

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### 5.1 Conclusion

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

1. Based on data findings, it could be concluded that out of 96 questions of reading tasks, only 34 were categorized under the HOTS level, while the remaining 62 questions fell under the LOTS level. Among the HOTS tasks, it was observed that the analyze level was the most common, comprising 24 out of the 34 tasks, with the evaluate level in 8 tasks and the create level in only 2 tasks. While this indicated the dominance of the analyze skill within the HOTS level, it was important to note that this number seemed relatively small when compared to other dimensions. This highlighted the importance of integrating HOTS and LOTS for a more comprehensive and balanced approach to studying.
2. The research also investigated the realization of HOTS in reading tasks in English textbooks for grade twelfth using Bloom's revised taxonomy. It found that HOTS was not equally realized. creating level only can be found in two chapters. The HOTS questions were dominated by the analyzing level. It meant that the various levels of the HOTS needed to be enriched with more HOTS, especially for evaluating and creating levels. To encourage HOTS for critical thinking in the twenty-first century, it was advised that HOTS-based questions be implemented more frequently.

## 5.2 Suggestion

Based on the analysis of the English textbook, the researcher would like to give several suggestions to help improve the thinking level of the reading tasks in the textbook as in the following:

1. For Teacher, the results of the study were suggested that they be forwarded to the teachers of senior high school along with important information whenever they want to use the English textbook. The teacher will know the existence of thinking skills level in the English textbook particularly reading tasks that should be moved forward, or changed. The students who are getting recognizable with the questions contained within the English textbook can help them to answer the questions correctly and accurately. Subsequently, it is suggested that the teachers can make the examination by giving additional materials in higher levels of questions to expand the student's higher considering abilities. In expansion, teachers required to be prepared their own questions in order to develop the student's thinking abilities for their bright future.
2. For Future Researchers, it is suggested that the present study serves as a starting point for teachers to evaluate and improve their teaching strategies to enhance high order thinking skills of the students. In addition, the future researcher is recommended that she /he analyzes other English textbooks for the different grades of students. Furthermore, the future researcher is recommended that she/he conducts a similar study on a different focus.