CHAPTER V

CONCLUSION AND SUGGESTIONS

In this chapter, the writer presents the conclusion and the suggestions concerning this study.

5.1. Conclusion

Textbooks are one of the learning materials used by teachers and students in the teaching and learning process. Due to its importance, government might intervene schools on what textbooks are used. That is why the Education government guidance and even promotes copies of the textbooks. It's regulated by the government that all the textbooks including English textbook should be based on *Kurikulum 2013* or K-13. In addition, textbooks should provide learning activities to achieve the objectives of K-13. One of the activities in English textbooks is reading comprehension. In the reading comprehension activity, there are reading texts and some reading questions that are used to assist or facilitate in improving students' thinking skills. Reading questions help students to understand the reading text and train students in the thinking processes.

This study analyzes the English textbook "Bright" for Grade 7. In this study, the writer focuses on finding what cognitive levels of the Revised Bloom's Taxonomy the reading questions of the textbook belong to.

Based on the findings of this study, it is found that there are 84 questions (77.8%) measuring Remembering level, 18 questions (16.7%) measuring

Understanding level, 3 questions (2.7%) measuring Applying level which are included in the category of LOTS, 3 questions (2.7%) which measures Analyzing level and there is no question that measures Evaluating level and Creating level which are included in the category of HOTS.

Therefore, the results show that the 108 reading questions in the textbook do not cover all the 6 cognitive levels of the Revised Bloom's Taxonomy. All reading questions only dominantly lead to the Remembering level with a total of 77.8% which refers to LOTS. While the smallest proportion of cognitive level is the Applying level which refers to LOTS and the Analyzing level which refers to HOTS with a frequency 2.8% of each. All reading questions found in textbook do not facilitate students to give or create new information or their opinions. Therefore, to improve thinking skills, there should be more questions measuring higher order thinking skills in this textbook.

5.2. Suggestion

After conducting the research, the writer offers several suggestions that can be considered for the future.

- For the Textbook's Writers

  From the results of the study, the writer suggests to the textbook's writers who want to provide reading comprehension materials to add reading questions that cover all cognitive levels of the Revised Bloom's Taxonomy. Moreover, the writer suggests developing reading texts and

reading questions in textbooks that are still not available based on taxonomy which leads to aspects of high and low thinking skills.

- For English Teacher

From the results of research data, the writer suggests that it would be better for an English teacher to analyze first the contents of the reading comprehension questions in the textbook. It can be a good media to facilitate students in practicing thinking skills as the demands of the *Kurikulum 2013* set by the government. In addition, English teachers can develop more reading comprehension questions based on taxonomy.

- For Further Researchers

The writer suggests to other researchers to analyze reading texts and reading questions more deeply by testing the level of difficulty of the reading questions for grade 7 students. In addition, they can analyze reading questions from other English textbooks using the Revised Bloom's Taxonomy.

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