

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

In this chapter, the researcher presents the research finding and discussion. It reports the finding and the result of the data collection. Detailed description of the result obtained from this study is presented.

#### **A. Research Findings**

The researcher has conducted the research from 3<sup>rd</sup> April - 31<sup>st</sup> Mei 2017 through the techniques of collecting data as stated in the research method. Then, in term of answering the research question about classification of the internet language learning resources that can facilitate students' cognitive development based on bloom's taxonomy and the four language skills, the researcher took a data from a study that conducted by Agarwal about classification of internet language learning resources on February 2010.

The result of his study can be accessed through this web resources "<http://www.englishtests.webs.com/><sup>1</sup>. Then, the table of his study can be seen below:

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<sup>1</sup> M. Kumar Agarwal, "Internet-Based Language Learning And Teaching", Vol.1, No.8, February 2010

Table 4.1 Agarwal's Table

No.	Websites Category	Web Resources			
1.	My Favourites	<a href="#">Videos, books and more</a>	<a href="#">Reading with audio and translation</a>	<a href="#">Films with subtitles and translation 1</a>	<a href="#">Films with subtitles and translation 2</a>
		<a href="#">Music videos to learn English</a>	<a href="#">Songs with exercises</a>	<a href="#">Videos with exercises</a>	<a href="#">Audio English</a>
		<a href="#">Test your vocabulary</a>	<a href="#">Books and audio</a>	<a href="#">Any word in a sentence</a>	<a href="#">Videos and quizzes</a>
		<a href="#">Dictionary of slang</a>	<a href="#">Idioms</a>	<a href="#">New English words</a>	<a href="#">Phrasal verbs</a>
2.	My Test	<a href="#">Everything for learning English</a>	<a href="#">Short films with subtitles</a>	<a href="#">Films with subtitles</a>	<a href="#">Short films</a>
		<a href="#">Present Tense</a>	<a href="#">Past Tense</a>	<a href="#">Future Tense</a>	<a href="#">Infinitive or Gerund</a>
		<a href="#">Preposition</a>	<a href="#">Preposition of time</a>	<a href="#">Order of Adjectives</a>	<a href="#">Conditional s</a>
		<a href="#">Articles 1 Inversion</a>	<a href="#">Articles 2 Indirect Questions</a>	<a href="#">Articles 3 Question Tags</a>	<a href="#">Articles 4 Reported Speech</a>
3.	Video Lessons	<a href="#">Speaking English</a>	<a href="#">Let's talk</a>	<a href="#">Learn American English</a>	<a href="#">Pronunciation</a>
		<a href="#">Level-based English lessons</a>	<a href="#">All about English English lessons</a>	<a href="#">Two-minute-long English</a>	
		<a href="#">English lessons</a>	<a href="#">More English lessons</a>	<a href="#">Go on speaking</a>	
4.	Grammar	<a href="#">Explanation and Exercises</a>	<a href="#">Quizzes</a>	<a href="#">In detail</a>	<a href="#">Reference lessons</a>
5.	Listening	<a href="#">Lab</a>	<a href="#">Tests</a>	<a href="#">Exercises</a>	<a href="#">Level-based</a>
6.	Reading	<a href="#">Exercises</a>	<a href="#">Tests</a>	<a href="#">Level-based 1</a>	<a href="#">Level-based 2</a>
7.	Some More	<a href="#">Translate a text</a>	<a href="#">Chat with a bot</a>	<a href="#">Text to speech</a>	

In table 4.1, Agarwal classified those internet language learning resources based on seventh categories, such as my favourites, my test, video lessons, grammar, listening, reading, and some more. Agarwal created 16 web resources about English grammar quizzes and collected 45 web resources about English lessons that are created others. It means that there are 61 web resources in table 4.1.

However, Agarwal's categories were not based on blooms' taxonomy and the four language skills which had clearer categories than Agarwal's categories. In bloom's taxonomy, there are six categories of cognitive domain which is starting from the simplest ability to the most complex ability, or it can be called as degrees of difficulties, such as remembering, understanding, applying, analyzing, evaluating, and creating<sup>2</sup>.

Furthermore, for analyzing the content of internet language learning resources that came from Agarwal's study, the researcher used an instrument that was adapted and modified from two theories about bloom's taxonomy and the four language skills. (*See Appendix 3.1*) On the instrument, there are six level of cognitive development based on bloom taxonomy and the four language skills. Every level of cognitive development based on bloom's taxonomy have 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 for analyzing the content of the Agarwal's web resources when the researcher visited it. Then, the researcher gave checklist on the instrument that represent the content of the web resources based on those keywords. While analyzing the keywords of bloom's taxonomy, the researcher analyzed also the skill that provided on the web resources. For detailed web resources analysis, see appendix

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<sup>2</sup> Forehand, M. "Bloom's taxonomy: Original and revise"  
(<http://www.coe.uga.edu/epltt/bloom.htm>, accessed on November 29, 2016)

4.2. Having analyzed those web resources based on the instrument, few findings are identified as presented below:

1. Four web resources that help the four language skills. (See table 4.2)
2. Two web resources that assist the three language skills. (See the table 4.3)
3. Sixteen web resources that enable the two language skills. (See the table 4.4)
4. Seventeen web resources that facilitate only one language skill. (See the table 4.5)
5. Twenty two web resources which do not belong to any categories associated with the cognitive development based on bloom's taxonomy and the four language skills. (See table 4.6)

It means that, the web resources does not always facilitate all of the language skills. It can be only facilitate three skills, two skills, one skill and even does not belong to any categories associated with the cognitive development based on bloom's taxonomy and the four language skills.

Dealing with those various findings, the researcher displays it by using five tables that can be seen as below:

**Table 4.2**  
**Web Resources that Facilitate the Four Language Skills**

No.	Web Resources	Language Skills				Level of Bloom's Taxonomy					
		R	L	S	W	C1	C2	C3	C4	C5	C6
1.	<a href="http://www.myenglishpages.com">www.myenglishpages.com</a>	√	√	√	√	√	√				
2.	<a href="https://lingualeo.com">https://lingualeo.com</a>	√	√	√	√	√	√	√	√	√	√
3.	<a href="http://learn-english-today.com/">http://learn-english-today.com/</a>	√	√	√	√	√	√				
4.	<a href="https://www.engvid.com/english-lessons">https://www.engvid.com/english-lessons</a>	√	√	√	√	√	√				

The table 4.2 shows that there are four web resources that provide some levels of bloom's taxonomy and the four language skills at once. Those web resources can be references for English teacher when they want to take English materials. They can choose what skills that they want to teach, such as reading, listening, writing and speaking.

