

CHAPTER V

CONCLUSION AND RECOMENDATION

5.1. Conclusion

This study aims to describe types of tasks which accommodate the cognitive, psychomotor, and affective domains in the learning process. The tasks being investigated here were the tasks that the students do in the classroom. There are some conclusions can be derived from the findings.

First, there were seven types of tasks found in this study. They were reproducing, categorizing, structuring, generalizing, applying, elaborating, and uncategorized task types. These types of tasks were used to accommodate the students' domains of learning: cognitive, psychomotor, and affective. One task was used to accommodate more than one domain of learning.

Second, the seven types of tasks accommodated in cognitive domain belong to 8 levels. Among the 8 levels, Understand Conceptual Knowledge (B2) level was the most accommodated level as much as 33%. The next were Remember Factual Knowledge (A1) level 22% and Apply Procedural Knowledge (C3) level 19%. It was followed by Understand Factual Knowledge (A2) and Create Conceptual Knowledge (C6) levels of the equal amount as much as 7%. The least accommodated levels were Remember Conceptual Knowledge (B1), Analyze Conceptual Knowledge (B4), and Create Conceptual Knowledge (B6) levels of

the equal amount as much as 4%. This result proved that the teacher focused on accommodating the students understanding towards the learning topic.

Third, seven types of tasks experienced by the students in psychomotor domain belong to perception, guided response, and mechanism levels. The students' performance in this domain was influenced with their understanding of the cognitive domain. Guided response level was the most accommodated level as much as 65%. It was followed by perception level as much as 19% and the least was mechanism 5%. The result in this domain strengthened the result in cognitive domain. To accommodate the students understanding towards the learning topic, the teachers focused on giving the students opportunity to try the target language.

Fourth, the seven types of tasks experienced by the students in affective domain belong to receiving, responding, and valuing levels. The accommodation of students affective domain occurred when the students performing the tasks in the cognitive and psychomotor domains. Although the teachers did not design the tasks particularly to accommodate the students' affective domain, the result showed that the tasks can be used to accommodate the students' affective domain in some levels: receiving, responding, and valuing. Among the three levels, receiving level was the most accommodated level as much as 65%. It was followed by responding level 31% and the least was valuing level 4%. This analysis showed that the teachers focused on leading the students to obey the provided tasks.

Last, based on the analysis of the types of task in accommodating three domains of learning, the result showed that reproducing was the most dominant

type of tasks given by two teachers. This type was given as much as 31%. It was followed by applying, elaborating, and uncategorized tasks types of the equal amount as much as 15%. The next was generalizing 11%, categorizing 7%, and the least task type was structuring 6%.

5.2. Recommendation

Providing a clear and constructed learning task is one of the essential components in the teaching and learning process. Especially in fulfilling the demand of the new curriculum where the students are expected to build their cognitive, skill (psychomotor), and affective domain during the learning process, the process of planning and implementing the tasks should be considered thoroughly by the teachers.

The result of the study showed that different task gave different learning experience to the students in accommodating their three domains of learning. The teachers should construct a measurable and clear lesson aims and indicators so that they can construct the learning tasks that help the students to achieve the learning goal. In addition, they need to be more cautious in choosing and planning the sequence of the learning tasks so that the learning process could be done effectively.

Time planning is also need to be considered carefully by the teachers. Extra time should always be allocated for the unexpected incident in the classroom. Even though the teachers can design effective types of tasks to be given to the students, it can be said that they failed to help the students accommodate their

cognitive, psychomotor, and affective domains in some extent when they could not finish what they have already planned.

For the next researchers who are interested towards this topic, this research can be served as the reference for further research. Further research about the language learning task is needed to be conducted as the continuation of this research topic and as the report of the improvement that the teachers achieve as the curriculum practitioners.

In conducting further research regarding this topic, the next researcher hopefully can find another task analysis framework since the one that was used in this study has limitation; some tasks given by the teachers could not be categorized. Next, the further research hopefully was conducted in each language skill: listening, speaking, reading, and writing, so that the next researcher can gain deeper result that the one being found in this study.