

## CHAPTER V

### CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the conclusion and recommendations of the study dealing with the teacher's instructions in promoting levels of thinking in the classroom at grade X.

#### 5.1 Conclusions

This study was aimed to describe form of teacher's instruction which promote students' levels of thinking in students' learning experience. The instructions investigated here were utterances teacher delivered in order to get students into action during teaching and learning in classroom interaction. The levels of thinking investigated here were adopted from Revised Bloom's Taxonomy (Thinking Level).

Based on the findings and discussions, the writer draw three conclusions. First, with the total of 314 instructions, teacher delivered 10 forms of interactions in learning process. They were *base form of verb, you + imperative, present participle form of verb, verb-ellipsis, imperative + modifier, let + first person pronoun, modals, non-modals, embedded agent, and hints*.

Second, they were five forms of instructions that the students experience in thinking level. They were *base form of verb, you +imperative, verb-ellipsis,*

*imperative + modifier, and embedded agent.* Those five forms of instruction promoted students' level of thinking belong to Remember, Understand, Applying, and Evaluating.

Among those four levels, Applying level was the most promoted level (43 %). This showed that teacher focused in promoting students understanding by applying their understanding towards the subject learning in the classroom. It was followed by 8 (23%) instructions in Understand level, followed by 6 (17%) instructions in Remember level, and 6 (17%) instructions in Evaluate level. Among 35 levels of thinking instructions on 5 forms of instructions, you + imperative 15 (42%) is the most dominant. it was followed by 10 (28%) instructions on imperative + modifier form, 7 instructions (19%) on base form of verb form, 3 instructions (8%) on embedded agent form, and 1 instruction (3%) on verb ellipsis form.

Third, among 10 forms of instructions found in the observation, imperative (94%). was the most dominant form used in delivering instructions. The next was 5 instructions (2%) on interrogative form, and the least was 14 instructions (4%) on declarative form. Among the imperative form, teacher mostly used *base form of verb* (31%) in giving instructions in the classroom. it was followed by *imperative + modifier* (25%), *verb-ellipsis* (23%), *you + imperative* (17%), *let + first person pronoun* (3%), While *present participle form of verb*(1%) was the most rare used in giving instructions.

This study was conducted at the time teacher presented three learning topics. They were narrative, interview and song. So, the data related to the instructions were limited to four meetings on three topics and the lesson plan written by the teacher on those three topics.

## **5.2. Recommendations**

Teacher's instructions in the classroom are one key point in the learning process. Teachers need to pay attention to how they delivered their command. Moreover, teacher's instructions should promote students' level of thinking.

Based on the findings, it shown that the teacher delivered all the types of instruction. This is needed since teacher's instruction is essential in learning process. It allows teachers to use different types in delivering instructions. Also, those instructions are needed to rely on the classification on students' levels of thinking. Later on, it is expected that others studies on teacher instructions are conducted as continuation and to acknowledge an improvement carried out by the teacher. This is mainly, because teacher's instruction is one of the essential elements during teaching learning process.