**Table 4.3**  
**Web Resources that Facilitate the Three Language Skills**

No.	Web Resources	Language Skills				Level of Bloom's Taxonomy					
		R	L	S	W	C1	C2	C3	C4	C5	C6
1.	<a href="https://www.youtube.com/user/AlexESLvid/videos">https://www.youtube.com/user/AlexESLvid/videos</a>		√	√	√	√	√				
2.	<a href="https://www.youtube.com/user/ENGLISHCLASS101/videos">https://www.youtube.com/user/ENGLISHCLASS101/videos</a>	√		√	√	√	√				

From table 4.3 above, the researcher got two web resources that facilitate two levels of bloom's taxonomy and the three language skills. Listening, writing and speaking are facilitated by

<https://www.youtube.com/user/AlexESLvid/videos>, and for reading, and

<https://www.youtube.com/user/ENGLISHCLASS101/videos>

**Table 4.4**  
**Web Resources that Facilitate the Two Language Skills**

No.	Web Resources	Language Skills				Level of Bloom's Taxonomy					
		R	L	S	W	C1	C2	C3	C4	C5	C6
1.	<a href="http://www.multimedia-english.com/contents/videos/section/official-1/channel/music-1">http://www.multimedia-english.com/contents/videos/section/official-1/channel/music-1</a>	√	√			√	√				
2.	<a href="http://babeleo.com/">http://babeleo.com/</a>	√	√			√	√				
3.	<a href="http://english-e-books.net/elementary/">http://english-e-books.net/elementary/</a>	√	√			√	√				
4.	<a href="http://www.audioenglish.org/">http://www.audioenglish.org/</a>		√	√		√	√				
5.	<a href="http://learnenglish.britishcouncil.org/en/listen-and-watch">http://learnenglish.britishcouncil.org/en/listen-and-watch</a>	√	√			√	√				
6.	<a href="http://www.learnerstv.com">http://www.learnerstv.com</a>		√	√		√					
7.	<a href="http://engsub.org/">http://engsub.org/</a>	√	√			√	√				
8.	<a href="http://learnamericanenglishonline.com/video_lessons.html">http://learnamericanenglishonline.com/video_lessons.html</a>	√		√		√	√				
9.	<a href="https://www.shortoftheweek.com/">https://www.shortoftheweek.com/</a>	√	√			√	√				
10.	<a href="https://www.youtube.com/user/MinooAngloLink/videos">https://www.youtube.com/user/MinooAngloLink/videos</a>		√	√		√	√				
11.	<a href="http://englishpage.com/grammar/index.html">http://englishpage.com/grammar/index.html</a>	√	√			√	√			√	
12.	<a href="https://www.youtube.com/user/rachelsenglish/videos">https://www.youtube.com/user/rachelsenglish/videos</a>		√	√		√	√	√	√	√	
13.	<a href="http://www.talkenglish.com/listening/real-intermediate-listening.aspx">http://www.talkenglish.com/listening/real-intermediate-listening.aspx</a>		√	√		√	√				
14.	<a href="https://www.usingenglish.com/comprehension/">https://www.usingenglish.com/comprehension/</a>	√	√			√	√				
15.	<a href="http://www.fromtexttospeech.com/">http://www.fromtexttospeech.com/</a>			√		√	√	√	√	√	√
16.	<a href="https://speechyard.com/us/video/">https://speechyard.com/us/video/</a>	√	√			√	√				

Based on table 4.4, there are sixteen web resources that assist the bloom's taxonomy and two kinds of language skills. Teacher can teach both of those skills or one of them. Besides, teachers have the various reference English materials for their teaching purposes.

**Table 4.5**  
**Web Resources that Facilitate the One Language Skills**

No.	Web Resources	Language Skills				Level of Bloom's Taxonomy					
		R	L	S	W	C1	C2	C3	C4	C5	C6
1.	<a href="https://lyricstraining.com/search?genre=pop&amp;sort=hits">https://lyricstraining.com/search?genre=pop&amp;sort=hits</a>		√			√	√				
2.	<a href="http://www.learnerstv.com/Free-Language-Video-lectures-ltv213-Page1.htm">http://www.learnerstv.com/Free-Language-Video-lectures-ltv213-Page1.htm</a>			√		√	√				
3.	<a href="https://www.usingenglish.com/reference/idioms/a.html">https://www.usingenglish.com/reference/idioms/a.html</a>			√		√	√				
4.	<a href="http://www.elbot.com/">http://www.elbot.com/</a>					√	√	√	√	√	√
5.	<a href="https://www.youtube.com/user/duncaninchina/videos">https://www.youtube.com/user/duncaninchina/videos</a>			√		√	√				
6.	<a href="http://www.ello.org">http://www.ello.org</a>		√			√	√				
7.	<a href="https://www.youtube.com/user/learnexmbai/videos">https://www.youtube.com/user/learnexmbai/videos</a>			√		√	√	√			
8.	<a href="http://www.youtube.com/user/twominenglish">www.youtube.com/user/twominenglish</a>			√		√	√				
9.	<a href="http://englishteststore.net/index.php?option=com_content&amp;view=article&amp;id=11403&amp;Itemid=310">http://englishteststore.net/index.php?option=com_content&amp;view=article&amp;id=11403&amp;Itemid=310</a>		√			√	√				
10.	<a href="http://www.esl-lounge.com/student/reading.php">http://www.esl-lounge.com/student/reading.php</a>		√			√	√				
11.	<a href="http://www.esl-lab.com/">http://www.esl-lab.com/</a>		√			√	√				
12.	<a href="http://englishteststore.net/index.php?option=com_content&amp;view=article&amp;id=11388&amp;Itemid=357">http://englishteststore.net/index.php?option=com_content&amp;view=article&amp;id=11388&amp;Itemid=357</a>		√			√	√				
13.	<a href="http://www.multimedia-english.com/videos/section/official-1/tag/short-film-88">http://www.multimedia-english.com/videos/section/official-1/tag/short-film-88</a>		√			√					
14.	<a href="http://learnenglishteens.britishcouncil.org/skills/listening-skills-practice">http://learnenglishteens.britishcouncil.org/skills/listening-skills-practice</a>		√			√	√	√	√		
15.	<a href="https://www.translate.com/">https://www.translate.com/</a>					√					√
16.	<a href="https://ororo.tv/en">https://ororo.tv/en</a>		√			√	√				
17.	<a href="http://learnenglishteens.britishcouncil.org/skills/reading-skills-practice">http://learnenglishteens.britishcouncil.org/skills/reading-skills-practice</a>		√			√	√				

On the table 4.5, the researcher classified seventeen web resources that enable for one language skill with different levels of bloom's taxonomy on each web resources. Teacher can use it as the guidance to get English materials that appropriate based on their need in teaching process. Thus, the various web resources can enrich the teacher's references in looking the English materials.

**Table 4.6**  
**Web Resources which does Not Belong to Any**  
**Categories Associated with Bloom's Taxonomy and the**  
**Four Language Skills**

No.	Web Resources
1.	<a href="http://testyourvocab.com/">http://testyourvocab.com/</a>
2.	<a href="http://www.peevish.co.uk/slang/a.htm">http://www.peevish.co.uk/slang/a.htm</a>
3.	<a href="http://sentence.yourdictionary.com/word">http://sentence.yourdictionary.com/word</a>
4.	<a href="https://www.usingenglish.com/reference/phrasal-verbs/a.html">https://www.usingenglish.com/reference/phrasal-verbs/a.html</a>
5.	<a href="https://testmoz.com/641219">https://testmoz.com/641219</a>
6.	<a href="https://testmoz.com/641249">https://testmoz.com/641249</a>
7.	<a href="https://testmoz.com/683979">https://testmoz.com/683979</a>
8.	<a href="https://testmoz.com/661066">https://testmoz.com/661066</a>
9.	<a href="https://testmoz.com/6412144">https://testmoz.com/6412144</a>
10.	<a href="https://testmoz.com/661814">https://testmoz.com/661814</a>
11.	<a href="https://testmoz.com/683984">https://testmoz.com/683984</a>
12.	<a href="https://testmoz.com/824877">https://testmoz.com/824877</a>
13.	<a href="https://testmoz.com/660668">https://testmoz.com/660668</a>
14.	<a href="https://testmoz.com/641233">https://testmoz.com/641233</a>
15.	<a href="https://testmoz.com/684004">https://testmoz.com/684004</a>
16.	<a href="https://testmoz.com/824899">https://testmoz.com/824899</a>
17.	<a href="https://testmoz.com/824813">https://testmoz.com/824813</a>
18.	<a href="https://testmoz.com/824833">https://testmoz.com/824833</a>
19.	<a href="https://testmoz.com/684032">https://testmoz.com/684032</a>
20.	<a href="https://testmoz.com/824907">https://testmoz.com/824907</a> )
21.	<a href="http://www.usingenglish.com/quizzes/">www.usingenglish.com/quizzes/</a>
22.	<a href="https://www.englishgrammar101.com/">https://www.englishgrammar101.com/</a>



