CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and the suggestion concerning this research.

5. 1   Conclusion

Textbook is an important learning media for both teachers and students. It provides materials and exercises that are going to be learnt that are correspondence with the curriculum. In Indonesia, the material textbooks should correspondence with the standard curriculum in Indonesia, which is *Kurikulum* 13. One of the material learnt in the textbook especially English subject is reading comprehension. It consist of reading passages and reading questions. These reading questions will help the students to understand the reading passage better and help the teacher to assess the students' competence. To know the level of the research questions, it could be measured using the Revised Bloom Taxonomy. Revised Bloom Taxonomy consists of six levels of cognitive domain, which are Remembering, Understanding, Applying, Analyzing, Evaluating, and Creating.

This research analyzed one of English textbooks which is used in almost all public schools in Indonesia, the revised English textbook "*Bahasa Inggris*" for Grade 11 students by *Kemendikbud*. This research focused on analyzing the reading passages and the reading questions in Enrichment Chapters only using the Revised Bloom Taxonomy. This research also checked whether the action verbs in the reading questions have referred to the action verbs in *Kurikulum* 13 or not. The

researcher used data analysis table to check the cognitive levels of the reading questions.

The result showed that the reading questions in Enrichment Chapters in the revised English textbook "*Bahasa Inggris*" for Grade 11 students by *Kemendikbud* cover all cognitive domains in the Revised Bloom Taxonomy even though each chapter only covers some cognitive domains. The most frequent cognitive domain appeared in the reading questions is Analyzing level. 22 of 63 reading questions are in Analyzing level with the percentage of 35%. The least frequent cognitive domain appeared in the reading questions is Remembering level. Only one reading question is in Remembering level. The percentage is 1.6%.

5. 2   Suggestion

After doing the research, the writer would like to offer some suggestions:

For the English teachers, they may give explanation to the students how they answer the reading questions in the Enrichment Chapters of English textbook "*Bahasa Inggris*" for Grade 11 students by *Kemendikbud* because almost 80% of the reading questions are categorized as Higher Order Thinking Skills or HOTS. Teachers may also provide some questions in Lower Order Thinking Skills or LOTS to help the students understand the reading passage more before they answer the reading questions in HOTS, especially there are two chapters that only have HOTS reading questions in there. Teacher could also add HOTS questions especially Creating level in Chapter 6 and 7 because both of the chapters do not have reading questions in Creating level.

For other researchers, they could analyze the revised English textbook "*Bahasa Inggris*" for Grade 11 by *Kemendikbud* using other aspects. For example, they could analyze the triggering questions provided in the main chapters. They could also analyze reading questions from other English textbooks using the Revised Bloom Taxonomy or other tools.

For the author, it would be great if the reading questions in each reading passage could cover all the cognitive domain of the Revised Bloom Taxonomy. If each reading passage starts the reading questions using Remembering level to Creating level, it would make the students understand the passage easier. The author could also consider to add several reading questions in LOTS in Chapter 5 because all the reading questions are in Creating level which is HOTS. For Chapter 6 and 7, the author could add at least one reading question in Creating level balance the reading questions in the previous chapters.

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