CHAPTER V

CONCLUSION AND SUGGESTIONS

5.1 Conclusion

After analyzing the data and elaborate the findings, conclusions were drawn as followings:

1. Both LOTS and HOTS are manifested on the textbook exercises. Within 45 writing exercises, there are 2 exercises included in the Understand (C2) level or 4.44%. The Apply (C3) include 21 exercises or 46.66%. Then, 5 exercises at the Analyze level (C4) or 11.11%, Evaluate (C5) there are 4 questions or 8.88% and the Create level (C6) is 28.88% or equal to 13 exercises. Meanwhile, C1 level was not applied in the writing exercises in this textbook. The most dominant writing exercises in this eleventh grade English textbook are the Apply level which is included in the Lower Order Thinking Skills according to the Revised Bloom's Taxonomy, which is 21 exercises and the least dominant level is Remember, which is included in the Lower Order Thinking Skills as well.

2. In this English textbook, questions cover all cognitive levels, which consist of remembering, understanding, applying, analyzing, evaluating, and creating. The analysis results also show that the Remembering level or recalling a fact or idea obtained 0 exercise out of 45 exercises. The Understanding level or the ability to translate a concept, rule, or principle obtained 2 exercises out of 45 questions or 4.44%. Applying

which encourages students to implement the information they have learned obtained 21 exercises out of 45 questions or 46.66%. The Analyzing level or recognizing, describing, and criticizing a structure, part or relationship obtained 5 exercises out of 45 writing exercises or 11.11%. The Evaluating level which aims to assess the results of work, the quality of a writing based on internal norms obtained 4 exercises out of 4 questions or 8.88% and finally the Creating level which produces essays, theories, classifications, proposals, scientific papers, works obtained 13 exercises out of 45 writing exercises or 28.88%.

5.2 Suggestions

Based on the results of this study, the researcher makes several suggestions as following:

1. In order to balance HOTS and LOTS, English instructor in particular need be aware of the Revised Bloom's Taxonomy cognitive levels and be able to create additional materials beyond the textbook activities.

2. The teacher might make revisions to writing assignments based on the findings. Rather of assigning learning objectives, teachers should assign writing assignments that facilitate the development of important knowledge. To help pupils improve their critical thinking abilities, teachers should also pose questions that they require their students to respond to.

3. For the next researchers, it is advised to do any research that focuses on both identifying the manifestations of HOTS and offering the necessary textbook improvements to ensure that HOTS activities are adequately covered.