Table 4.6 are the list of the web resources that does not belong to any categories associated with the cognitive development based on bloom's taxonomy and the four language skills since the content of those web resources are about vocabularies and english grammar without any instructions of the four language skills. It is started from number 1-4 the content of the web resources focused on vocabularies. Number one is <http://testyourvocab.com/> that consists of many kinds of vocabularies. Then, the purpose of this web resource is to check the amount of user's vocabularies. Besides, <http://www.peevish.co.uk/slang/a.htm> talks about the slangs' vocabularies with the definition, while <http://sentence.yourdictionary.com/> word shows about an online dictionary, but the dictionary shows every word directly using the sentences. The last is <https://www.usingenglish.com/reference/phrasal-verbs/a.html> which shows about the several phrasal-verbs with the definition.

Then, the content of the web resources number 5-22 in the table 4.6 only consist of English grammar test and English grammar materials without any instruction related with the four language skills. Therefore, the web resources that only consist of grammar without any instruction of the four language skills were not classified into any categories of bloom's taxonomy and the four language skills.

### **1. Web Resource for Reading Skill.**

After classifying the 39 web resources, the researcher gave more detail for each skill. The researcher analyzed

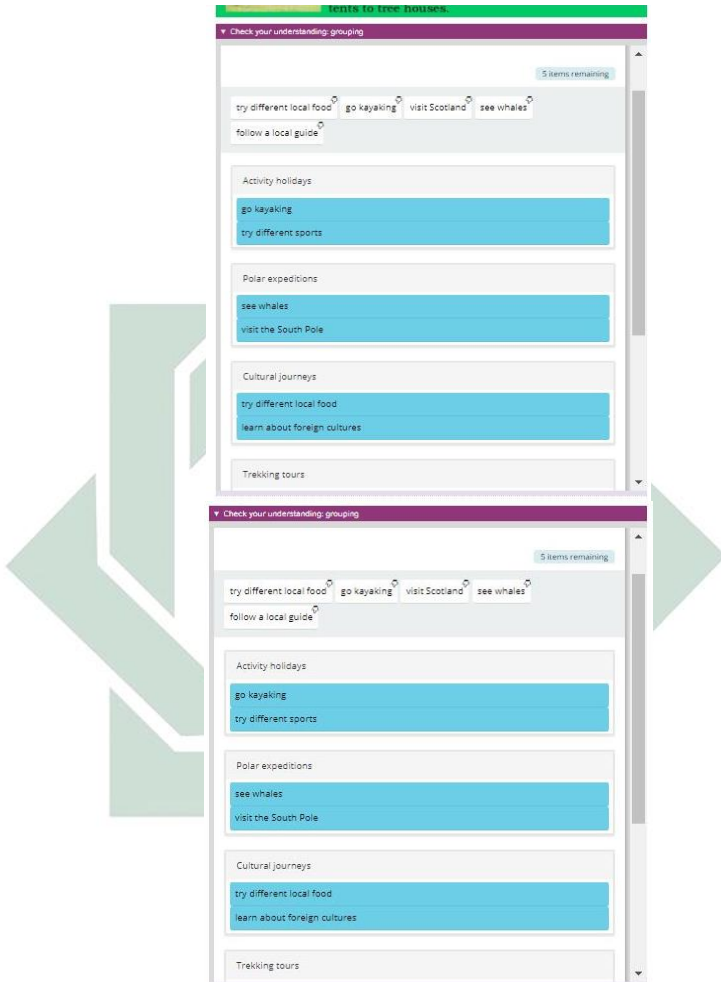
<http://learnenglishteens.britishcouncil.org/skills/reading-skills-practice> for reading skill. The web resource has many topics and interesting reading layout. Reader can choose many kind of topics based on three different levels, such as beginner, intermediate, and advanced levels. Moreover, the researcher took one topic in intermediate level which has 13 topics, such adventure travel, an Olympic blog, food and restaurant, and so on. That is adventure travel. In this topic, there is a layout of reading passage about adventure travel,

5 grouping exercises and 12 multiple choice exercises. The writer explain about the exciting range of holidays and ask the readers to decide what type of adventure that their like. (See figure 4.1) Then, there are 5 items in grouping exercises and 12 multiple choice exercises. (See figure 4.2 and 4.3) The reader should choose the words, read the text descriptively, identify between the questions and the answers, memorize and recognize the word and the topic, then, they should infer the reading passage for answer the questions. Besides, this web resource provides the worksheets with the answer key and it can be downloaded. (See figure 4.4) Besides, the readers can leave comments to ask something if they do not understand. (See figure 4.5) The last is the readers can find the worksheet and the answer key by download it. (See figure 4.6)

The screenshot shows a web page with the following layout:

- Header:** learnenglishteens.britishcouncil.org/skills/reading-skills-practice/adventure-travel
- Navigation:** Home, Adventure travel
- Main Content:**
  - Introduction:** Do the preparation exercise first. Then do the other exercises.
  - Preparation:** A large heading "Time for an adventure?" with a background image of a mountain range.
  - Activity holidays:** "Are you a bit bored with your time-to-free routine? Have a look at our exciting range of holidays and decide what type of adventure you'd like."
    - Activity holidays:** "Our activity holidays are for adventurous people who love danger or who just like sports. We have a huge variety of water, snow or desert holidays. We'll take you ACROSS the world to the best of our knowledge and white water rafting in Canada. If you prefer snow, you can try skiing or snowboarding in the Alps or even igloo-building. For those who like history adventures, we also have something for those who love the most famous of snowboarding or coast walks."
  - Polar expeditions:** "Take a cruise to Antarctica or the icy waters of the Arctic. Our experts will explain everything about the two poles as you watch the penguins in Antarctica or whales and polar bears in the Arctic. There's no greater adventure than travelling to the ends of the earth. A once-in-a-lifetime experience!"
  - Cultural journeys:** "Our cultural journeys will help you discover ancient civilisations. India, Thailand, Egypt and more. Their temples, palaces and ancient ruins – just remember to bring your camera! Get to know local ways of life by exploring markets, trying exotic foods and meeting local people."
  - Trekking tours:** "We have trekking holidays to famous places such as Machu Picchu or the Cotswold House Climb Trek, as well as more serene hikes in the Highlands of Scotland. You don't need to be very sporty just to do it. You'll have a great time enjoying nature with a group of new friends. Some of the holidays include campsites, but we'll transport the tents for you!"
  - Wildlife holidays:** "We organise small group tours to get closer to Africa, Asia or South America. Go on safari in Africa and watch lions and giraffes. Meet the famous turtles on the Galapagos islands. Look for tigers in India, or take an elephant safari in Sri Lanka. We use local guides and stay in a range of accommodations, from tents to five-star hotels."
- Right Sidebar:**
  - COURSES:** Find a certificate course in your country, Find a course.
  - What is it?:** View More.
  - Games:** All Games a-z.

