sonal cognitive competence. For example, the nurturing of the creative and critical thinking (Rahman et al., 2017) as a result of learning the cognitive elements of the language. More importantly, learners can develop their communicative language competence (Savignon, 2017) when teaching materials reflect the cognitive framework. The implication of this study for teaching is that educators should incorporate balanced concepts of the cognitive framework in order to establish balanced cognitive competence of learners.

Conclusion

It can be concluded that the representation of the cognitive taxonomic framework in the national assessment of the Indonesian language documents is equal. Learners are expected to focus more on procedural and conceptual knowledge in comparison to factual and metacognitive knowledge. This suggests that teachers should understand the importance of balanced cognitive representation for learners. As a consequence, learners are nurtured with the equal representation of cognitive development. It is recommended that the government of Indonesia is suggested to revise the current test questions of the national assessment of the Indonesian language competence. This study suggests a further study on different fields and contexts in order to understand the complexity and the application of the cognitive taxonomy in other geographical settings. A study with larger samples is needed, particularly viewing from learners’ and teachers’ perspectives, of the strategies and challenges they face in developing their cognitive personal competence.

References


