

CHAPTER 4

FINDINGS AND DISCUSSIONS

4.1 Data Description

This research was aimed at analyzing teacher's instructions in enabling student's level of thinking by portraying the whole classroom interaction, describing what the provided instructions are, and analyzing the level of thinking stimulated by the instructions.

This chapter presents the result of data analysis that had been 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 instructions?

4.2 Findings

4.2.1. Function and Purpose of Teacher's Instruction in Classroom Interaction

In answering the first research question of the study, the transcribed data of teacher's utterances were identified into the functions according to Childs and Ryan (2013), and were specified into some categories of purpose as mentioned by Scrivener (2012), Ur (1991), and Watson (1997). These were used as the basis for the researcher to seek the function and purpose of statement provided as instructions

which engage the students into the learning activities or tasks by explaining what they are expected to perform and what they have to do in the activity.

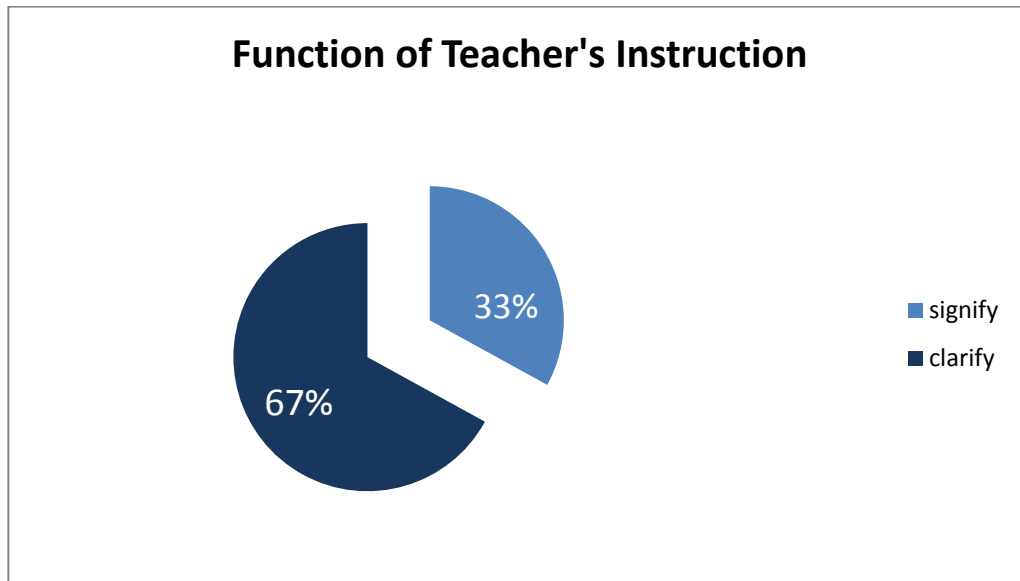


Chart 4.2.1 Function of Teacher's Instruction

The chart above tells that from the total 54 teacher's instruction in the classroom consist of 18 (33%) utterances of instruction functioned as signifying the and 36 (67%) utterances of instruction functioned as clarifying. Each function has different purposes that provided by the teacher to engage the students with the learning activity and task.

It was found that the purposes of teacher's instruction were varied. First, instruction delivered was aimed at overviewing the learning activity and task. The second, instruction delivered was aimed at conveying the expectation (outcome) of the task given. The third, instruction delivered was aimed at directing students with the do's and don'ts in carrying out the learning activity or task properly. The fourth,

instruction delivered was aimed at explaining the sequences in executing the learning activity or task. The fifth, instruction delivered was aimed at planning of accomplishing the sequence properly.

