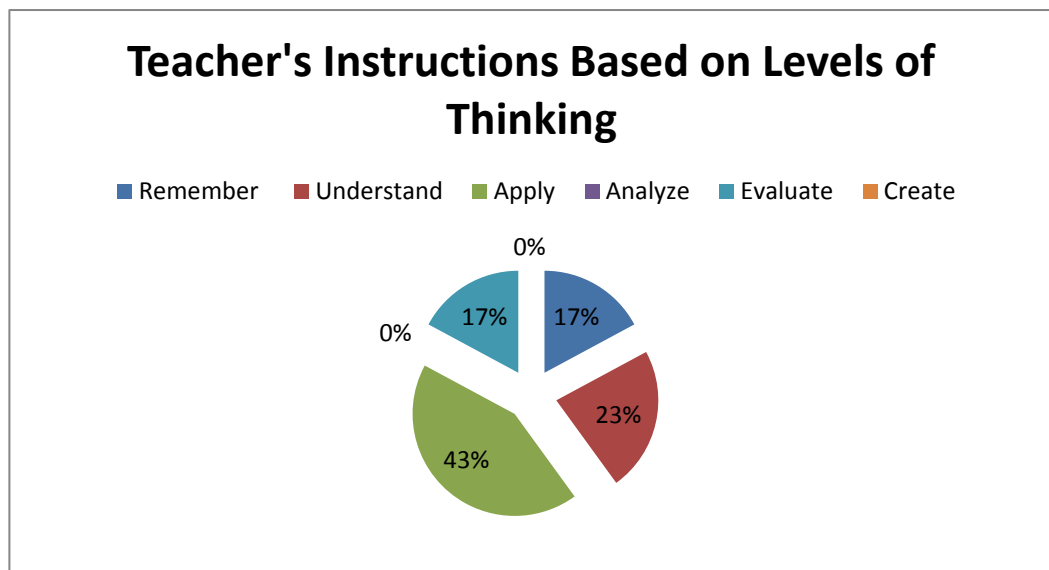


Chart 4.5. Distribution Teacher's Instructions Based on Levels of Thinking

From the chart, it can be seen that the teacher attempted to promote students' Applying towards learning materials by delivering instructions covering Applying level 15 times (43 %). The teacher delivered 8 (23%) instructions in Understand level, followed by 6 (17%) instructions in Remember level, and 6 (17%) instructions in Evaluate level. The following is the example of instructions in Apply level.

Extract 13 (47-48, Observation 1)

T : *Stand for five persons to give comment. You may speak in English ya.*

Ss : *yaah..mam.*

From the extract, the teacher clearly asked students to speak in English while they give their comment based on their opinion to the group who performed on that day. This required the student to apply English speaking skill while their deliver their comment. Even the verb doesn't representative as the verb Apply level provided in Bloom's taxonomy, but the context is classified into 'applying' level.

4.1.3. Teacher's Instructions in Promoting Levels of Thinking

From the analysis, five forms of instructions (*base form of verb, you +imperative, verb-ellipsis, imperative + modifier, and embedded agent*) were used by the teacher in promoting four levels of thinking. The levels were Remember, Understanding, Applying, and Evaluating.

