CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Research Finding

This subchapter presents the data that had been collected by the researcher. The first data is collected through natural setting observation of the two student-teachers at SMKN 1 Surabaya. Either ST1 or ST2 has equal chance to be observed. The observation was done when they taught 10th grade learners under the topic of Complimenting and Showing Care.

The question on how the student-teachers provide relevant task support to help learners in 10th grade of Accounting department at SMKN 1 Surabaya is answered by all of the data collected for this research, they are the lesson plan documents, natural setting observation videos, and interview. The lesson plan was studied and graded using the framework proposed by Cameron.

1. ST 1 in Teaching about Condolence Letter

In this time ST 1 was expected to teach writing skill for the topic of Complimenting and Showing Care of Chapter 2 on the textbook. She was actually textbook-oriented and there are various letters for the topic, but she chose to only teach Condolence Letter to let learners have new experience in writing such letter.

Table 4.1 Framework of Lesson Plan Designed by ST 1 in Teaching about Condolence

Letter

Learners are able to:

- 1. Identify the social function, text structure, and language elements in the extended expressions of complimenting and its responses.
- 2. Identify the social function, text structure, and language elements in the expressions of showing care and its responses.
- 3. Compose a dialogue and text to express and respond extended compliment.
- 4. Compose a dialogue and text to express and respond the expressions of showing care.

TASK: Write a condolence letter.

Grade and Description: (3) Types of task is clearly stated by using observable, evaluative, and measurable word and match to lesson objectives.

	Preparation Preparation Preparation	Cor <mark>e A</mark> ctivity	Follow Up
Language	Review the previous	Identify the definition and	Communicate
learning	learned material about	structure of condolence	understanding about
goals	showing care.	letter.	condolence letter orally.
		Write a condolence letter for	
		particular situation.	
Grade and	(3)	(3)	(3)
Description	The goal is clearly	The goal is clearly defined	The goal is clearly
	defined and	and appropriate to have	defined to make sure
	appropriate to prepare	learners achieve the main	whether learners
	learners get familiar	objectives of today's	acquire the language
	with the today's topic.	topic.	well.
Activities	Teacher instructed	Teacher presented the	Teacher instructed
	learners to open their	definition of condolence	learners to present their
	book and do the task	letter on slides and explained	work by reading the letter
	there about responding	it to the learners.	in front of the class
	to sympathy cards.	Teacher explained the steps	Learners came forward to
	The teacher and learners	in writing condolence letter	the class to read their
	corrected the work	and provided some example	work then submitted it to

	together.	sentences commonly used in	the teacher.
		each step.	
		Learners followed the steps	
		while writing their version of	
		condolence letter. They	
		might use the presented	
		sentences or used their own.	
Grade and	(3)	(3)	(3)
Description	The activity starts with	The activity is the	The activity to perform
	the easy and	continuation of the	acquisition is
	appropriate one which	preparation and it conveys	evaluative, observable,
	all learners can	the main lesson objectives	and measurable. It
	complete and really	to achieve.	requires productive
	prepare and connect		skills and reflects on
	them to the core		the learning goals.
	activity. It is usually		
	receptive skills.		
Demands on	To write a response to	To understand the definition,	To read the letter in a
learners	two sympathy cards on	function, and structure of	good pronunciation.
	the book correctly.	condolence letter.	
	To choose and use	To compose a coherent	
	appropriate expressions	condolence letter with	
	to respond the sympathy	appropriate word choice.	
	cards.		
Grade and	(1)	(3)	(1)
Description	The level of difficulty	The level of difficulty	The performance does
_	is not challenging	moves to the harder one. It	not expose any
	because of not	is match to the objectives	acquisition at all
	applying te principle	and learners' ability. It	because learners just
	of i+1 since the	requires problem-solving	read or directly submit
	support is too much or	skill.	their work.
	even no supports at all.		
Support for	Learners' book.	Power point slides.	Oral presentation.
learning	Teacher's instruction.	Teacher's explanation.	Teacher's correction.
Grade and	(3)	(3)	(3)
Description	The use of suitable	The use of the same or	The use of additional
1		1	1

clear instructions,	media/aids to be more	develop learners'
teacher's modeling,	functional and help	vocabulary and
using appropriate	learners acquire the	understanding to the
intonation.	language better, giving	topic, peer correction,
	clear instruction,	fair evaluation.
	appropriate teacher's	
	demonstration.	

