

## **CHAPTER 5**

### **CONCLUSION AND IMPLICATION**

This chapter presents the conclusion and recommendation of the study dealing with teacher's instructions in enabling student's level of thinking.

#### **5.1 Conclusion**

Based on the research findings and discussions, it can be concluded that instructions provided by the teacher appeared in varied purposes. According to Scrivener (2012), Ur (1991), and Watson (1997), the purposes of instruction that teacher used were to overview the learning activity or task (20%), to state the outcome (13%), to direct (39%), to explain the procedure (13%), and to inform the strategy (15%).

Though instructions provided were stimulated all thinking levels based on Revised Bloom's Taxonomy, the distributions were not fairly stimulated in the same average. From 19 objectives of teachers' instructions, the percentage of each level stimulated is as follow; 8 objectives stimulated in the level of Analyze (42%), 7 objectives stimulated in the level of Understand (37%), 3 objectives stimulated in the level of Apply (16%), and 1 objectives stimulated in the level of Evaluate (5%). The level of thinking of Remember and Create were not found in the instruction given.

The learning activities demanded by instruction also gain students' knowledge on three dimension: (1) factual knowledge, (2) conceptual knowledge, (3) procedural knowledge. The metacognitive knowledge was not found from the learning activities.

Since instruction is an essential part in achieving the learning objectives, the use of teachers' instructions for stimulating students' level of thinking need to be noticed. Instructions given have to be well-directed the students with the learning task and lead students to the high level of thinking by passing the stages of thinking level one by one. Simply, the instructions have to be clear and delivered in many times.

## **5.2 Implication**

Based on the findings, the researcher poses some suggestions. For the future teachers, pertaining to the lack of instructions, the teacher is suggested to create more detailed instructions to make the students easier to follow. By being clear with the instructions, the teacher will reduce the students in giving disruption and interruption. Giving clear instructions will also help those low achievers who have trouble in understanding what is asked from them. In addition, it would be better for the teacher to widen the learning tasks which fairly stimulate all the thinking level.