

CHAPTER IV

FINDING AND DISCUSSION

A. Finding

1. Implementing Anderson-Krathwol Taxonomy in Teaching English

According to pre-observation activity from the researcher on Global Islamic Boarding School, there are several aspects have to be there in teaching English using Anderson Krathwohl Taxonomy (AKT). There are main aspects and supporting aspects. Those aspects are used to be references in conducting the data in this research.

a. Main Aspects

There are two main aspects in implementing AKT for teaching English. The first one is knowledge dimension and cognitive process dimension, and the other one is learning path. As following :

1) Knowledge Dimension and Cognitive Process Dimension

One of the most important aspects in implementing AKT for teaching English is the existence of knowledge dimension and cognitive process dimension. There are four levels of knowledge dimension, they are factual knowledge, conceptual knowledge, procedural knowledge, and metacognitive knowledge. Furthermore, there are six levels of cognitive process dimension, they are Remembering, understanding, applying, analyzing, evaluating, and creating.

Those two dimension will be combined by the teacher to make some questions or instructions for the students in the class. Each combination will have some code to make teachers easier in designing it. The combination would be like as following :

- Factual knowledge to remembering (FC1), factual knowledge to understanding (FC2), factual knowledge to applying (FC3), factual knowledge to analyzing (FC4), factual knowledge to evaluating (FC5), and factual knowledge to creating (FC6).
- Conceptual knowledge to remembering (CC1), conceptual knowledge to understanding (CC2), conceptual knowledge to applying (CC3), conceptual knowledge to analyzing (CC4), conceptual knowledge to evaluating (CC5), and conceptual knowledge to creating (CC6).
- Procedural knowledge to remembering (PC1), procedural knowledge to understanding (PC2), procedural knowledge to applying (PC3), procedural knowledge to analyzing (PC4), procedural knowledge to evaluating (PC5), and procedural knowledge to creating (PC6).
- Metacognitive knowledge to remembering (MC1), metacognitive knowledge to understanding (MC2), metacognitive knowledge to applying (MC3), metacognitive knowledge to analyzing (MC4), metacognitive knowledge to evaluating (MC5), and metacognitive knowledge to creating (MC6).

According to the interview, Teacher A and Teacher B stated that they didn't have to use all of them. It should be linked to the goal in the class at the day. From the goal, the teacher needs to decide the learning path then, it could take three, four or more levels of dimension, but it doesn't have to cover all.

Based on the observation in Teacher A's class, mostly the teacher delivered the material in factual and conceptual level only. The teacher mentioned the examples of fact and opinion words, then asked the students to memorize it. Which is in remembering the fact (FC1) level. The aim was to train the students' memory about those words. After that, the teacher asked students to find out the

meaning of those words. Which is in understanding the fact (FC2) level. The aim was to train students understanding in recognizing the meaning of those words. In the end, the teacher classified the words into fact words and opinion words. Which is in remembering the concept (CC2) level. The aim was to train students' remembering in recognizing and identifying the fact and the opinion words.

On the next meeting in teacher A's class, is still about the same topic, about fact and opinion. The teacher asked the students to mention other words haven't mentioned in previous meeting. Which is in understanding the fact (FC2) level. The aim was to train students to find out the other words in the same category, facts and opinions. Then, the teacher asked the students to classify the words into fact words and opinion words. Which is in understanding the concept (CC2) level. The aim was to train students' understanding in recognizing and identifying the fact and the opinion words.

Based on the observation in Teacher B's class, mostly the teacher only delivered the material in factual level. The teacher mentioned the examples of synonym and antonym words, then asked the students to memorize it. Which was in remembering the fact (FC1) level. The aim was to train the students' memory about those words. After that, the teacher asked students to find out the meaning of those words. Which was in understanding the fact (FC2) level. The aim was to train students understanding in recognizing the meaning of those words. Then, the teacher asked each students to mentioned a synonym or an antonym of some words provided by the teacher. Which was in applying the fact (FC3) level. The aim was to train students in applying or find out the other words of synonym and antonym. In the end, the teacher gave some paragraph to students, and asked them to find out as much as possible words they can analyze the synonym or the antonym. Which

was in analyzing the fact (FC4). The aim was to train students ability in analyzing synonym and antonym in paragraph.