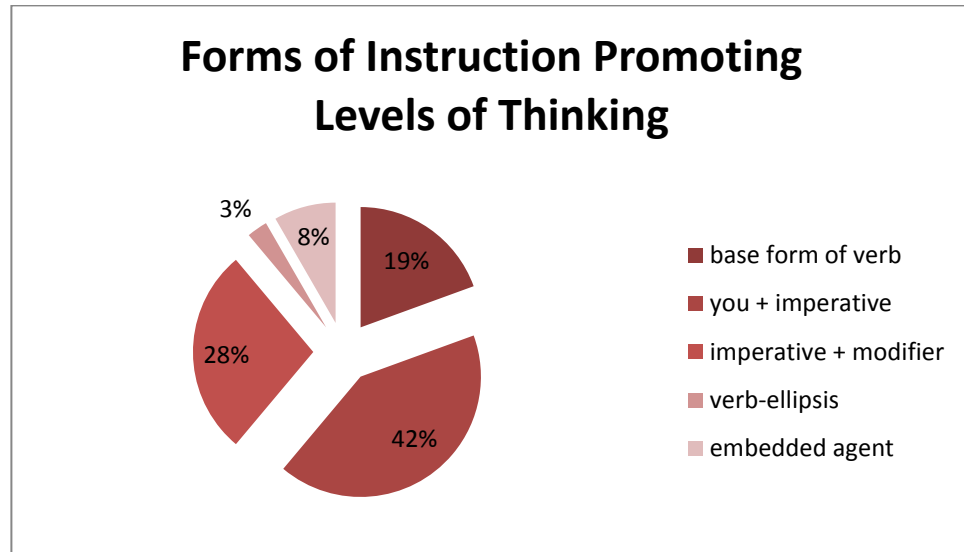


Chart 4.6. Distribution Forms of Instruction Promoting Levels of Thinking

The chart showed that the *you + imperative* form was the most dominant form. The teacher delivered 15 instructions (42%) on *you +imperative form*. It was followed by 10 (28%) instructions on *imperative + modifier* form, 7 instructions (19%) on *base form of verb form*, 3 instructions (8%) on *embedded agent form*, and 1 instruction (3%) on *verb ellipsis form*. The example of the most dominant form, *you + imperative*, used to accommodate Applying level is below.

Extract 14 (119-120, Observation 1)

T : *ya, stop! Coba kamu diulang amazingnya!*
 S1 : *(repeat)*

4.2. Discussions

Based on the findings, it was shown that all ten forms of instructions were delivered by the teachers. They were *base form of verb*, *you + imperative*, *present participle form of verb*, *verb-ellipsis*, *imperative + modifier*, *let + first person pronoun*, *modals*, *non-modals*, *embedded agent*, and *hints*. The result showed that the teacher mostly used imperative in giving instruction in their teaching learning process. The result showed that the teacher delivered 294 instructions (94%) on imperative form. The next was 5 instructions (2%) on interrogative form, and the least was 14 instructions (4%) on declarative form. This is also in line with previous studies which found that imperative form is the most frequently used, while for interrogative form is less frequent.

The result from imperative form showed that the teacher mostly used *base form of verb* (31%) in giving instructions in the classroom. While *present participle form of verb* (1%) was the most rare used in giving instructions. Thus findings also in line with previous study which found that *base form of verb* is the most frequent use by the teacher. This is mostly happened to the students who learn L2 acquisition because it is easier for them to understand the teacher's instructions as a simple form. While, *present participle form of verb* was the most rare used. Mentioned in Holmes' article entitled *Analysing New Zealand English in the Workplace*, the *present participle form of verb* many found in New Zealand English.

The levels of thinking were accommodated through five forms of instructions. Four levels were promoted by the teacher's instruction. The teacher attempted to promote students' Applying towards learning materials by delivering instructions covering Applying level 15 times (43 %). The teacher delivered 8 (23%) instructions in Understand level, followed by 6 (17%) instructions in Remember level, and 6 (17%) instructions in Evaluate level. This is not in line with previous studies which found that during the observation Understanding level is the most frequent use by the teacher, but this study showed that Applying level is the most frequent used by the teacher. This is because the teacher more promotes the students to apply their understanding.

The teacher delivered 35 levels of thinking instructions on 5 forms of instructions (base form of verb, you +imperative, verb-ellipsis, imperative + modifier, and embedded agent) with 15 instructions in total to promote Applying level. It showed that the teacher gave more attention in promoting students applying their understanding towards the topic. The data showed that the most dominant form, *you + imperative*(42%). This is happened because the teacher gave her command directly to someone to do something. In this context, "you" address to all students, small students, or an individual student. But during the observation, it found that the teacher referred to the individual student. It was followed by 10 (28%) instructions on *imperative + modifier* form, 7 instructions

(19%) on *base form of verb form*, 3 instructions (8%) on *embedded agent form*, and 1 instruction (3%) on *verb ellipsis form*.

4.3. Limitation

The researcher has the limitation to answer the research questions. First is, the frequency to do the classroom observation is still low. Second, when analyzing the teacher's instructions in the classroom, the researcher did not examine the students' responses since the point of this study is the teacher's instruction. And last, is the number of the teacher observed only one while there are more than one English teacher in that school.