

## CHAPTER V

### CONCLUSION AND SUGGESTIONS

#### A. Conclusion

Based on the data analysis, the conclusion of this study is the textbook does not appropriate with cognitive level domain. It did not cover the entire cognitive dimension in each unit. It shows there are uneven activities distributions in the six level of cognitive dimension. The amount of them is not sufficient.

Regarding the cognitive dimension in the textbook, the author of English textbook for grade XII placed emphasis on the lower thinking processes of remembering. The distribution of the lower order thinking skill obtains 104 questions or 72.0 %. While the distribution of higher order thinking skill obtains 40 questions or 27.6% It means the authors have given more attention to remembering and analyzing more.

The distribution of cognitive in the English testbook for grade XII is inappropriate with the regulation by the ministry of education and culture, the proportion is remembering - understanding (20%), analyzing - applying (55%) evaluating (15%) and creating (10%). But in the findings is remembering – understanding 70.7%, applying – analyzing 21.4%, evaluating is 2.4%, and creating 5.5%. So, it was proved that the book didn't match the proportion that by the ministry of education and culture had regulated because remembering- understanding have more proportion than analyzing applying portion.

## **B. Suggestions**

After doing this research, the writer would like to offer some suggestions.

1. The English textbook should cover cognitive dimensions process in reading questions by developing or adding questions needed and be selective to choose the reading materials.
2. The other researcher can the study of reading questions to continue research related to the students' critical thinking.
3. Increased the number of the activities that deal with higher thinking process.

Give the students opportunities to interact effectively in a variety of situation