2) Learning Path

Another important aspect in implementing AKT for teaching English is Learning Path. It is in the development of lesson plan, or usually called Learning Path. The teachers at GIBS put Learning path in their lesson plan. It is the steps have to made by the teachers to reach their leaning objective or their goal in the lesson. For example teacher's goal is students will be able to produce the sentences using demonstratives. (CC3). The learning path would be like this :

Knowledge Dimension	MC1	MC2	MC3	MC4	MC5	MC6
	PC1	PC2	PC3	PC4	PC5	PC6
	CC1	CC2	CC3	CC4	CC5	CC6
	FC1	FC2	FC3	FC4	FC5	FC6
	Cognitive Process Dimension					

Figure 4.1. An Example of Learning Path

Teacher has learning objectives in every meeting, and she makes a learning path to reach the objective of the study. Which is from the easier one to be harder until reach it. In this case, teacher also makes alternative learning path to anticipate it. Such as FC1 to FC2 to FC3 to CC3, or FC1 to CC1 to CC2 to CC3. So teacher have to make one or more target in each path. For example :

FC1

- Retaining the items of school, bedroom, kitchen, bathroom, etc.

FC2

- Translating the conversation about preposition of place.

- Translating the passage about demonstratives.

FC3

- Differentiating the things based on the place (school, house, hospital, etc.)

CC1

- Recognizing the pattern of article a/an/the usage.
- Recognizing the pattern of demonstrative usage in a sentence.
- Recognizing the usage of preposition of place in a situation.

CC2

- Categorizing the vocabularies around them into the correct articles.
- Putting the correct preposition of place into the blank sentences.

CC3

- Producing the sentences using demonstratives.

b. Supporting Aspects

There are two main aspects in implementing AKT for teaching English. They are Contextual Approaches of Topic Introduction, Students Participation, and English Explanation. As following

1) Contextual Approaches of Topic Introduction

One of supporting aspects in implementing AKT for teaching English is in the topic introduction. In Anderson-Krathwohl Taxonomy, the teachers have to introduce the topic by contextual approaches, not literally “mention” the topic will be learnt. According to the interview, the benefit is to make students understand more because it is close with their life. Moreover students are forced to relate between their experiences in life and the knowledge that they get in the class. It might help students to get motivated and engaged to our introduction since in the beginning, we start with contextual approaches in the language they really know

well, in the analogy they can easily get interested to, or in the case they used to experience with.

In the observation, the researcher got the teacher A and teacher B didn't explain immediately the 'topic' would be learnt, but gave a 'situation' that close to the students, then led them to understand that the 'situation' is the 'topic' what they've learnt that day. Such as, teacher asked two students to stand in front of the class, and let their friends to describe them, then teacher explain which are the facts and which are the opinion from it.

2) Students Participation

The participation of students in the class is also the requirement of Anderson-Krathwohl Taxonomy. But, it also only the supporting aspect. Students have to be involved in every lesson. According to the interview, teacher A stated that using AKT means that students have to understand lesson by giving answer of questions and follow instruction well so students need to be active. Teacher A always do that because that what should be done by every teacher. It is also because teacher A needs to check student's understanding which is related to AKT as well. By asking them to get involved, teachers will know how far they are in my learning activity, so teachers can decide what need to do next.

In the observation, researcher also got that the method of Teacher A and Teacher B was not passive, like only lecturing and the students listen to her. But, the students were always involved during the lesson. Such as two students asked in

front of the class, and the other described them., asked the students to guess is it fact or opinion in front of the class., etc.

3) English Explanation

The other aspect in implementing AKT for teaching English is using English when explaining the lesson in the class. Actually, using English in teaching process is not a vital aspect for implementing AKT, it just a supporting aspect. According to the researcher's interview to the interviewees, teacher A and teacher B, using English to teach is the requirement of Anderson-Krathwohl Taxonomy itself, and also the demand of the school, but the demand of the school comes first. It doesn't need to be full English, but as much as possible to try to speak in English so that students are able to be familiar to hear English and try to speak it either. And it matches to the observation did by the researcher in the class, the teachers used only about 70%-80% English because the students still need to get used to it by the time. Besides, they are VII grades, so they need a lot of practice more.

2. The Problems in Implementing Anderson-Krathwohl Taxonomy for Teaching English

According to the interview, there were two main problems in implementing AKT for teaching English. They were to decide the knowledge dimension and cognitive process dimension and the incompatible result with the goal in the lesson plan. As following :

a. Deciding Knowledge Dimension and Cognitive Process Dimension

Teacher A and Teacher B said that the main problem in implementing AKT for teaching English was to decide the knowledge dimension and cognitive process

dimension are used in every meeting in the class. Which is one of the most important element in making lesson plan based on AKT.

Teacher A said that she sometimes got difficulties in making sequence questions or instructions. Sometime, she just skipped the questions or instructions to the higher level and it makes students are getting difficulties to answer and process it.

Teacher B said that the challenge she had was in understanding and implementing AKT for teaching English is sometimes she is in doubt whether her questions or instructions are in the correct level or not based on revised taxonomy. That is why the teachers there always held some training in this AKT to train their understanding more and more from time to time.

b. Incompatible Result

It is normal in teaching process when the result is incompatible with the expectation or what teachers plan before. According to the interview, incompatible result from what teachers expected is one of the main problem in implementing AKT for teaching English. Because anything could be happened in the class.