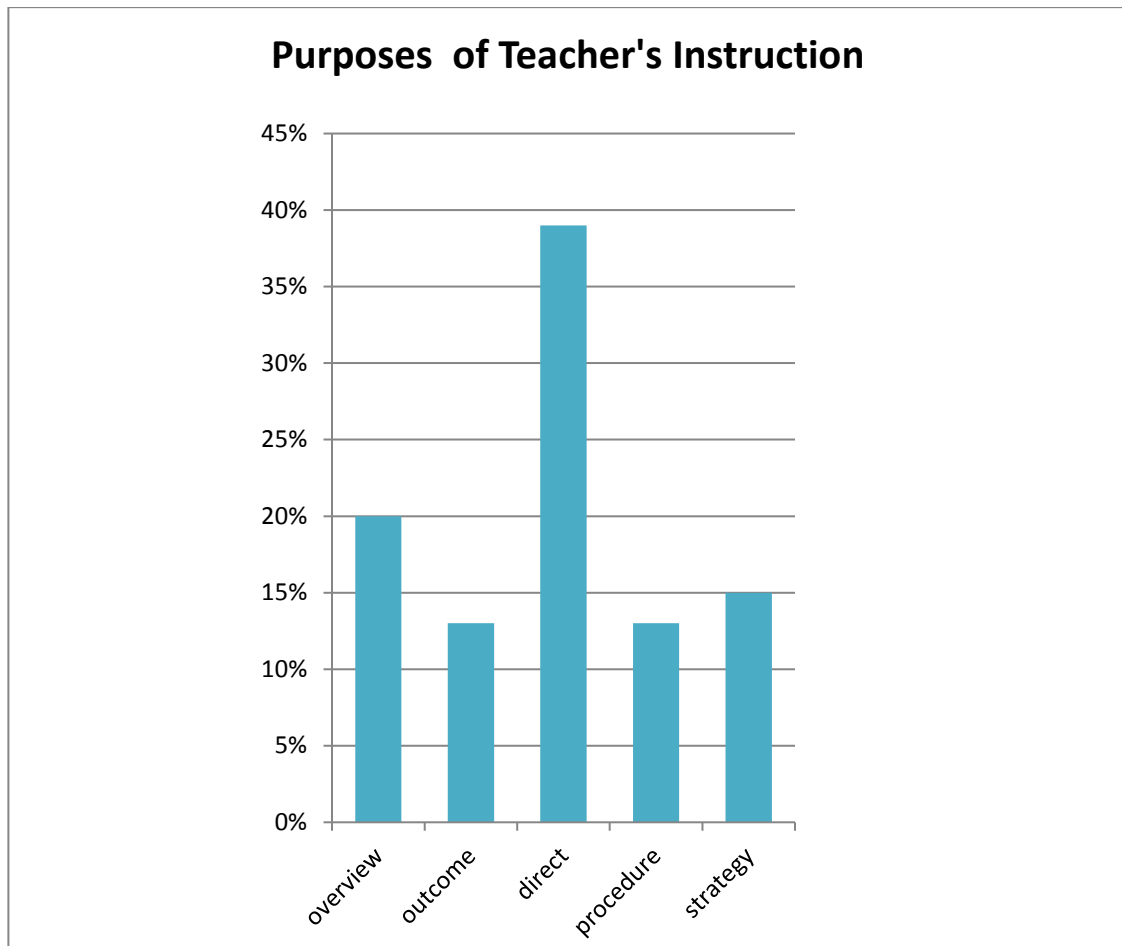


Table 4.2.1 Purposes of Teacher's Instruction

The chart showed that from 54 statements provided as instruction, the purposes were to overview appeared as 11 utterances (20%), to state the outcome as 7 utterances (13%), to direct as 21 utterances (39%), to explain the procedure as 7 utterances (13%), and to inform the strategy as 8 utterances (15%).

4.2.2 Types of Knowledge and Thinking Level Demanded by Instruction

In answering the second research question of the study the transcriptions of instructions provided by teacher were categorized based on Revised Bloom's Taxonomy (Anderson, 2011).

