

## CHAPTER V

### CONCLUSION AND SUGGESTIONS

#### 5.1 Conclusion

This study was aimed (1) to explore the cognitive level of the reading comprehension questions found in English textbook “Talk Active Senior High School Year X based on the Revised Bloom’s Taxonomy” and (2) to explore appropriate reading comprehension questions to supplement the English textbook “Talk Active Senior High School Year X” to meet the English competencies stated in the Curriculum of 2013 (K13”).

Based on the findings of the study, the English textbook “Talk Active Senior High School Year X” covered all levels of the cognitive domain of the Revised Bloom’s Taxonomy which are the *remember* (103 questions), *understand* (101 questions), *apply* (8 questions), *analyze* (23 questions), *evaluate* (11 questions), and *create* (2 questions). It could be concluded that the percentage of LOTS questions was 85.5% of the entire questions (212 questions out of 248 questions) while the percentage of HOTS questions was 14.5% of the entire questions (36 questions out of 248 questions). This proved that the questions belonging to the higher-order thinking skill rarely appeared in the textbook.

Moreover, LOTS and HOTS questions in each unit were not well distributed. Some units were dominated by LOTS questions, and some other units did not provide reading comprehension questions in HOTS level at all, namely unit 1, unit 2, unit 3, and unit 6. Unit 6 only provided 1 reading comprehension question belonging to the understand level. It could be concluded that the reading questions in each unit were dominated by questions belonging to the lower-order thinking skills, which do not stimulate the students to use their critical thinking in order to solve and answer the comprehension questions.

In conclusion, the English textbook “Talk Active Senior High School Year X” was not appropriate for 10<sup>th</sup> grade students because the textbook was dominated by reading comprehension questions belonging to the LOTS level (85.5% of the entire questions). The textbook written for 10<sup>th</sup> grade students should cover more HOTS questions since 10<sup>th</sup> grade students are also required to acquire evaluate level, according to K13. Therefore, the textbook needed supplementary reading comprehension questions to improve the appropriateness of the textbook for 10<sup>th</sup> grade students according to the English competencies stated in K13.

## **5.2 Suggestions**

In this part, the researcher would like to propose some suggestions for the author of the textbook, English teachers, and future researchers.

- For the author of the textbook

Considering that the English textbook “Talk Active Senior High School Year X” does not meet the English competencies stated in the Curriculum of 2013, the researcher hoped that the author could consider including the researcher’s supplementary reading comprehension questions in the revised edition of the textbook. In addition, the researcher suggested that the author could create teacher’s manual for English textbook “Talk Active Senior High School Year X” in order to guide English teachers in delivering the learning materials.

- For English teachers

Although this study has provided supplementary reading comprehension questions to balance the distribution of LOTS and HOTS questions in English textbook “Talk Active Senior High School Year X”, the researcher suggested that

English teachers could enrich themselves by finding additional reading comprehension questions belonging to the HOTS level from other references and creating their own HOTS questions.

- For future researchers

As the cognitive level of the reading comprehension questions found in English textbook “Talk Active Senior High School Year X” has been analyzed in this study, the researcher suggested that future researchers could test the reading comprehension questions in terms of the level of difficulty for 10<sup>th</sup> grade students and the relevance to the content of the reading passage.

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