The analysis of the table above begins on the learning objectives as the main point for designing series of learning activities and determining the task. It can be seen that ST 1 understands well the difference between goals and objectives of learning by using action verbs to define specifically what to achieve by the learners by the end of the lesson. Furthermore, the ability to write specific learning objectives helps determining the task easier. There on the table ST 1 planned to instruct the learners write a condolence letter for expressing care to others through lines of words. This task is relevant either to the topic or the learning objectives.

Going on to the learning activities, ST 1 prepared the learners by reviewing the previos learned material about sympathy through doing the exercise on the textbook. This kind of activity is relevant to recall what had been learned on previos days to be continued in today's lesson. However, the demand of this activity is zero since it does not provide the new i+1. The learners had learned the material before and in that occasion they just continued doing the task presented on one of the textbook pages.

In the core activity when ST 1 conveyed the main material of the day about Condolence Letter, she chose to explain the definition, the use, and the structure of the letter with the help of porwerpoint slides. When telling about the structure of the letter, ST 1 instructed learners to prepare a piece of paper and followed her in composing Condolence Letter. She provided some examples for each part of the letter and allowed learners to copy or use their own version. At the end of the lesson, some learners read their letter in front of the class then submitted to ST 1.

Looking at the framework of planning a lesson, ST 1 has been adequately able to decide and organize relevant activities for the learners. In fact, the natural setting observation shows slightly different result.

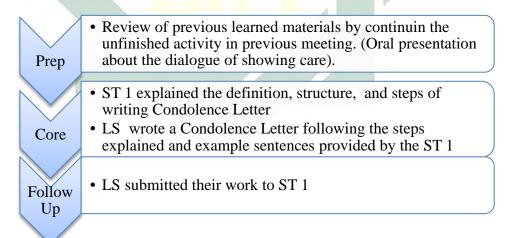


Figure 2: The learning process done by ST 1 for the material of Condolence Letter according to the observation

The figure above proves that ST 1 did not teach based on her lesson plan. She did the modification for preparation activity which was continuing the unfinished oral presentation about the dialogue of Showing Care in the previous meeting then going back to the plan for the core activity. This modified activity is still relevant to the topic and appropriate for stepping on the first cognitive level of revised Bloom's taxonomy which is remembering.

Revised Bloom's Taxonomy of the Cognitive Domain					
Cognitive Level	Sample Verbs to Use in Writing Intended Student Learning Outcomes				
Remembering	Define Duplicate	Identify List	Name Recall	Recognize Reproduce	Retrieve Tell

Figure 3: First Cognitive Level of Revised Bloom's Taxonomy

By continuing the unfinished material, learners remember and recall what they had learned before. The activity will be more appropriate if ST 1 did not only instruct the learners continued the presentaion but also recalled the situations cause someone shows care.

For the core activity, ST 1 directed the leaners to the second cognitive level of revised Bloom's taxonomy, which is understanding, by interpreting the definition, use, and structure of Condolence Letter. In this stage, ST 1 instructed learners to practice following her explanation on each part of the letter. She provided the example sentences and allowed the

learners to copy it on their letter or use their own version. This activity requires learners to apply their understanding and creating all at once.

Understanding	Calculate	Conclude	Expand	Interpret	Predict
	Categorize	Contrast	Explain	Locate	Report
	Clarify	Describe	Identify	Match	Restate
	Classify	Discuss	Illustrate	Outline	Summarize
	Compare	Exemplify	Infer	Paraphrase	Translate
Applying	Carry out	Demonstrate	Illustrate	Practice	Use
	Classify	Execute	Implement	Solve	Utilize

Figure 4: Second and Third Cognitive Level of Revised Bloom's Taxonomy

Unfortunately, the learning activity stopped there and the learners read what they write then submitted their paper. Although they wrote their own letter, the researcher cannot classify that activity into the cognitive level of creating because they did not totally compose the new one. Most of the learners chose to copy the sentences presented on the slides with few changes on the subject who receives the letter.

