

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### A. Conclusions

Associated to the problem of the study as follow: what the dominant level of HOTS implemented in reading comprehension tasks and how the HOTS distributed in reading comprehension task in English textbook so the researcher figure out the conclusions that:

1. The dominant level of HOTS implemented in reading comprehension tasks in English textbook *Pathway to English* published by Erlangga is analyzing skills (C4). There are 51 reading comprehension tasks out of 95 reading tasks based on HOTS. Related to the findings, the existence of analyzing (C4) mostly finds in chapter five and six with the total tasks 12 and 14.
2. The HOTS consisted of analyzing (C4) skills, evaluating (C5) skills and creating (C6) skills, on the other hand the distribution of LOTS is more than HOTS. It is evidenced by the data result, there is figured out 95 reading comprehension tasks based on HOTS while 119 reading comprehension tasks based on LOTS. It can be summed that the percentage of HOTS simply gain 44.39 %. The distribution of HOTS elaborated to analyzing (C4) skills which find out 51 out of 214 reading comprehension tasks in percentage 23.83%, meanwhile the amount evaluating (C5) skills decrease with the number of 29 reading tasks out of 214 tasks in the total of

percentage 13.55%, next creating (C6) skills decrease drastically where found 15 reading tasks out of 214 tasks in percentage 7.01%.

### **B. Suggestions**

1. For the English teachers, it is expected to them to develop materials and to possess reading comprehension tasks in implementing HOTS in learning process.
2. For the students, this study inspired the students to have critical thinking. Additionally the students can be able implementing HOTS not only in class but also in real life. Therefore it will make them practice to solve problems innovative and critically in society.
3. For the textbook stakeholders, by finding out the result of this research, probably it can be many considerations for textbook stakeholders like writers, editors, including redactors to design English reading tasks in developing to be more thought-provoking and proportional in their distribution in terms of implementing cognitive levels of HOTS.
4. For the other future researchers, hopefully the other researchers inspire highly to conduct research developing HOTS tasks of reading comprehension tasks in English main textbook including materials based on HOTS especially based on the Independent curriculum.