

CHAPTER V

CLOSURE

A. CONCLUSION

From all the data analysis about the implementation of Anderson-Krathwohl Taxonomy in Teaching English at Junior High School of Global Islamic Boarding School, it can be concluded that:

1. There are several aspects in implementing Anderson-Krathwohl Taxonomy (AKT) for teaching English. They are main aspects and supporting aspects.
 - Main aspects consist of two : (1) Knowledge Dimension (Factual, Conceptual, Procedural, Metacognitive) and Cognitive Process Dimension (Remembering, Understanding, Applying, Analyzing, Evaluating, and Creating) ; and (2) Learning Path. It is the steps have to made by the teachers to reach their leaning objective or their goal in the lesson.
 - Supporting aspects consist of three aspects : (1) Contextual Approaches of Topic Introduction; (2) Students Participation; and (3) English Explanation.
2. There are several problems in implementing AKT for teaching English. But two main problems are : (1) Deciding Knowledge Dimension and Cognitive Process Dimension; and (2) Incompatible Result.

B. SUGGESTION

From the research conducted, the researcher have several suggestions that actually could improve educational system in the school, by use Anderson-Krathwohl Taxonomy. By using it, it shows the seriousness of teacher as a quality educators. And to be more presentable and organized in giving instruction or test to the students.

Then, for the school who already used Anderson-Krathwohl Taxonomy. The teacher has to be more carefully in deciding knowledge dimension and cognitive domain will be used. However, teachers are expected to further improve the quality of good questions were based on the type and level of cognitive dimensions Anderson-Krathwohl Taxonomy.