The stage of core activity is considered inappropriate since the cognitive levels that the learners experience happened at once. ST 1 unintentionally omits the rest three levels to make learners fully understand the material.

2. ST 2 in Teaching about Showing Care

Coming into the classroom of 10th grade of Accounting department, ST 2 held the responsibility to teach speaking skill for the topic of Showing Care. It is different from ST 1 who designs the learning activities by herself, ST 2 takes the textbook as central of learning. It means that the activities learners do are based on the sequence of activity on the textbook. To see how well he plans and designs the learning activities, the analysis of his lesson plan is presented below.

Table 4.2

Framework of Lesson Plan Designed by ST 2 in Teaching about

Showing Care

Learners are able to:

- 1. Identify the social function, text structure, and language elements in the extended expressions of complimenting and its responses.
- 2. Identify the social function, text structure, and language elements in the expressions of showing care and its responses.
- 3. Compose a dialogue and text to express and respond extended compliment.
- 4. Compose a dialogue and text to express and respond the expressions of showing care.

TASK: Practice a dialogue about complementing and showing care.

Grade and Description: (3) Types of task is clearly stated by using observable, evaluative, and measurable word and match to lesson objectives.

	Preparation	Core Activity	Follow Up
Language	Identify the phenomena	Explore learners'	Communicate the
learning	that causes someone to	understanding about using	dialogue orally.
goals	state compliment or to	the expressions of	
	care.	compliment and showing	
		care.	
Grade and	(3)	(1)	(3)
Description	The goal is clearly	The goal is not clearly	The goal is clearly
	defined and appropriate	defined and does not	defined to make sure
	to prepare learners get	appropriate to have	whether learners

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Demands on learners Understand the dialogue and the content of the video. Mention a correct expression as a response to the video. Grade and Description (1) The level of difficulty is not challenging because of not applying the principle of i+1 Understand the topic and the meaning of the dialogue the meaning of the dialogue. Get the idea of the dialogue expression of compliment or showing care. (2) The level of difficulty moves to the harder one but it does not involve learners in problem- Understand the topic and the dialogue correctly. Understand the topic and the dialogue orrectly. Understand the dialogue correctly. Understand the dialogue correctly. Understand the dialogue orrectly. Understand the topic and the dialogue orrectly. Understand the dialogue orrectly.				
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video. Mention a correct expression as a response to the video. Get the idea of the dialogue sequence in choosing the correct expressions. (1) The level of difficulty is not challenging because of not applying the principle of i+1 Video. Get the idea of the dialogue sequence in choosing the expression of compliment or showing care. (2) The level of difficulty moves to the harder one but it does not involve learners in problem- Expression of compliment or showing care.				
expression as a response to the video. Grade and Description The level of difficulty is not challenging because of not applying the principle of i+1 Expression as a response correct expressions. (2) The level of difficulty moves to the harder one but it does not involve learners in problem- expression of compliment or showing care. (2) The performance is the continuation of the core activity but it does not expose any acquisition.				, ,
to the video. Correct expressions. or showing care. (2) The level of difficulty is not challenging		Mention a correct		when to use the
Grade and Description (1) (2) (2) The level of difficulty is not challenging moves to the harder one because of not applying the principle of i+1 (2) The performance is the continuation of the core activity but it does not expose any acquisition.		expression as a response	sequence in choosing the	expression of compliment
DescriptionThe level of difficulty is not challenging because of not applying the principle of i+1The level of difficulty moves to the harder one but it does not involve learners in problem-The performance is the continuation of the core activity but it does not expose any acquisition.		to the video.	correct expressions.	or showing care.
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because of not applying but it does not involve the principle of i+1 but it does not involve learners in problem- activity but it does not expose any acquisition.	Description	The level of difficulty	The level of difficulty	The performance is the
the principle of i+1 learners in problem- expose any acquisition.		is not challenging	moves to the harder one	continuation of the core
		because of not applying	but it does not involve	activity but it does not
			learners in problem-	expose any acquisition.
Since the support is too solving.		since the support is too	solving.	
much or even no		11		
supports at all.				