4.1 Figure the Reading Passage of Adventure Travel



4.2 Figure the 5 Grouping Exercises

▼ Check your understanding: multiple selection

### Adventure travel

Choose all the holidays that answer the question.

12 items remaining

On which holiday(s) can you see animals?

- Activity holidays
- Polar expeditions
- Cultural journeys
- Trekking tours
- Wildlife holidays

◀ ▶

Finish

Try Again

### 4.3 Figure the Multiple Choice Exercises

[council.org/skills/reading-skills-practice/adventure-travel](https://www.bbc.com/council.org/skills/reading-skills-practice/adventure-travel)

▼ Worksheets and downloads

- Adventure travel - exercises
- Adventure travel - answers
- Adventure travel - holiday brochure

★★★★☆ Total votes: 1082


Topics: [travel](#) [holidays](#) [adventures](#) [reading skills](#)

Language level: [B1](#)

DISCUSSION

What's the best holiday you have ever had? Where did you go? What did you do?

#### Comments

 1 August, 2017 - 20:47 malheredia

My best holiday was when I was eleven years old. My mom and my dad took me to a beautiful island called San Andres islands. There we went to the beach every day and to the local markets.

San Andres is also known for high quality commerce, so I bought lots of stuff. Thank you for reading.

1 user has voted. 🍌

### 4.4 and 4.5 Figure The Worksheet and The Comments Column

**BRITISH COUNCIL** LearnEnglish Teens  
Reading skills practice: Adventure travel - answers

Answers to Adventure travel - exercises

Preparation

1. Check your understanding: grouping

Activity holidays	Polar expeditions	Cultural journeys
visit the South Pole	by different local food	learn about foreign cultures
by different routes	new scenery	
Travelling tours	Wildlife holidays	
visit Scotland	see lions	follow a local guide
climb mountains		

2. Check your understanding: multiple choice

1. Activity holidays, Polar expeditions and Wildlife holidays
2. Travelling tours
3. Cultural journeys
4. Travelling tours and Wildlife holidays
5. Activity holidays and Travelling tours
6. Activity holidays, Polar expeditions and Travelling tours

www.britishcouncil.org/learnenglish/teens

**BRITISH COUNCIL** LearnEnglish Teens  
Reading skills practice: Adventure travel - holiday brochure

**Time for an adventure?**

Are you a bit bored with your usual holiday destinations? Do you want to do something different? Why not try an adventure holiday? You'll have a great time and you'll be able to see some amazing sights. You'll also be able to try some exciting activities. You'll be able to see some amazing sights. You'll also be able to try some exciting activities.

**Cultural journeys** Our cultural journeys will help you discover ancient civilisations. You'll see amazing sights and you'll be able to try some exciting activities. You'll be able to see some amazing sights. You'll also be able to try some exciting activities.

**Travelling tours** We have travelling holidays to all the best places in the world. You'll see amazing sights and you'll be able to try some exciting activities. You'll be able to see some amazing sights. You'll also be able to try some exciting activities.

**Activity holidays** Our activity holidays are for everyone. You'll have a great time and you'll be able to see some amazing sights. You'll also be able to try some exciting activities. You'll be able to see some amazing sights. You'll also be able to try some exciting activities.

**Polar expeditions** Polar expeditions are a great way to see some amazing sights. You'll be able to see some amazing sights. You'll also be able to try some exciting activities. You'll be able to see some amazing sights. You'll also be able to try some exciting activities.

**Wildlife holidays** Our wildlife holidays are a great way to see some amazing sights. You'll be able to see some amazing sights. You'll also be able to try some exciting activities. You'll be able to see some amazing sights. You'll also be able to try some exciting activities.

**BRITISH COUNCIL** LearnEnglish Teens  
Reading skills practice: Adventure travel - exercises

Check out this brochure with some of the most exciting adventure holidays around the world and improve your reading skills. Are you ready for that?

Preparation

Write the correct words in the boxes below the picture.

**Time for an adventure?**

Are you a bit bored with your usual holiday destinations? Do you want to do something different? Why not try an adventure holiday? You'll have a great time and you'll be able to see some amazing sights. You'll also be able to try some exciting activities. You'll be able to see some amazing sights. You'll also be able to try some exciting activities.

**Cultural journeys** Our cultural journeys will help you discover ancient civilisations. You'll see amazing sights and you'll be able to try some exciting activities. You'll be able to see some amazing sights. You'll also be able to try some exciting activities.

**Travelling tours** We have travelling holidays to all the best places in the world. You'll see amazing sights and you'll be able to try some exciting activities. You'll be able to see some amazing sights. You'll also be able to try some exciting activities.

**Activity holidays** Our activity holidays are for everyone. You'll have a great time and you'll be able to see some amazing sights. You'll also be able to try some exciting activities. You'll be able to see some amazing sights. You'll also be able to try some exciting activities.

**Polar expeditions** Polar expeditions are a great way to see some amazing sights. You'll be able to see some amazing sights. You'll also be able to try some exciting activities. You'll be able to see some amazing sights. You'll also be able to try some exciting activities.

**Wildlife holidays** Our wildlife holidays are a great way to see some amazing sights. You'll be able to see some amazing sights. You'll also be able to try some exciting activities. You'll be able to see some amazing sights. You'll also be able to try some exciting activities.

www.britishcouncil.org/learnenglish/teens

4.6 Figure The Worksheets and The Answer Keys

## 2. Web Resource for Listening Skill.

Then, the researcher analyzed <http://www.esl-lab.com/> for listening skill. The author of this web resource writes what teacher should do when they are teaching listening skill. They should understand what they should do in pre-listening, listening activities, and post activities. Then, easy level is designed for high beginning students,

medium level is created for intermediate students and above, and difficult level is created for advanced students and above. Besides, this web resource contain about 250 various themes with different levels, such as a day at school in easy level, bus trip in medium level, and cyberbullying in difficult level. (See figure 4.7) The researcher took cyberbullying in difficult level as the selected theme. In this theme, there are 7 multiple choice exercises with the audio. (See figure 4.8) After that, the learners can check their answers and know their final score directly. (See figure 4.9) Then, it can be found that there are vocabularies activities, post listening exercises and online investigations. (See figure 4.10). In post-Listening, the author of this web resource want to engage the students in different conversational activities to apply what they have learned. Then, the Online Investigations is provided for build the critical thinking of students where they are should examining and analyzing information before making judgments.

