CHAPTER V

CONCLUSION AND SUGGESTION

A.   Conclusion

Based on the data analysis, the conclusion has explained as follows:

1. The reading questions in "Look Ahead an English Course for Senior High School Students Level 1, 2 & 3" textbooks contain remembering, understanding, analyzing, evaluating and creating level of cognitive dimension of Revised Bloom's Taxonomy proposed by Anderson and Krathwohl (2001). It means that the book doesn't apply cognitive dimension based on Revised Bloom's Taxonomy completely.

2. The dominant cognitive dimension of Revised Bloom's Taxonomy proposed by Anderson and Krathwohl (2001) in reading questions in "Look Ahead an English Course for Senior High School Students Level 1, 2 & 3" is remembering level. It means that the books were design to make the students only for evaluating students' preparation and comprehension, diagnosing students' strengths and weaknesses, and reviewing and/or summarizing content.

B.   Suggestion

Regarded to the conclusion above, it is suggested that:

1. The English teacher should cover cognitive dimensions process based on Revised Bloom Taxonomy in reading questions by developing or adding questions needed and be selective to choose the reading materials.

2. The other researcher can use the study of reading questions to continue research related to the students' critical thinking.