

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Referring to the discussion of the research in the previous chapter, the researcher comes to the following question:

1. Regarding the cognitive dimensions in the textbook, the author of Bahasa Inggris Textbook for the first grade of senior high school placed emphasis on the lower thinking processes of applying level. The distribution of the lower order thinking skill obtained 21 items out of 157 instructions or 13.4% . While the distribution of higher order thinking skill obtained 136 items out of 157 instructions or 86.6%. The data showed that the distribution of the lower higher order thinking skills is dominated than the distribution of the higher order thinking skills
2. Realization of higher order thinking skills is mostly in the use of the verbs of objectives. First, analyzing level used the verb of objectives analyze which ask the students to examine information into parts by identifying motives or causes. Second, evaluating level used the verb of objectives criticize which ask the students to criticize some information in the text and third, creating level used the verbs of objectives tell, imagine and make which ask the students to create a new idea by their own thinking or ideas .

B. Suggestions

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

1. The English Textbook should cover higher order thinking skills in instructions by developing or adding instructions needed and be selective to choose the instructions.
2. The readers of this study are hoped to get some references or perspectives about the textbook selection, about the importance of the higher order thinking skill in the educational or the social life.
3. The author of the textbook and the English teacher need to generate a more complete range of educational objectives which involve cognitive processes that go beyond the lower order thinking skill by enriching some exercises which could train the students to have the higher order thinking skill.