

## CHAPTER V

### CONCLUSION AND SUGGESTIONS

This chapter presents the conclusion of this study and suggestions for certain related parties that can benefit from this study.

#### 5.1 Conclusion

This study is to find out (1) to find out the levels of thinking skills measured in the reading comprehension questions of the English textbook “Bahasa Inggris When English Comes in Handy” for Grade X based on the Revised Bloom’s Taxonomy and (2) to find out which reading text types are equipped with more higher-order thinking skills (HOTS) questions and which reading text types are equipped with more lower-order thinking skills (LOTS) questions.

The analysis is conducted based on the Revised Bloom’s Taxonomy with the six levels of thinking skills, which are (1) Remembering, (2) Understanding, (3) Applying, (4) Analyzing, (5) Evaluating, and (6) Creating. The result shows that the percentage of questions in the level of Remembering (26%), Understanding (44%), Applying (3%), Analyzing (11%), Evaluating (7%), and Creating (9%). Thus, it can be concluded that 73% out of 175 (one hundred seventy-five) questions in the textbook measuring LOTS. This result proves that the reading comprehension questions measure more LOTS than HOTS of the students.

In addition, there are 5 (five) text types: descriptive, expository, short functional, narrative, and recount text. The expository text is followed by the most HOTS questions, which is 63% of the total questions following this text, while the other text types are followed by lower percentage of HOTS questions ranging from 18% to 30% of the questions following the reading texts.

Learning a language should strengthen students’ literacy. Therefore, more reading comprehension questions of HOTS should be given to the students. When a textbook does not provide enough HOTS questions, the teacher should consider adding her own questions so that there are enough questions measuring HOTS of the students.

## 5.2 Suggestions

Based on the result of this study, the researcher would like to suggest followings:

1. As reading comprehension questions are used to measure students thinking skills, and to increase students' literacy level, it is expected that more HOTS questions be given to the students. Therefore, teacher should first make sure that the reading passages they used in their reading comprehension activity are equipped with HOTS questions besides the LOTS questions. Teacher can add their own questions whenever HOTS questions are not available following any reading passages.
2. The researcher would like to suggest further studies aiming at analyzing higher-order thinking skills measured by the questions of other reading text types, for example written dialogue, poems, song lyrics that can be included in an English textbook.
3. Reading comprehension questions are used to train students to manipulate their higher-order thinking skills. Therefore, the researcher would like to suggest textbook authors to include more HOTS questions in the reading comprehension materials.

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