The screenshot shows the website 'Randall's ESL Cyber Listening Lab'. The page layout includes a top navigation bar with links like 'Daily ESL | ESL Blog | ESLang | Train Your Accent | Tips For Students | Helping In USA | English Voices'. The main header features the site's logo and a search bar. Below the header, there are several sections: 'Randall's Other Sites' listing various resources, 'General Listening Quizzes' with sub-sections for 'Easy', 'Medium', and 'Difficult' levels, and a sidebar on the right with 'Using This Site' and 'Learn to Speak English' information. The 'Difficult' section lists topics such as 'A Free Cell Phone', 'A Great Car Deal', 'A University Degree', 'Advice of Money Matters', 'Advance Making Money', 'Anonymous Anonymous', 'Assistance Lying and', 'BikeShare | Bikes', 'Car Accidents', 'Car Repairs', and 'Cyberbullying'.

4.7 Figure of ESL-Lab

[Download this audio](#)

**2. Listening Exercises** [Top]

Listen to the conversation and check your answers.

0:00 / 1:07

[Click on the audio icon to download](#)  
[Other Audio Options: Play Window Media]

1. What is the name of the girl?  
 A. Marsha  
 B. Michelle  
 C. Megan
2. She is a student in \_\_\_\_\_.  
 A. elementary school  
 B. junior high school  
 C. high school
3. The girl's teacher just thinks that she needs to \_\_\_\_\_ to make things better.  
 A. talk more  
 B. study quietly  
 C. pay attention
4. Some of the students have been \_\_\_\_\_.  
 A. ignoring the girl at lunch  
 B. making fun of her clothes  
 C. stealing the girl's books
5. What did some kids do on Facebook that hurt the girl's feelings?  
 A. They deleted her as a friend.  
 B. They didn't invite her to a friend's birthday party.  
 C. They wrote some awful messages.
6. The girl's mother is planning on \_\_\_\_\_ to resolve the problem.  
 A. meeting with the school principal  
 B. contacting the local police  
 C. discussing the issue with a lawyer
7. The teacher wants to \_\_\_\_\_.  
 A. apologize to the girl by email  
 B. talk to her the next day at school  
 C. read books on suicide prevention

Final Score | Reset

Figure 4.8 The Multiple Choice Exercises with Audio

C. discussing the issue with a lawyer

7. The teacher wants to \_\_\_\_\_.  
 A. apologize to the girl by email  
 B. talk to her the next day at school  
 C. read books on suicide prevention

Final Score | Reset

Score = 71%

Correct answers:

1. Megan
2. junior high school
3. talk more
4. making fun of her clothes
5. They wrote some awful messages.
6. meeting with the school principal
7. talk to her the next day at school

Listen to the conversation again as you read the Quiz Script.

**3. Vocabulary Activities** [Top]

Review the key vocabulary from the conversation:

Figure 4.9 The Final Score and The Answer Keys

Listen to the conversation again as you read the Quiz Script.

### 3. Vocabulary Activities [Top]

Review the key vocabulary from the conversation: [Why do these?]

- Multiple-Choice Questions

### 4. Post-Listening Exercises [Top]

Have you (or someone you know) ever experienced bullying at school or in your neighborhood? If so, explain the situation, how you felt, and how things turned out for you. Have you bullied someone in any big or small way? Why did you do it? What led you to stop at some point (if you did stop)?

### 5. Online Investigations - [What's This?] [Top]

Use the Internet to find information on these questions:

- How is bullying in person different from cyberbullying (for example, you can cyberbullying someone else 24 hours a day, 7 days a week)?
- What are the effects of cyberbullying on people?
- What are the warning signs of cyberbullying?
- What are ways in which people are cyberbullied on the Internet?
- What can people do to protect themselves from cyberbullying?
- Are boys or girls more likely bully other kids?
- Are people who are bullied more likely to suffer from depression or die by suicide?

Write your ideas or opinions on the topic of cyberbullying *Randall's ESL Blog* [HERE](#).

**Want to Tell People About This Listening Activity?**


 [Suka](#) 149 orang menyukai ini. Jadilah yang pertama di antara teman-teman Anda.

Figure 4.10 The Next Activities


### 3. Web Resource for Writing Skill

Furthermore, the researcher analyzed [www.myenglishpages.com](http://www.myenglishpages.com) in term of writing skill. This web resource contain 17 writing lessons and tips, such as writing a paragraph about cause and effects, punctuations rules, and writing an argumentative essay. (See figure 4.11) Then the researcher selected argumentative essay and writing a paragraph about cause and effects as the selected lessons. Both of those topics are without the exercises. Those are only explanation, definition and generic structure. (See appendix 4.12 and 4.13)



**Writing Study Pages**

**English Writing Tips**



These are some writing lessons.  
A variety of tips to help you write effectively!

WRITING	
Punctuation rules	Writing a paragraph about cause and effect.
Capitalization rules	Writing a personal experience essay.
Writing tips	Writing an argumentative essay.
Topic sentence	Writing a descriptive essay.
Linking words	Writing a narrative essay
Useful academic expressions	Making a hotel reservation
Stylistic devices	Rhetorical modes
Film / book reviews	Exposition
	Business letter

Figure 4.11 The Writing Study Pages

www.myenglishpages.com/site\_php\_files/writing-cause-effect-paragraph.php

**Writing a Cause and Effect Paragraph**

**How to write a cause and effect paragraph**

What makes something happen is called a cause. An effect is what happens as a result of the cause. Here are a few basics on writing a coherent cause and effect paragraph.

**Pre-writing**

Decide whether to write about a cause or an effect or both. You can choose to discuss only the causes or only the effects of an event. Alternatively, you can discuss the causes AND effects of a certain event.

Make a list of causes or effects. Then narrow down that list to include only the most important causes or effects.

**Writing**

Write a draft explaining each cause or effect in the paragraph in as much detail as possible. Don't forget to use transitional words in your paragraph, such as *also*, *or a result*, *because*, *first and finally*.

It is very important to include a clear topic sentence in your paragraph. This sentence should state the main idea of your paragraph.

Support your topic sentence with supporting details.

**Post-writing**

Edit your paragraph.

Figure 4.12 Writing a Cause and Effect Paragraph

MY ENGLISH PAGES | Learn English Grammar Online

GRAMMAR VOCABULARY SPEAKING READING LISTENING WRITING EXERCISES BLOG

English For All  
Free English Grammar Lessons and Exercises  
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Reading  
Listening  
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Essays  
Figures of speech  
Study skills  
Global tests  
Literature  
Dictionaries

Dictionaries  
Holidays  
Site news  
World news  
Studying in the USA  
Visit the world  
EFL books

Teachers  
Resources  
Share files  
Shared resources  
Teaching materials  
Blog

Learn English the fun way  
Quizzes  
Topics  
Jokes  
EFL and ESL community

NEWSLETTER FACEBOOK TWITTER

www.myenglishpages.com/site\_php\_files/writing-argumentative-essay.php

HOME / LISTENING / READING / WRITING

## WRITING

14 122

### Writing - Argumentative Essay

Writing an argumentative essay

**Pre-writing**

State the "controversy" in the form of a yes/no question.  
Should guns be made legal?  
Is television harmful to children?

Divide your paper into two parts:

Pros	Cons
Guns can be helpful to defend ourselves from dangerous criminals	Guns can be harmful, especially at the hands of irresponsible people
-	-
-	-

- Decide which side of the argument you will defend.

- Decide which side of the argument you will defend.
- Remember to support your opinions with facts, statistics, examples, quotes ...

**Writing**

Include an introduction, a body and a conclusion:

**Introduction:**  
State the problem: a clear thesis statement.

**Body:**

Paragraph: topic sentence

- argument 1
- argument 2
- argument 3
- ...