Support for	A video about	A handout presenting	Teacher's pronunciation
learning	complimenting and	dialogue about compliment	correction.
	showing care.	and showing care.	Teacher's confirmation
	A laptop, a set of speaker,	Pair work.	and explanation.
	and a projector.		
Grade and	(3)	(2)	(2)
Description	The use of suitable	The use of same or	Peer correction, fair
	media/aids, giving clear	different related	evaluation, no
	instructions, teacher's	media/aids to be more	additional media/aids
	modeling, using	functional and help	to help learners
	appropriate intonation.	learners acquire language	understand the topic
		better, giving unclear	much better.
		instructions, and no	
		demonstration.	

Something to emphasize is that the analysis on framework is based on the lesson plan. So according to the plan, the task instructed by ST 2 to be done by the learners is relevant to point 4 of the learning objectives.

As a purpose to make the learners able to complete the task, ST 2 planned to prepare them by watching a video to identify the phenomena that causes someone to show care and the learners were expected to relate the content of the video to the previous learned material about sympathy. There they were demanded to get the intended meaning of the video. But watching video is not challenging for the learners since it has been mainstream activity. They may state the content of the video in Bahasa Indonesia and they have known the expressions too. For that reason, some learners were lack of interest in doing this activity.

After watching the video, regarding to the plan, learners in pairs had to directly deal with the worksheet about determining the correct expressions of compliment and care in particular situation. This activity is relevant to the learning objectives for composing a dialogue to express and respond the expressions of showing care. In the end of the lesson, learners have to practice the dialogue they dealt with before in front of the class. This activity is also relevant to the learning objectives.

The sequence of the activity on the lesson plan seems to be that easy. In fact, the natural setting observation results differently from what has been planned.

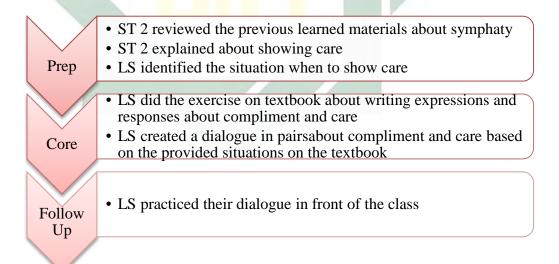


Figure 5: The learning process done by ST 2 for the material of Showing Care according to the observation

ST 2 omitted the plan for watching video because on that day he did not prepare it. As the result, he chose to review the previous learned material by asking the learners what they understand from previous meeting discussion. In this activity ST 2 attempted to recall the learners' understanding since the discussion on that day was sustained from the previous one. This is more relevant and appropriate as the first step activity although it is not challenging for the learners.

Coming to the main topic of the day, ST 2 explained the definition of showing care and took a textbook page for the example expressions. Then, he presented some pictures of situation causes someone to show care right with the expressions. The pictures were taken from the textbook and were explained again by ST 2. In terms of understanding, based on the revised Bloom's Taxonomy, this activity is relevant and appropriate to the learners because they discuss together the expressions and responses of Showing Care.

After that, the learners had to do the exercise on the textbook determining the expressions and responses of complimenting and showing care. This is a relevant and appropriate practice to train the learners applying their understanding on the use of correct expressions. The unfortunate thing is that ST 2 jumps up to the level of creating of revised Bloom's Taxonomy

by instructing learners composing a dialogue about showing care without explicitly inviting learners to analyze and evaluate. It is known that in creating a dialogue there are various ways to express ideas and learners need to know that. The role of being learners' facilitator does not mean immersing what to say in the dialogue for the learners.

In conclusion, the researcher finds that both student-teachers do not teach based on their lesson plan due to particular reason and situation in the classroom. The source of their teaching is mostly from the textbook and ST 1 put little modification on transferring the material of Complimenting and Showing Care for writing skill by choosing Condolence letter as the discussion, while ST 2 is totally textbook-oriented due to adopting the task there.

