

## CHAPTER V

### CONCLUSION AND SUGGESTIONS

#### 5.1 Conclusion

To conclude, this study is not cover all the cognitive dimension of Bloom's Taxonomy. Based on the data the writer obtained, all tests only cover remembering, understanding, applying, and analyzing. Most of remembering level is found in IC test in batch 2017-2021. In the division the quality, the data shows there are LOTS questions rather than the HOTS questions. LOTS questions include remembering, understanding, and applying. Meanwhile, the HOTS questions include analyzing, evaluating, and creating. From 2017-2021 experienced a decrease in the number of reading questions significantly.

To support that statement, the writer also provided the results of interview in the finding section. Each respondent provided their reason why she/he put the reading questions a liitle and a lot. The first respondent gave quite lot reading questions in order to increase students reading interest as well. The second respondent gave all sections in balanced because he did it based on the syllabus provided and he thought all skills are important in the IC course. Meanwhile, the third respondent gave a lot grammar section rather than the reading questions because she thought that grammar is important dan very helpful in next reading subject in semester 2. She said that if the students are able to master grammar well, they can pass the first reading course as well.

Furthermore, all IC tests made by the coordinator of IC, it was taken from the book which they used for one semester. This statement is supported based on the result of interview. Most of the respondents adopted the reading passages and the reading questions also without changing anything. Only one of three respondents who adopted the reading passages and made the reading questions by himself.

## 5.2 Suggestions

In this section, the writer has some suggestions for the future lecturers of IC and researchers as follows:

- For the future lecturers of IC

It is recommended that there is a sufficient number of HOTS level reading questions in the final test of Intensive Course. Furthermore, it is recommended that the lecturers make their own HOTS level reading questions if there is only a limited number of HOTS level reading questions available in the IC materials.

- For the future researchers

It is recommended that the future researchers can analyze other language skills and components based on the revised Bloom's Taxonomy.

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