In every meeting teachers have to make one or more goals. And they have to make as much as possible questions and instructions in any levels. Because, sometimes when the execution of learning, there are a few or even a lot of differences from what teachers have planned before. That is why, teachers have to make as much as possible anticipation in learning path, or usually called alternative learning path, so that teachers can anticipate undesirable things.

B. Discussion

1. Implementing Anderson-Krathwohl Taxonomy in Teaching English

As mentioned by the researcher before, there are several aspects in Implementing AKT for Teaching English. As following :

a. Knowledge Dimension and Cognitive Process Dimension

For a new teacher that never used Anderson-Krathwohl Taxonomy before, definitely it will be kind of difficult in understanding those two dimension. But if they could understand it, it will be very easy in manage the class and anticipate something that never expected by the teacher. The differences between teaching in the class with Anderson-Krathwohl Taxonomy and without it is in the structural part in transferring knowledge to students. Teaching with Anderson Krathwohl Taxonomy makes it easier to order things we need to deliver to students based on their thinking skills. Without Anderson-Krathwohl Taxonomy, no idea whether or not the instructions or questions go well with students thinking skills.

Without using Anderson-Krathwohl Taxonomy, teacher can not measure in what parts students do not understand. By using Anderson-Krathwohl Taxonomy, If students can not answer the questions, teacher can change the questions with the easier questions so that students can understand. At least that is what GIBS teacher's thinking about Anderson-Krathwohl Taxonomy.

In the preliminary activities, it is important for teachers to ask questions that are intended to motivate students, to check students' understanding regarding the material to be a prerequisite for learning activities that will be carried out.

The type of question (instruction) which always posed a teacher at the preliminary activities are digging question. Teachers do not ask questions demand, rhetorical questions and questions directed or guided. While the types of questions (instruction) based on the cognitive dimension of Anderson-Krathwohl Taxonomy always advanced teacher at the preliminary activities is a question of remembering

and understanding the question. Teachers do not ask questions apply, questions analyzing, evaluating questions and questions to be creative. In the preliminary activities, the teacher asked us to remember the material that has been studied previously and associate it with the material to be learned by asking questions based on the dimensions kognitif Anderson and Krathwohl Taxonomy is the question given, then followed up by asking questions with a higher cognitive dimension is the question to understand. In its filing, the teachers take advantage of the kinds of questions that dig question.

It is important for teachers to ask questions that can stimulate and direct the students' thinking in order to achieve the learning objectives to be achieved, both in discussions and in classical learning activities. Because that is the essence of using Anderson-Krathwohl Taxonomy. Using at least 3 or more kind of questions based on cognitive domain of the students.

The types of questions (instructions) that are asked of teachers on core activities is a question of demand, rhetorical questions, questions and inquiries directing or guiding the dig. While the types of questions based on Taxonomy cognitive dimension proposed Krathwohl Anderson and teachers on core activities is a question of remembering, understanding the question, the question to apply, questions analyzing, evaluating questions. While not always the mengkreasi question posed by the teacher. But questions dominated by the question of remembering and understanding the question. Teachers tend to frequently asked questions with a relatively high cognitive dimension is the question to be creative and to evaluate the question by using the kind of question that is the question of demand. The teacher then follow up with questions with a lower cognitive dimensions are given questions, questions to understand, apply and question questions analysis. In its filing teachers

use these types of questions based on the intent that directing or guiding question, the question of digging and rhetorical questions.

In the closing activity, the teacher should be able to ask questions that aims to make students able to summarize and capture the important points of a whole series of learning activities on that day. In addition, teachers also need to ask questions that make students curious related future learning which could be food for thought students to prepare for the next lesson.

This type of question (instruction) frequently asked teachers at the closing activity is digging question and the question of demand. While the rhetorical question is the type of question that only occasionally asked teachers at the closing activity. Teachers do not ask questions directing or guiding the closing activity. While the types of questions (instruction) based on the cognitive dimension Taxonomy Anderson and Krathwohl frequently asked teachers at the closing activity is given the question, while the types of questions asked teachers understand only occasionally at closing activity. Teachers do not ask questions apply, questions analyzing, evaluating questions and questions to be creative. Teachers often ask questions to encourage students to deduce the material that has been studied by asking the kinds of questions the cognitive dimension Taxonomy Anderson and Krathwohl is considering the question then followed up with a question to a higher cognitive dimension is the question to understand. In its filing, teachers often use this type of question is the question digging and occasional use rhetorical questions. In addition to concluding, on the closing activity of teachers also raised the kind of questions based on the intent that the question requests that ask students do exercises that have been provided as a task in the dorm. In its filing, teachers often use this type of question is the question digging and occasional use rhetorical questions. In addition to conclude, on the closing activity

of teachers also raised the kind of questions based on the intent that the question requests that ask students to do exercises that have been provided as a task in the form. In its filing, teachers often used this type of question is the question digging and occasional used rhetorical questions. In addition to concluding, on the closing activity of teachers also raised the kind of questions based on the intent that the question requests that ask students do exercises that have been provided as a task in the form.