Paragraph: topic sentence

- argument 1
- argument 2
- argument 3
- ...

**Conclusion:**

- Give a balanced view.
- Give your opinion.

**Post writing**  
Edit your essay.

Figure 4.13 Writing Argumentative Essay

#### 4. Web Resource for Speaking Skill.

Besides, the researcher analyzed the content of <http://www.audioenglish.org/> for speaking skill. This web resource provides many pages and audios. It is about 150.000 pages and 2.5000 audio files. There are British and American native speakers from Oxford, London, Scotland, New York, California, Massachusetts, and Canada. The listeners can listen and repeat the dialog. Besides, every

dialog has different levels, such as beginners, pre and upper intermediate. Furthermore, there are 7 themes of dialogs, such as English for Beginners, Practical English, Travel English, Telephone English, Banking English, Accounting English, and Dictionary. The Travel English as the selected theme by the researcher. (See figure 4.14) In the Travel English theme, there are 382 English Learning Resources. Those are the dialog and the exercises. Then, the researcher took “Practical English: Air Travel/ Reservations (airline). Do you have any flights to Sydney next Tuesday afternoon?” The resource type is Dialog with audio in upper-intermediate level. (See figure 4.15)

In figure 4.15, the researcher found a dialog with the audio. The researcher as the learner listened the audio clearly. Then, for checking and improving the speaking skill, the researcher opened “Practical English: Air Travel/ Reservations (airline). Do you have any flights to Sydney next Tuesday afternoon?” The resource type is Role-Play Exercises with audio in upper-intermediate level. The listener should take the role-play from the dialog. There will be found the blank dialog. (See figure 4.16)

During analyzing Agarwal’s study, it was found that there are some web resources which do not belong to the categories, for example in the category of “My Favourites”. The content of the categories are online dictionaries, books and audio, video lessons, and films. There are more detailed classification, see the table 4.7 below:

**Table 4.7**  
**Newest Categories of Agarwal's Table**

No.	Websites Category	Web Resources			
1.	Online Dictionaries	<a href="#">Test your vocabulary</a> <a href="#">Idioms</a>	<a href="#">Any word in a sentence</a> <a href="#">New English words</a>	<a href="#">Dictionary of slang</a>	<a href="#">Phrasal verbs</a>
2.	Books and Audio	<a href="#">Reading with audio and translation</a>	<a href="#">Books and audio</a>		
3.	Video Lessons	<a href="#">Speaking English</a>	<a href="#">Let's talk</a>	<a href="#">Learn American English</a>	<a href="#">Explanation and Exercises</a> <a href="#">Music videos to learn English</a> <a href="#">Songs with exercises</a>
		<a href="#">Level-based English lessons</a>	<a href="#">All about English English lessons</a>	<a href="#">Two-minute-long English</a>	
		<a href="#">English lessons</a>	<a href="#">More English lessons</a>	<a href="#">Go on speaking</a>	
		<a href="#">Videos with exercises</a>	<a href="#">Videos and quizzes</a>	<a href="#">Pronunciation</a>	
4.	Films	<a href="#">Films with subtitles and translation 1</a>	<a href="#">Films with subtitles and translation 2</a>	<a href="#">Short films with subtitles</a>	<a href="#">Short films</a>
5.	English Grammar and Test	<a href="#">Explanation and Exercises</a>	<a href="#">In detail</a>	<a href="#">Reference lessons</a>	<a href="#">Quizzes</a>
		<a href="#">Present Tense</a>	<a href="#">Past Tense</a>	<a href="#">Future Tense</a>	<a href="#">Infinitive or Gerund</a>
		<a href="#">Preposition</a>	<a href="#">Preposition of time</a>	<a href="#">Order of Adjectives</a>	<a href="#">Conditionals</a>
		<a href="#">Articles 1</a>	<a href="#">Articles 2</a>	<a href="#">Articles 3</a>	<a href="#">Articles 4</a>
		<a href="#">Inversion</a>	<a href="#">Indirect Questions</a>	<a href="#">Question Tags</a>	<a href="#">Reported Speech</a>
6.	Listening	<a href="#">Lab</a> <a href="#">Audio English</a>	<a href="#">Tests</a>	<a href="#">Exercises</a>	<a href="#">Level-based</a>
7.	Reading	<a href="#">Exercises</a>	<a href="#">Tests</a>	<a href="#">Level-based 1</a>	<a href="#">Level-based 2</a>
8.	Writing	<a href="#">Translate a text</a>	<a href="#">Chat with a bot</a>	<a href="#">Text to speech</a>	
9.	Everything about English	<a href="#">Videos, books and more</a>	<a href="#">Videos, books and more</a>		

## B. Discussion

As stated previously, the objective of this study is to know the classification of internet language learning resources which are able to facilitate the students' cognitive development

based on bloom's taxonomy and the four language skills. Furthermore, in order to achieve the objective of the study, the researcher have analyzed 61 web resources which were taken from Agarwal's study by using the instrument. (See Appendix 3.1) After analyzing those web resources, there are 39 web resources that belong to categories associated with the cognitive development based on bloom's taxonomy and the four language skills. It means that there are 64% web resources that can be guidance and assistance for the language teachers to explore those web resources and choose the right ones for their teaching purposes. This statement is in line with according to Zawisza's explanation, bloom's taxonomy is a powerful tool to help develop learning objectives, because it explains the process of thinking<sup>3</sup>. Therefore, based on the research finding in this study, the researcher classified 39 web resources into the table of classification of internet language learning resources based on bloom's taxonomy and the four language skills. (See Appendix 4.1)

According to the table classification of internet language learning resources based on bloom's taxonomy and the four language skills appendix 4.1, the researcher interpreted that <https://lingualeo.com> is the most appropriate web resource for students' cognitive development based on bloom's taxonomy and the four language skills. The content of this web resources fullfill all six level on bloom's taxonomy and the four language skills categories completely. In bloom's taxonomy, it consist of remembering, understanding, applying, analyzing, evaluating and creating.

Related to table 4.16, there are 22 web resources that do not belong to any categories associated with the cognitive development based on bloom's taxonomy and the four language skills since the content of those web resources are about vocabularies and English grammar without any instructions of the four language skills, because when the grammar instructions are taught separately with the language skill instructions, it cannot be entered in the table of

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<sup>3</sup> Kathy Zawisza, "Using Bloom's Taxonomy to Write Effective Learning Objectives", (<https://tips.uark.edu/using-blooms-taxonomy/> accessed on 11 June 2017)

classification of internet language learning resources based on bloom's taxonomy and the four language skills. This statement was in line with Hillocks and Braddock's statement, they said that students' skills competence does not improve when the grammar instructions are taught separately with the language skills instructions<sup>4</sup>. Therefore, the web resources that only consist of grammar without any instruction of the four language skills were not classified into any categories of bloom's taxonomy and the four language skills.

