

CHAPTER 1

INTRODUCTION

This chapter outlines the background of conducting the study, the focus, and the importance of the study for the related parties.

1.1 Background of the study

English in Indonesia has been part of the Indonesian government policy designed to integrate all four skills (listening, speaking, reading, and writing) and elements of language in English subject at senior high schools. The integration is for the reason that all senior high schools students are expected to be able to reach the educational objective as appeared in the third and fourth points of Kompetensi Inti for Senior High School, which are;

“KI 3. Memahami, menerapkan, dan menjelaskan pengetahuan faktual, konseptual, prosedural, dan metakognitif dalam ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah”

“KI 4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan” (Kementerian Pendidikan dan Kebudayaan: 2013).

The classroom interaction during the English language learning was recorded and transcribed to portray the classroom discourse. The transcribed instructions were put in the table to find the function and purpose. Then, it was analyzed the perspectives of the levels of thinking based on Bloom's Revised Taxonomy in order

to adopt Vygotsky's view that instructions can precede a lead to students' cognitive development (cited in Gredler, 2009: 327).

Harmer stated that interaction is one of factors which influence the teaching-learning process (2001: 167). Interaction plays significant roles in the language classroom since it can increase students' language store (Rivers, 1987: 4), strengthen the social relationship (Naimat, 2011: 672), develop communication skill and build up confidence (Thapa and Lin, 2013). Thus, it is essential for the teacher to manage and control the comprehensible input through the discourse in the classroom interaction. As Nunan pointed out that, "teachers play an important role in shaping classroom discourse and in maximizing opportunities for learning, and teacher talk is of crucial importance, not only for the organization of the classroom but also for the processes of L2 acquisitions" (1991: p. 189).

In the educational context, instruction is defined as process of teaching and the teacher's means to give purposeful directions for student learning (cited in Octaviani (2015, p. 9). Instructions that became the focus in the study were statements used to assist them in executing a task given or carrying out a learning activity. Instruction has two basic functions; to signify the thinking level required in a learning activity or task and to clarify what students are supposed to do in completing the task (Childs and Ryan, 2003: p. 1). Ur defined instruction as "the directions that are given for introduce a learning task which entails some measure of independent mental activity" (1991: p. 16). In line with Ur, Watson also defined instruction as a

series of directives, possibly mixed with explanations, questions and so on, which as a whole aim to get the students to do something (1997: p. 32). The experts above give different points of view on how instructions are carried out in the lesson however they agreed that instruction result on learning activity which stimulated students' cognitive process.

This study used Bloom's Revised Taxonomy in analyzing how learning activities demanded by instruction stimulated student's level of thinking. Learning activities are expected in gaining cognitive process proposed by Anderson and Krathwohl (2001). Revised Bloom's Taxonomy is used to fit the more outcome-focused modern education objectives by switching the names of the levels from nouns to active verbs (2002: 214). Consequently, the word knowledge was replaced with the word remembering. Also, the word comprehension and synthesis were re-titled to understanding and creating respectively, in order to better reflect the nature of the thinking defined in each category. The structure of the Revised Taxonomy provides a clear, goals, objectives, products, and activities (Krathwohl, 2002: 214-215). By using Bloom's Revised Taxonomy, teacher can plan activity that covers student's thinking at all levels. Further, teacher can consider kinds of instruction that result on stimulating student's level of thinking.

Regarding to stimulate students' level of thinking, giving instructions is needed to help students achieve the educational goal. It is in line with the core competency of education, as appeared in the third and fourth points of KI 3 and KI 4.

KI 3 contains the low-order thinking levels that in line with the Revised Bloom's Taxonomy, which h are Remembering, Understanding and Applying. KI 4 contains the high-order thinking levels that in line with the Revised Bloom's Taxonomy, which are Analyze, Evaluate and Create.

A number of studies have been published on this topic. A study of Emic analysis by Abhakorn concerned on how teacher-students' interaction develop thinking skills. The participant of his study was thirty seven junior high school students. He found that even the teacher-talks in classroom context only develop lower-order thinking skills of knowledge recall and information given, but there is still an interrelationship between patterns of teacher-talks and thinking skills development (Abhakorn, 2013: 120).

Jannati conducted a study about instructions to analyze the discourse variation used by in teacher's instruction based on Holmes (1982). She also analyzed the teacher's instructions that led to students' higher order thinking. From one-hundred eleven instructions that had been analyzed, twenty-one of them led to students' cognitive process. The result showed that the use of high-level instructions (create) still limited (2013: 49).

Octaviani also conducted a study on this topic in the classes of ELTM 2 course in ELESP UNJ. She analyzed the use of teacher's instructions in the two basic of functions, which were instructions to signify and to clarify. She then classified it based on Revised Bloom's Taxonomy. Further, she analyzed the students' responses to the teacher stimulation. The results showed that provision of instructions do not

only help students realizing what they are supposed to perform but also to do the performances (2015: 62).

Based on the explanation above, this study tried to analyze the frequency of teacher's instructions, also the student's level of thinking enabled by teacher's instructions.

1.2 Research Questions

Based on the background above, the study was conducted to answer the following research questions:

1. What are the purposes of the learning activities demanded by the instructions?
2. What levels of thinking are required to do the learning activities demanded by the instruction?

1.3 Purpose of the study

The aim of this study was to analyze the classroom discourse functioned as the teacher instructions during the classroom interaction, which was referred to the level of thinking based on Revised Bloom's Taxonomy.

1.4 Limitation of the study

The researcher limited the study on teacher discourse used during the classroom interaction, especially on giving instructions which were analyzed using Revised Bloom's Taxonomy.

1.5 Significance of the study

This study would be significant for teachers in giving an insight of what instructions would work well in stimulating students' level of thinking. For future

teachers, this study would help in portraying the real classroom activity, thus the future teacher could prepare well in being a good teacher. For the researcher, the study would give many impacts especially on sharpening her knowledge and developing her competence as future English teacher since the study focus in pedagogical course.