

CHAPTER V CONCLUSION AND SUGGESTION

In this chapter, the conclusion of the research regarding with the analysis of student teacher designed-tasks and the researcher' suggestion are presented as follows:

A. Conclusion

Based on the data in research findings which were presented in the previous chapter, there are several points that can be concluded as following description:

In case of identifying the cognitive domain level of Bloom's, the student teacher designed-tasks can facilitate higher order thinking skills in the level 4 and 6 only for 57%; *Analyze* and *Create* level since there is no learning objective and task in *Evaluate* level. From ten task items, the tasks in the *Analyze* level are only two task items while the tasks in the *Create* level are 2 task items.

In relation to the six principles of constructing task in higher order thinking skills, from those four tasks, there is only one task that can present all six principles. The six principles are presenting resource material, asking the students to construct response, challenging the learners, presenting something new to the learners, having rubric for thinking skills and in the upper level of cognitive domain.

B. Suggestion

As data findings are described, the student teacher designed-tasks are able to facilitate higher order thinking skills. However, it does not mean that the student teachers are aware of Bloom's taxonomy usage and higher order thinking skills. Based on the result of the study, there are several suggestions which are encompassed by the researcher:

- a. For the student teachers, they need to be aware of these issues; Bloom's taxonomy, higher order thinking skills, and assessment task. They need to understand and know how to use the cognitive domain of Bloom's taxonomy. Those are very helpful in the way how the student teachers design the learning objective, decide the

thinking process of students' gaining knowledge, and design the assessment tasks.

- b.** For the lecturers, specifically who deals with the teaching skills, they need to give more attention to those issues as well. The lecturers may give student teachers tasks to gain and understand more about Bloom's taxonomy and thinking skills. Since the feedback of Microteaching classes and the command to do self-study cannot make sure the student teachers' understanding, the lecturers need to pay more attention in the way of giving feedback or task.
- c.** For the further researchers, identifying the reason why the student teachers mostly design the learning objective in the low level of thinking skills is interesting since there are few student teachers who design the learning objectives in higher level of thinking skills. Besides, completing the research by conducting research in PPL 2 to see how the student teachers' strategy in promoting higher order thinking skills in real class is also will be interesting as well as remarkable to help English teachers in teaching and learning process.