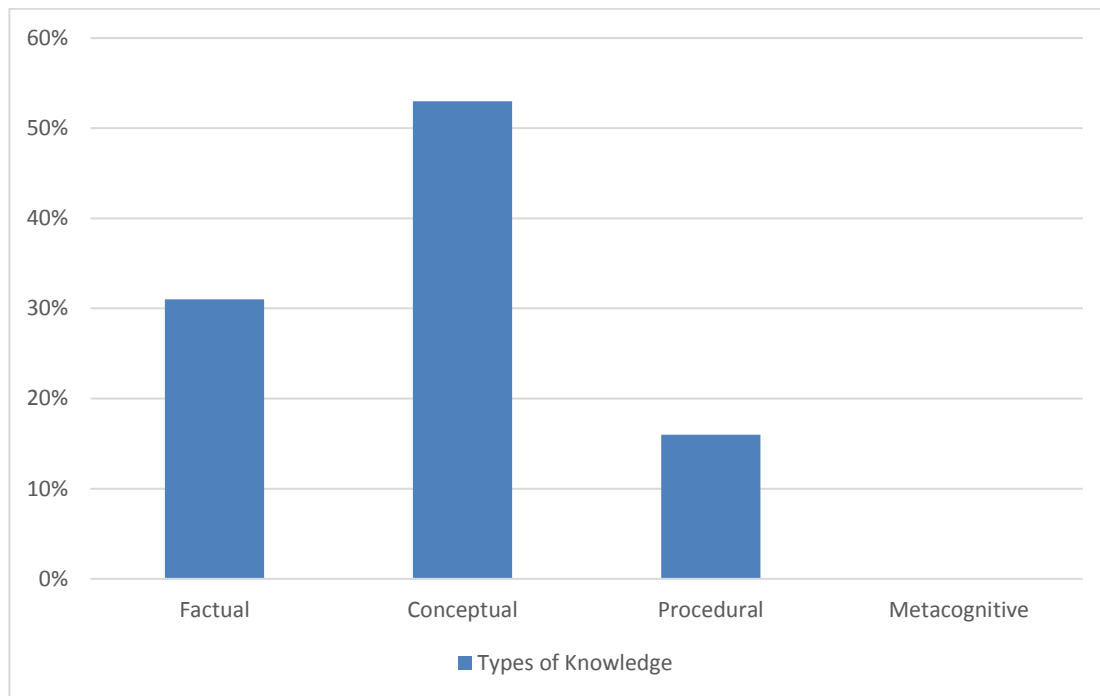


Chart 4.2.2 Types of Knowledge Do Students Gain Demanded by Instruction

From all the meetings, the students can gain three knowledge (knowledge dimension) demanded by the instruction: (1) factual knowledge, (2) conceptual knowledge, (3) procedural knowledge through understand, analyse, apply, evaluate cognitive processes.

From the analysis done, it was found that teacher's instructions stimulated the students' level of thinking. From 19 objectives of teachers' instructions, the percentage of each level stimulated is as follow; 7 objectives stimulated in the level

of Understand (37%), 3 objectives stimulated in the level of Apply (16%), 8 objectives stimulated in the level of Analyze (42%), 1 objectives stimulated in the level of Evaluate (5%).

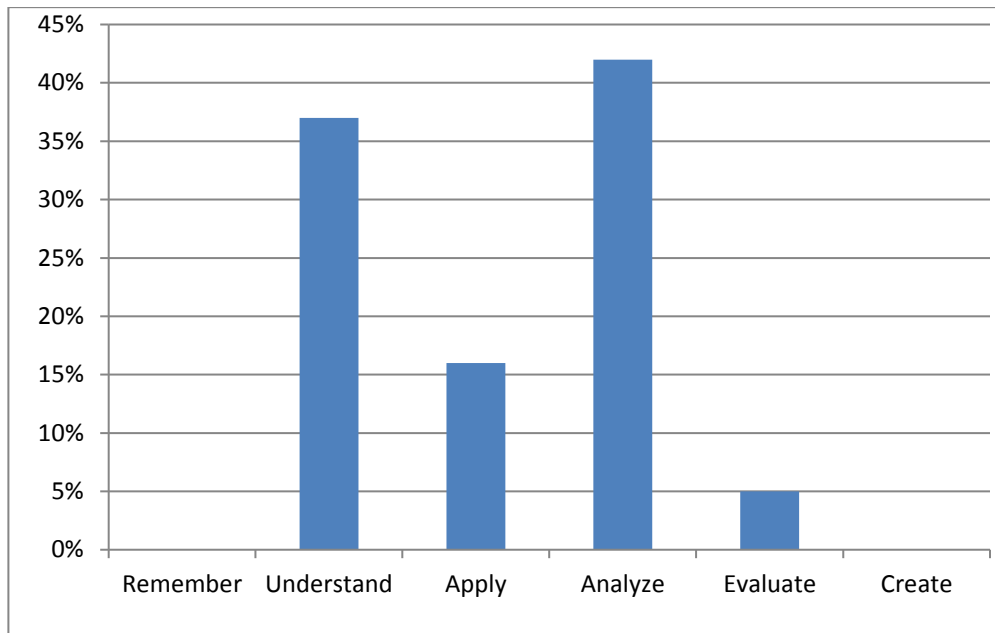


Chart 4.2.2 Levels of Thinking Demanded by Teachers' Instructions

1. Understand

The instructions that teachers provided in this level dealt with the activity to classify the generic structure and reorganized a summary of the given main idea.

