# CHAPTER V

## CONCLUSION AND SUGGSTIONS

### 5.1 Conclusion

This study aims (1) to find out cognitive levels of reading comprehension questions are found on English Textbook entitled "Passport to the world 3" according to revised bloom's taxonomy and (2) to find out the appropriateness of the reading comprehension questions for ninth graders according to the English competencies stated in the Curriculum 2013

Based on the research findings, the English textbook "Passport to the World 3" has all levels of cognitive domains according to Bloom's Revised taxonomy, namely remembering (145 questions), understanding (83 questions), applying (3 questions), analyzing (5 questions) evaluating (4 questions), and creating (1 question). The writer concluded that the number of presentations for LOTS questions was 95.9% of the total 231 questions out of 241 questions, while the percentage of HOTS questions was 4.1% of the total 10 questions out of 241 questions. This shows that the presentation of questions containing higher  order thinking skills is still very low. In this textbook, the distribution of LOTS and HOTS is not balanced in each chapter. Some chapters are dominated by LOTS questions, namely remembering level and understanding level. Even chapters 1 and 2 only have a remembering level and understanding level. This proves that the division of cognitive domain levels is less balanced. However, for the material in the "Passport to the World 3" textbook is match for 9th grade students according to the English competencies stated in the Curriculum of 2013 from each chapter in the book it is in accordance with the core competence and basic competence in the Curriculum of 2013. In conclusion, the English textbook "Passport to the Word" is a  book that has a complete cognitive domain level based on Bloom's Revised Taxonomy starting from remembering level with 60.1%, understanding level with 34.4%, applying level with 1.2% analyzing a level showed that 2.1 %, on evaluating a level showed that 1.6% and the last one for creating a level is 0.4%. However, "Passport to the World 3" is not really a good book because the material based on Bloom's Revised taxonomy is not balanced. The most dominant levels are remembering and understanding levels belongs to lower order thinking skills (LOTS). Then, to overcome the imbalance in the cognitive domain level, teachers are

expected to provide practice questions containing higher order thinking skills (HOTS) questions from various sources and teachers are also expected to develop their own questions that are in accordance with the HOTS level in Bloom's Revised Taxonomy so that it will help students to improve their critical thinking.

**5.2 Suggestions**

In this part, the writer would like to address some suggestions to English teachers, the author of the textbook and the future researchers.

- For English teachers

For English teachers, the writer suggests providing reading material and additional questions from different sources and teachers can also develop questions with a higher order thinking skills (HOTS) level based on Bloom's Revised Taxonomy. So that it will be able to help students to improve critical thinking to solve problems

- For the author of the textbook,

The writer suggested that there should be more reading comprehension questions at the level of high order thinking skills in reading skills in future textbooks. The latest reading materials are needed so that students get new knowledge so they don't just get reading from old sources. So that the author of the textbook can make a book for grade 9 junior high school with a more balanced cognitive level between LOTS and HOTS so that it becomes a good book.

- For Further Research

The writer has analyzed the cognitive domain level based on Bloom's Revised Taxonomy so that the writer suggested for further research can analyze other things from the reading comprehension questions such as the types of questions or the quality of the questions contained in "Passport to the World 3".

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