CHAPTER V
CONCLUSION AND SUGGESTION

This chapter discusses the final conclusion of the research which was conducted in the Agarwal's study. The researcher gave result of the research to answer the problem for questions in the first chapter and also to give some suggestions that maybe useful for English teacher and for the next researcher when they classify the internet language learning resources that facilitate students' cognitive development based on bloom's taxonomy and the four language skills.

A. Conclusion

Based on the research findings, the researcher found that the web resources can be classified based on bloom's taxonomy and the four language skills. Due to the rapid development of internet language resources in this modern era, the teachers need to keep up the expanding of them. The way to keep up is classifying the internet language learning resources based on certain categories. In this study, cognitive development based on bloom's taxonomy and the four language skills are the clear categories for classifying the internet language learning resources. By classifying those web resources, it can become guidance for the language teacher to explore those resources and choose the right ones for their teaching purposes. *(See Appendix 4.1)*

Being teacher in this modern era, recognizing the trend toward the use of internet that has been widely applied in language teaching is needed. The use of World Wide Web over the past decade has been dramatically increasing in education. It means that teacher should realize the innovation in teaching environment which can be done by using internet, for the example is using the English materials that are taken from the internet language learning resources based on bloom's taxonomy and the four language skills.

B. Suggestions

After conducting the research about the classification of internet language learning resources that facilitate students' cognitive development based on bloom's taxonomy and the four language skills, there are some significant suggestions from the researcher stated as follows:

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1. For the Lecturer

    As English lecturer, there is no reason for ignoring the benefit of technology and internet language learning resources, because in this modern era the role of technology and internet have been dramatically increased in education. Therefore, the lecturer can try to apply the classification of internet language learning resources based on bloom's taxonomy and the four language skills which have been provided by the researcher as the guidance to get the English materials that appropriate with their teaching purposes.

2. For Further Researchers

    This study is about the classification of internet language learning resources that facilitate the students' cognitive development based on bloom's taxonomy and the four language skills. The researcher reclassified the result of a study that conducted by Agarwal who were classified the internet language learning resources based on seven categories, such as my favourites, my test, video lessons, grammar, listening, reading, and some more. Then, the researcher used an instrument in form of observation checklist that is adapted and modified of two theories of cognitive development based on bloom's taxonomy and the four language skills. Every level of cognitive development based on bloom's taxonomy has different keywords, such as the keywords of remembering are choose, describe, define, identify, label, list, locate, match, memorize, name, omit, recite, recognize, select, and state. Those keywords were used to analyze the content of the Agarwal's web resources when the researcher visited it. Then, the researcher gave checklist on the instrument that represents the content of the web resources based on those keywords. While analyzing the keywords of bloom's taxonomy, the researcher also analyzed the skill provided on the web resources. Furthermore, the researcher classified those internet language learning resources based on cognitive development based on bloom's taxonomy and the four language skills.

However, the next researchers may have a research on this study related with the other internet language learning resources that always develop so rapidly, because this study is only limited in Agarwal's study who classified 61 the internet language learning resources. Furthermore, by using the instrument of observation checklist, the next researcher can update the development of other internet language learning resources that always develop. Therefore, the English teacher will have many kinds of English materials resources that appropriate with their teaching purposes.

Further, the result of this research is not applied in the real class yet. The future researcher are expected to apply the classification of the internet language learning resources based on bloom's taxonomy and the four language skills into the real class to know the effectiveness of this classification as the English materials.

Then, the further researcher may have a research which more focused on one skill by analyzing the web resources that I already classified.

3. For Agarwal's Study.

In order to significantly provide much better classification of the internet language learning resources, it will be better if Agarwal refers to the theories of bloom's taxonomy and the four language skills. Therefore, the categories of the internet language learning resources can decrease the ambiguity from the readers.