**CHAPTER V**
**CONCLUSION AND SUGGESTION**

**5.1. Conclusion**

The analysis of the questions used in the reading tasks in the textbooks published by Indonesia's Government entitled "English for Nusantara: Grade 7" under the *Kurikulum Merdeka* revealed a predominant focus on Lower-Order Thinking Skills, with a significant majority of questions categorized under the C1 (Remember) and C2 (Understand) levels of the revised Bloom's Taxonomy. This pattern aligns with previous studies, which also identified a similar emphasis on foundational knowledge at the expense of higher-order thinking skills.

To be more precise, here are some studies that have similar result. First, Ripalga and Fitrawati's study (2023) revealed that questions in the reading tasks of the English textbook "Work in Progress" in *Kurikulum Merdeka* had a higher prevalence of lower-level questions compared to higher-level questions. Asridawati, Haryanto, and Ulil Amri's study in 2021 also revealed that the highest cognitive domain in the reading problems in the English textbook entitled "Bahasa Inggris untuk SMA/MA, SMK/MAK Kelas X" was the remembering level at 68.1% of the overall questions. From these two previous studies, it can be seen that the findings of this research are aligned with the results of the previous studies. The findings of this research show that the C1 (Remember) level, with 69 items out of 121 items, became the majority of the cognitive levels used, followed by the C2 (Understand) level with 37 items. This means that the findings align with the previous studies with the majority of LOTS items, and less than 15 items belong to the C3, C4, and C5 levels.

Given these findings, it is evident that while the current curriculum effectively builds basic comprehension and recall abilities of the students by having the majority of the questions at lower-order levels of thinking skill, the usage of higher-order levels of thinking is far lower than the LOTS. There is a need for greater incorporation of questions that engage higher cognitive processes such as application, analysis, evaluation, and creation. Addressing this gap will not only enhance critical skills and problem-solving skills among the students but also better

prepare them for the complexities of future academic and real-world challenges. Of course, adjusting the level of questions to the capability of the students is a must before creating activities or exercises. This might be the reason behind the high portion of usage of Lower-Order Thinking Skills in the book "English for Nusantara: Grade 7", a textbook that serves as an introduction to the English subject in the students' high school live.

**5.2. Suggestion**

After identifying the emphasis on lower-order cognitive skills in the reading section of the textbook, it is better for teachers and curriculum developers to integrate more tasks that promote higher-order thinking skills. Specifically, teachers should integrate activities that require students to use their application, analysis, evaluation, and creation skills. These skills will foster critical thinking and problem-solving abilities. Additionally, it is crucial for teachers to develop skills to create balanced exercises, tasks, and classroom activities that challenge students to think critically and creatively. Of course, teachers must adjust the level of questions to the capability of the students when creating external materials for activities or exercises.

Because the analysis revealed that the majority of the questions and instructions in the reading sections are at the lower levels of remembering and understanding, the researcher has provided some examples of tasks and exercises that can be used by teachers. These questions and instructions were made after adjusting the difficulty level and the topic of each chapter. Those examples are included in the appendix. Hopefully, by adopting these recommendations, a better educational experience that prepares students for the complexities of academic and real-world environments can be realized.

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