### **1. Web Resource for Reading Skill that Facilitate Cognitive Development Based on Bloom's Taxonomy.**

According to research finding for reading skill's web resource

(<http://learnenglishteens.britishcouncil.org/skills/reading-skills-practice>), the reading passage describe the exciting range of holidays. (See figure 4.1) Then, the learners is leaded to match, select, and identify the questions in 5 grouping exercises. Besides, the learners is leaded also to choose, memorize, recognize, and infer for answering the 12 multiple choice exercises. It means that, according to theory of cognitive development based on bloom's taxonomy, this web resource can be entered in remembering and understanding level, where the remembering level has keywords, such as describe, identify, memorize, and recognize. Then, the keywords of infer, match, and select is included in understanding level. It can be identified from the instructions "choose, and check your understanding". (See figure 4.17) Then, the questions of the multiple choice exercises, such as "can you see..." (See figure 4.18) Those words can represent the level of remembering and understanding level based on bloom's taxonomy. Further, related to remembering and understanding level, this web resource introduce and build foundational knowledge of English. This statement is in line with Shabatura's statement, she said that

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<sup>4</sup> Beverly Ann Chinn, "The Role of Grammar In Improving Student's Writing"  
(<https://people.uwplatt.edu/~ciesield/graminwriting.htm>, accessed on June 04, 2017)

remembering and understanding level may be used as the objective of learning process for introducing and building the foundational knowledge of the freshman<sup>5</sup>.



Figure 4.14 Instruction on Reading Exercises

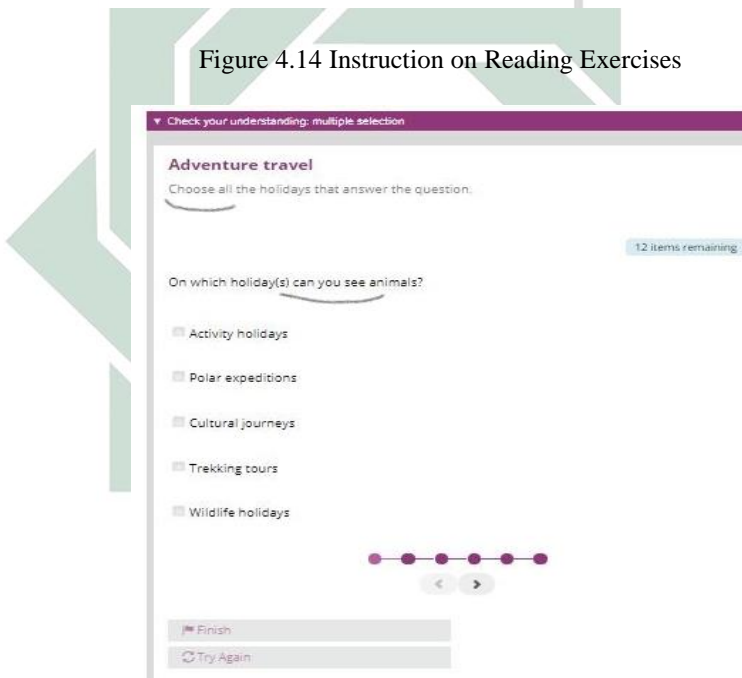


Figure 4.15 Instruction and Question

<sup>5</sup> Kathryn Zawisza. "Using Bloom's Taxonomy To Write Effective Learning Objectives" Teaching Innovation & Pedagogical Support, (<https://tips.uark.edu/using-blooms-taxonomy/>). Accessed On June 15<sup>th</sup>, 2017)

## 2. Web Resource for Listening Skill that Facilitate Cognitive Development Based on Bloom's Taxonomy.

Regarding to web resource for listening skill and cognitive development based on bloom's taxonomy, the researcher analyze 7 multiple choice exercises based on the audio file.

### a. Analyzing the exercises.

Related to the 7 multiple choice exercises, it is started from number 1-7 the questions are:

- 1) What is the name of the girl?
  - A. Marsha
  - B. Michlle
  - C. Megan

(The girl's name should be memorized by the learners)
- 2) She is a student in...
  - A. Elementary school
  - B. Junior High School
  - C. High School

(The learners should memorize and identify the level of students' education from the audio)
- 3) The girl's teacher just thinks that she needs to...to make things better.
  - A. Talk more
  - B. Study quietly
  - C. Pay attention


(This question leads students to interrelate the previous sentence with the next sentence to fill the blank)
- 4) Some of the students have been...
  - A. Ignoring the girl at lunch
  - B. Making fun of her clothes
  - C. Stealing the girl's books

(The learners memorize the tragedy on the audio and then select the best answer.)
- 5) What did some kids do on Facebook that hurt the girl's feelings?
  - A. They deleted her as a friend



- B. They didn't invite her to a friend's birthday party
  - C. They wrote some awful messages  
(This question leads students to recalling and memorize the previous sentence with the next sentence in the audio)
- 6) The girl's mother is planning on...to resolve the problem.
- A. Meeting with the school principal
  - B. Contacting the local police
  - C. Discussing the issue with a lawyer  
(This question leads students to interrelate the previous sentence with the next sentence to fill the blank)
- 7) The teacher wants to...
- A. Apologize to the girl by email
  - B. Talk to her the next day at school
  - C. Read books on suicide prevention  
(This question leads students infer the previous sentence with the next sentence in the audio)

Those questions represent the keywords on remembering and understanding levels, because those questions recalling memory what they have heard from the audio. Learners should choose, because the items are multiple choices. Identify, memorize, recognize, select, interrelate, and interpret to answer those questions. (See figure 4.19)



Download this audio

## 2. Listening Exercises [Top]

Listen to the conversation and check your answers.

0:00 / 1:57

[What are these different audio choices?]  
[Other Audio Options: Play Window Media]

1. What is the name of the girl?  
 A. Marsha  
 B. Michelle  
 C. Megan
2. She is a student in \_\_\_\_\_.  
 A. elementary school  
 B. junior high school  
 C. high school
3. The girl's teacher just thinks that she needs to \_\_\_\_\_ to make things better.  
 A. talk more  
 B. study quietly  
 C. pay attention
4. Some of the students have been \_\_\_\_\_.  
 A. ignoring the girl at lunch  
 B. making fun of her clothes  
 C. stealing the girl's books
5. What did some kids do on Facebook that hurt the girl's feelings?  
 A. They deleted her as a friend.  
 B. They didn't invite her to a friend's birthday party.  
 C. They wrote some awful messages.
6. The girl's mother is planning on \_\_\_\_\_ to resolve the problem.  
 A. meeting with the school principal  
 B. contacting the local police  
 C. discussing the issue with a lawyer
7. The teacher wants to \_\_\_\_\_.  
 A. apologize to the girl by email  
 B. talk to her the next day at school  
 C. read books on suicide prevention

Final Score | Reset

Figure 4.16 Multiple Choice Exercises

Listen to the conversation again as you read the [Quiz Script](#).

### 3. Vocabulary Activities [\[Top\]](#)

Review the key vocabulary from the conversation: [\[Why do these?\]](#)

- [Multiple-Choice Questions](#)

### 4. Post-Listening Exercises [\[Top\]](#)

Have you (or someone you know) ever experienced bullying at school or in your neighborhood? If so, explain the situation, how you felt, and how things turned out for you. Have you bullied someone in any big or small way? Why did you do it? What led you to stop at some point (if you did stop)?

### 5. Online Investigations - [\[What's This?\]](#) [\[Top\]](#)

Use the Internet to find information on these questions:

- How is bullying in person different from cyberbullying (for example, you can cyberbullying someone else 24 hours a day, 7 days a week)?
- What are the effects of cyberbullying on people?
- What are the warning signs of cyberbullying?
- What are ways in which people are cyberbullied on the Internet?
- What can people do to protect themselves from cyberbullying?
- Are boys or girls more likely bully other kids?
- Are people who are bullied more likely to suffer from depression or die by suicide?

