

CHAPTER 5

CONCLUSION AND RECOMMENDATION

5.1 Conclusion

The previous researchers have investigated the learning-teaching processes in the classroom settings to improve students' cognitive processes for thinking critically (Masduqi, 2011; Djiwandono, 2013) and the evaluation of English text books based on Bloom's Revised Taxonomy which were being used in the learning-teaching processes (Razmjoo & Kazempoufard, 2012; Rahpeyma, 2015), whereas this present research analyzed the learning-teaching processes in the teachers' lesson plans. The study focused on the cognitive processes and knowledge dimensions of the learning-teaching processes stated by the teachers in the clauses of the main activities in the lesson plans.

The result of this study have shown with the representative clauses in each text lesson plans that the knowledge students do were only *factual knowledge* and *conceptual knowledge* in the cognitive processes of *remember*, *understand*, *apply*, *analyze*, and *evaluate*. The domination of the cognitive processes found in the learning-teaching processes arranged by the teachers in their lesson plans was in the stage of low-order thinking skills. The result was in line with the previous studies that low-order thinking skills were the most prevalent learning levels in interchange coursebooks and the most frequent learning objectives pursued in the junior high school English text books (Razmjoo & Kazempoufard, 2012; Rahpeyma, 2015). The absence of a cognitive process and some knowledge dimensions might lead to lack of competence students have to master for

achieving the goal of learning English. Thus the meaningful learning has not been implemented because it happens when students build the knowledge and cognitive processes needed for successful problem solving (Mayer, 2002). The findings also showed that the practice for the ability or capability in using the language was dominating the activities rather than language as knowledge (Bachman, 1990; Bachman & Palmer, in preparation) as cited from (Celce-Murcia & Dörnyei, 1995).

5.2 Recommendation

Based on the result of this study, the researcher recommended the teachers to plan the lesson by using and implementing the list of verbs and knowledge dimensions which improve students' cognitive processes in analyzing, evaluating and creating in the learning-teaching processes to reach the high order thinking skills and to achieve the goals of education.