

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter presents the conclusion and suggestion concerning this study.

5.1. Conclusion

This study is to find out higher-order thinking skills which are measured through the reading comprehension questions in the English textbook “Bahasa Inggris” published by *Grafindo* for grade XI. The book consists of 9 (nine) chapters and 3 (three) review chapters containing exercises. There are 34 (thirty-four) reading materials in total, 5 (five) in the form of written dialogues and 29 (twenty-nine) in the form of reading passages. The total of reading questions in this book are 206 (two-hundred-six) questions. The researcher used HOTS levels in the Revised Bloom’s Taxonomy to analyse the reading questions in the textbook she used. The researcher also provided a checklist to judge the types of reading questions based on HOTS levels in the Revised Bloom’s Taxonomy. The result shows that the questions mostly covered the LOTS levels rather than the HOTS. The distribution of HOTS is not equal in each chapter. Analysing level of thinking is measured in 14 (fourteen) reading passages, and Evaluating level is measured in 19 (nineteen) reading passages. While, Creating level is measured in 9 (nine) passages. There are 11 (eleven) reading passages which do not contain any HOTS questions. Out of 206 (two-hundred-six) questions, there are 60% percent measuring LOTS and 40% percent measuring HOTS. Of the number of HOTS questions, 30 (thirty) questions measure the Analysing level, 39 (thirty-nine) questions measure the Evaluating level, and 14 (fourteen) others measure the Creating level. However, as increasing students’ literacy can be reached through training students making used of their high-order thinking, it is suggested that more HOTS questions can be added in the reading comprehension activities.

5.2. Suggestions

Based on the result of the research, the researcher would like to offer some suggestions:

- (1) The purpose of teaching English is to increase a student's literacy. To achieve this, students should be trained to make use of their thinking skill in analysing, evaluating, and creating. Therefore, it is good that teachers can make sure that there are questions of these three levels of thinking. This means that teachers may need to develop their own questions measuring HOTS when such questions are not available in the textbook, or teachers may need to add more questions of HOTS levels when the teachers see that not enough HOTS questions available.
- (2) For further researches, the researcher suggests that other researchers would be able to dig into the causes of why most textbooks contain more LOTS questions than HOTS questions. It is expected that the result of such studies can give more insights for book authors to consider providing more HOTS questions.
- (3) For the book writer, the researcher suggests that the book writer should provide more reading comprehension questions measuring on HOTS to make students to be more creative and critical in thinking.

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