Extract 3 (Meeting 1, Episode 2)

Teacher: What you have to find is the generic structure. What is the orientation, complication and re-orientation.

Extract 4 (Meeting 4, Episode 2)

Teacher: Anyone would like to summarize it all? We already determine. Hello listen?

I've tried to help you to get the main point for every sentence, right? Now try to

combine it all as one. Anyone? Try to combine every main points that we created previously as one. So basically what is the main idea of the paragraph?

Although the instruction in the extract 3 use the word ‘find’ to represent the teacher’s objective as like the instruction in the level of remembering, it was indicated as the level of understanding, not remembering because the students were asked to classify the generic structure of the story.

Extract 4 showed that the teacher asked one of students to combine every main point that had been created becomes a summary.

2. Apply

Applying is stimulated since the teachers asked students to perform the story they had chosen in front of their friends. In this level, the students had to be able to retell the story in a creative way.

Extract 5 (Meeting 1, Episode 2)

Teacher: When you have chosen one story, keep the story with you and you are going to perform your story next week.

Extract 5 showed that the teacher asked the students to perform the story which was they had found and analyzed. They were expected to be like a storyteller in the video they had been watched.

3. Analyze

Teachers' instructions stimulated the students' level of thinking since students were asked to analyze their writings with the original text and to determine the key points of a passage.

Extract 6 (Meeting 4, Episode 2)

Teacher: There are 4 criteria here. I'm going to explain are by one and how to scale it. I think you know, I have already used the scale 1 to 5 since you are in 10th grade. I'll try to reflect it again. So first, what you need to do, you compare, the writing of your friends with the original article. Okay that is why I asked you to upload the original article.

Extract 6 showed that the students were asked to analyze their friends' writings from the aspect of grammar and plagiarism.

4. Evaluate

In this level, students are asked to assess their friends' writings with the original text. In this case, students had given the criteria for doing the peer feedback.

Extract 7 (Meeting 4, Episode 2)

Teacher: Why I ask you to do this the peer feedback? First thing first, when you check your friends work, you can reflect yours also, means if you realize this is your friends' mistake, you can reflect whether you do or whether you did the same mistake. Second, sometimes you don't realize that is a mistake. So, having a peer feedback is one of the important phases in academic writing. Okay? How to conduct this, you need to check your friends' work with your desk mate here, check your friends'

works, if you forget to bring your paper show them the post that you posted on facebook. And you have to compare.

Extract 7 showed that the students were asked to assess their friends' writings with the original text they had chosen. They used the standards criterion given by the teacher to assess it.

4.3 Discussion

From analyzing the teachers and student's utterances in five meetings, it was found out that the dominant speaker in interacting in the classroom was the teacher. This thing occurred since the teacher has varied functions in the classroom, which are as the instructor, activator, model, feedback provider, supporter, assessor, manager, and also motivator (Ur, 2012: 16).

The teachers' instructions were being the mainly focused of this study because instructions are powerful means to drive students' learning (Wipper, 2014). Moreover the study was conducted in the level of Senior High School where instructions are really needed for achieving the goal of learning as appeared in the *Kompetensi Inti (KI)*, in which students are expected to be able to understand the every single material until be able to present the material well.

In helping students achieved the learning objectives, instruction is needed to be the bridge that brings students understand the demand of the learning activity or task. Even "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). In this study, the instruction provided was high when it is used to direct students with the learning activity or task and was low when it is used to state the outcome (expected result of the learning activity or task) and explain the procedure of doing the learning activity or task.

The researcher found differentiation on the finding with the previous studies conducted by Abhakorn (2013) and Jannati (2013) which found that the dominant of thinking level developed was in the low-order thinking. In this study the cognitive process developed was high in the level of high-order thinking.

4.4 Limitation

The researcher limited the study on teacher discourse used during the classroom interaction, especially on giving instructions. Further, the instructions were analyzed using Revised Bloom’s Taxonomy. The researcher didn’t analyze the instructions which were used in activity that result on affective and psychomotor. Rather, this study analyzed the instructions given that required student’s cognitive process.