Write your ideas or opinions on the topic of cyberbullying [Randall's ESL Blog](#) [HERE](#).

Figure 4.17 Esl-Lab Activities

According to the figure 4.20 number 3. Vocabulary Activities, the author reviews the key vocabulary from the conversation by providing the multiple choice exercises. The learners can choose the best answer. If the answer is incorrect, the sign of incorrect answer appears directly, but the sign of correct answer appears if the answer is correct. It means that this section leads the learners to recalling their memory with the vocabularies that already mentioned from the dialog previously. This section belongs to remembering level of bloom's taxonomy, because it is indicate the keyword of remembering, those are memorize and choose. (See figure 4.21)



Figure 4.18 The Vocabulary Choices

### 3. Web Resource for Writing Skill that Facilitate Cognitive Development Based on Bloom's Taxonomy.

According to research findings, the content of the web resource is only define the definition of the types of the text, explain the generic structure and give example the transitional words in the text. Related to theory of bloom's taxonomy, this web resource is included in remembering and understanding level, because the keywords of remembering level is define, where this web resource is define the definition of the types of the text. Besides, the keywords of understanding level are explain and give example. It means that, when the web resource explains the generics sturture and give example, the understanding level is represented. It can be proof with these sentences. (See figure 4.22)

### Writing a Cause and Effect Paragraph

**How to write a cause and effect paragraph**

What makes something happen is called a cause. An effect is what happens as a result of the cause. Here are a few basics on writing a coherent cause and effect paragraph.

**Pre-writing**

Decide whether to write about a cause or an effect or both. You can choose to discuss only the causes or only the effects of an event. Alternatively, you can discuss the causes AND effects of a certain event.

Make a list of causes or effects. Then narrow down that list to include only the most important causes or effects.

**Writing**

Write a draft explaining each cause or effect in the paragraph in as much detail as possible. Don't forget to use transitional words in your paragraph, such as: also, as a result, because, first and finally.

It is very important to include a clear topic sentence in your paragraph. This sentence should state the main idea of your paragraph.

Support your topic sentence with supporting details.

**Post writing**

Edit your paragraph.

Figure 4.19 Writing a Cause and Effect Paragraph

www.myenglishpages.com/site\_php\_files/writing-argumentative-essay.php

- Decide which side of the argument you will defend.
- Remember to support your opinions with facts, statistics, examples, quotes ...

**Writing**

Include an introduction, a body and a conclusion.

**Introduction:**  
State the problem: a clear thesis statement.

**Body:**  
Paragraph: topic sentence  
a. argument 1  
b. argument 2  
c. argument 3  
d. ...  
Paragraph: topic sentence  
a. argument 1  
b. argument 2  
c. argument 3  
d. ...

**Conclusion:**  
a. Give a balanced view.  
b. Give your opinion.

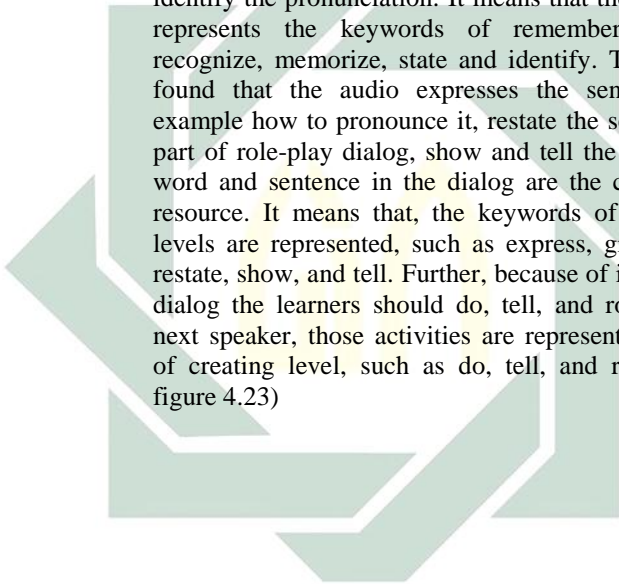
**Post writing**  
Edit your essay.

Generic structure

Figure 4.20 The Generic Structure of Argumentative Essay

#### **4. Web Resource for Speaking Skill that Facilitate Cognitive Development Based on Bloom's Taxonomy.**

Dealing with research findings, the researcher found that this web resource represents remembering, understanding, applying and creating level based on the theory of bloom's taxonomy. In remembering level, the audio of web resource leads the learners to recognize, memorize, state and identify how to pronounce those sentences based on the dialog while reading the text and identify the pronunciation. It means that the web resource represents the keywords of remembering, such as recognize, memorize, state and identify. Then, it can be found that the audio expresses the sentences, giving example how to pronounce it, restate the sentences in the part of role-play dialog, show and tell the sound of each word and sentence in the dialog are the content of web resource. It means that, the keywords of understanding levels are represented, such as express, giving example, restate, show, and tell. Further, because of in the role-play dialog the learners should do, tell, and role-play as the next speaker, those activities are represent the keywords of creating level, such as do, tell, and role play. (See figure 4.23)



The screenshot shows the AudioEnglish.org website interface. At the top, there are navigation links for 'English for Beginners', 'Practical English', 'Travel English', 'Telephone English', 'Banking English', 'Accounting English', and 'Dictionary'. The main content area is titled 'Reservations (airline)' and contains a role-play dialog. The dialog starts with a reservation clerk asking if the user has any flights to Sydney next Tuesday afternoon. The user responds that they do, and the clerk provides details about a flight on Tuesday afternoon. The user asks for more information, and the clerk provides details about the flight, including the time and the flight number. The website also features a sidebar with 'Role-play' and 'Practical English' sections.

Figure 4.21 Role-Play Dialog

Moreover, related to the research findings there were 74% web resources that facilitate the first and the second level of bloom's taxonomy. Those are remembering and understanding. According to Shabatura's statement, she said that the level of bloom's taxonomy may be used as the objective of learning process for introducing and building the foundational knowledge of the freshman. Those are remembering and understanding level<sup>6</sup>. It is proven from all the tables in findings that are shown the most available of the web resources are recalling, recognizing and comprehending the english materials for the learners. In other word, remembering and understanding level of bloom's taxonomy are to introduce and build foundational knowledge of English.

Additionally, the researcher found another finding which is not related with the theory that researcher

<sup>6</sup> Kathryn Zawisza. "Using Bloom's Taxonomy to Write Effective Learning Objectives" Teaching Innovation & Pedagogical Support, (<https://Tips.Uark.Edu/Using-Blooms-Taxonomy/>, Accessed On June 15<sup>th</sup>, 2017)

used. The finding is regarding to Agarwal's study. The researcher found that his classification was not clear enough, because he classified the web resources based on his own categories, such as my favourites, my tests, video lessons, grammar, listening, reading, and some more. There was not certain theory as the based on his classification. It will be better if Agarwal mentions the categories based on the certain theory, such us bloom's taxonomy and the four language skills theory which is appropriate with Zawisza's explanation. She said that bloom's taxonomy is the powerful tool to help develop learning objectives, because it explains the process of thinking. Therefore, it can decrease the ambiguity when the researcher used a certain theory.

