CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. CONCLUSIONS

After using checklist table as an instrument for collecting the data from *Contextual English* textbook, the writer concludes that the distribution of the higher order thinking skill in the reading questions is lower than the distribution of the lower order thinking skill. It is proven by the result of the data which shows that the distribution of the higher order thinking skill in reading questions obtains 26 out of 155 questions or 16.7% while the distribution of the lower order thinking skill obtains 129 out of 155 questions or 83.2%. The detailed conclusions are as follows:

1. Thedistribution of the higher order thinking skills looks like:

   - The analyze level gets the highest number by obtaining 20 out of 155 questions or 12.9%

   - The evaluate level, obtain 4 out of 155 question or 2.6%, and

   - The create level, the most critical thinking skill, obtains 2 out of 155 questions or 1.2%.

2. The dominant level of higher order thinking in textbook contain in analyze skill gets 20 items out of 155 or 12.9 %. The textbook emphasizes more on the analyze skill than evaluate and create skill even though if comparing to the other six cognitive domains, it is considered to have small distribution among them.

3. The higher order thinking skill is not properly availablein *Contextual English* textbook, and inappropriate with thinking order skills of Revised of Bloom's Taxonomy.

B. SUGGESTIONS

In this occasion, the writer would like to give some suggestions that might be useful for the teachers, the students, and everyone who read this study:

1. The English teacher should train the students to improve their critical thinking or higher order thinking skill so that their higher order thinking skill could be better.

2. The authors and publisher of English textbook more complete the order thinking by enriching some exercise which could train the students to have the higher order thinking skill. And developed reading questions that use high order thinking by Bloom's Taxonomy.

3. The readers of this study are hoped to have interest to enlarge their understanding about thinking order skill, and get some references about the textbook selection.