Both student-teachers have provided relevant activities to learning objectives for the learners, but those are inappropriate in terms of taxonomy because both of them missed the analyzing and evaluating level of cognitive development.

B. Discussion

Bloom's taxonomy is revised from its original use of noun words to action verbs to identify easier the cognitive process and make it more dynamic

for the learners in understanding the knowledge. By this revision, teachers and educators can measure accurately the learners' cognitive development required in learning.

1. ST 1

The decision to omit the two cognitive levels of Bloom's Taxonomy was unconsciously done by ST 1. The researcher tries to relate the designed learning activities to the principle of 5M in K13, it is not found that ST 1 fulfills the taxonomy of the curriculum. She admitted that it was not easy handling many learners with different characters and background knowledge with considering limited time. So in teaching about Condolence Letter, the important thing she wanted learners to achieve is they are able to write the letter well in structure. She also realized that each learner has different vocabulary mastery. Therefore she decided to provide the example sentences in each part of Condolence Letter and allows the learners to use in their letter.

Bloom's Taxonomy has been revised in such a way represents the learners' natural cognitive process, which means each level in taxonomy should be fulfilled to construct the whole understanding about the knowledge. In fact, ST 1 omitted the two crucial levels of taxonomy, and

¹ Bloom's Taxonomy of Educational Objectives and Writing Intended Learning Outcomes Statements (Kansas, USA: International Assembly for Collegiate Business Education, 2015), p. 3.

which automatically influence learners' understanding in writing Condolence Letter.

According to the ST 1's confession, learners tend to use the example sentences she provided rather than develop their own sentences even they chose to write the simplest one. When the researcher conducted the natural setting observation, many learners found it hard to express their idea to describe the object of the letter because they do not really know how to use and combine adjectives and adverb. This condition makes ST 1, and also the researcher, walked around and helped the learners translating their idea into English.

In a matter of the demand of the task, ST 1 gave a high demand to the learners by directly practicing and creating Condolence Letter at once. There is a very large gap between the task and the learners' ability in using such complex sentences to write the letter. The learners might apparently be able to write the letter, but about their understanding towards the content, the researcher herself cannot guarantee that learners keep being able to write the same letter in another occasion.

2. ST 2

ST 2 did the same with ST 1 by jumping up the level of cognitive in revised Bloom's Taxonomy from applying to creating. What he taught to the learners was totally textbook-oriented. And he did not scaffold his

teaching, just followed the activity sequenced on the textbook page. This decision is inappropriate for the learners considering the different background knowledge they have. Although it was the continued meeting, ST 2 still needs to start teaching with something challenging the learners instead of just asking what they have learned in previous meeting.

Referring back to Figure 4, ST 2 simply organized his teaching without conducting such drilling or question-answer session to check learners' understanding towards the concept of Showing Care. He directly went on the book page and completed the worksheet about the expressions and responses of Complimenting and Showing Care. This inappropriate decision drives the learners into lack of engagement in learning. No one guarantees that learners understand the material through listening to less meaningful explanation even no one knows whether or not they listen carefully.

However, ST 2 kept going on instructing learners to work in pairs to create a dialogue choosing the situation on the textbook. This activity makes the learners have to reach high demand because of insufficient support from ST 1. All of us know that learners in that age can read and learn independently, but educators still need to provide supports to open easier way to understand the content.

As a result, the dialogue that the learners create in pairs is short and consists of two or three conversations for each learner. The researcher sees that these learners do not really understand how to make a dialogue flows naturally smooth. Once they chose one of the situations on the book, they directly started on the main point of the situation. The important thing for them is that they used the correct expressions and responses for such situation. In addition, they ignored the correct structure in writing readable and understandable sentence.

Finally, the researcher concludes that both student-teachers take high demand for the learners by leaping up the cognitive level of Bloom's Taxonomy although they have provided relevant activities and even use interesting media. In that situation, the balance between task demand and task support cannot be achieved despite the learners appeared to be able to complete and submit the task.