b. Learning Path

Learning path become one of the most important thing in implementing AKT for teaching English. Because, learning path is like some steps what will teachers do in the class. Without learning path, if the teacher suddenly got blank in the class, the teacher will get confuse about will do first, next, and the following steps. Thus, with this path, the teaching process will get sistematically organized well. Even if the result is incompitable, the teacher also has to make the alternative learning path. So that the teacher can anticipate something never expected in the class. The point is learning path become a guide to teach in the class.

c. Contextual Approaches of Topic Introduction

Another thing about this Anderson-Krathwohl Taxonomy is the way to introduce the topic in the class. Teacher has to make an approaches to the students about what will they learn. In purpose to engage them to the lesson, to state that the lesson has correlations with their life somehow. It will be interesting to the students to learn something close to them than remembering and memorizing some formulas or something.

d. Students Participation

Students are encouraged to actively participate in classroom. Nevertheless, many of them are still reluctant to speak up. A conducive classroom environment involved two-way interaction between students and instructors. This type of classroom environment will stimulate learning and makes both the instructor and students feel satisfied. Which eventually leads to effective learning process.

e. English Explanation

Using English in teaching English is an effective way to improve students' English ability. That's why it is become a demand of the school to the teacher. Not only English teacher, but also every teacher in each course. Moreover, they use Anderson-Krathwohl Taxonomy, that is why using English in the class more recommended. Even till 100% explanation in English in English class. But in this case, VII grades still need a lot more practice and they are still need getting used to it.

2. The Problems in Implementing Anderson-Krathwohl Taxonomy for Teaching English

As mentioned by the researcher before, there are two problems in Implementing AKT for Teaching English. As following :

a. Deciding Knowledge Dimension and Cognitive Process Dimension

Implementing Anderson-Krathwohl Taxonomy in teaching English is not an easy thing to do, especially for a new teacher that never learnt Anderson-Krathwohl Taxonomy before. Even for teachers that already have learnt it for years still have problem and difficulties to develop it. As Teacher A and Teacher B said, mostly, the main problem faced by the teachers is to decide the knowledge dimension and cognitive domain are used in every meeting in the class. Which is one of the most important element in implementing AKT.

There are six cognitive domain in Anderson-Krathwohl Taxnomy. They are remembering, understanding, applying, analyzing, evaluating, and creating. And also there are four knowledge dimension, they are factual knowledge, conceptual knowledge, procedural knowledge, and metacognitve knowledge, the challenges teachers face is not only about understanding Anderson-Krathwohl Taxonomy itself, but also in implementing and also developing it. Teacher sometimes doubt whether the questions or instructions are in the correct level or not based on Anderson-Krathwohl Taxonomy.

Teacher has to make sure that students are able to reach the lower level first before continuing to the higher level. Factual knowledge is the the basic elements students must know to be acquainted with a discipline or solve problems in it. The following level is conceptual knowledge. The interrelationships among the basic elements with a larger structure that enable them to function together. After that, students are expected to have procedural knowledge. How to do something, methods of inquiry, and criteria for using skills, algorithms, techniques, and methods. If students seemed like capable of being tested in the next level, teacher could going to the next level. It called metacognitive level. Knowledge of cognition in general as well as awareness and knowledge of one's own cognition.

Not only the knowledge dimension, but also the cognitive domain have to be considered in developing Anderson-Krathwohl Taxonomy. The lowest level is remembering. It retrieves relevant knowledge from long-term memory. The next level is understanding. Construct meaning from instructional messages, including oral, written, and graphic communication. Applying is the following level. Carry out or use a procedure in a given situation. After that is analyzing level. Break material into its constituent parts and determine how the parts relate to one another and to an overall

structure or purpose. Then, there is evaluating level. Make judgments based on criteria and standards. In the highest level is creating. Put elements together to form a coherent or functional whole; reorganize elements into a new pattern or structure.

The challenge was teacher had to combine all cognitive domain and knowledge dimension into specific explanation or questions about the topic would be learnt. And made some codes of their combination to make it easier.

b. Incompatible Result

Incompatible result shouldn't be a problem when the teachers are able to provide a great alternative learning path in every lesson plan they made. Because no matter how great the teacher is in teaching, it can not be predicted one hundred percent as teacher expected. Anything could be happened in the class. Thus teachers have to make as much as possible questions and instructions in any levels of dimension.