

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

After analyzing the data and elaborating the findings, conclusions were drawn as the following:

1. The reading questions in the textbook are not covered all of the cognitive levels, they C1 (Remember), C2 (Understand), C3 (Apply), C4 (Analyze), C5 (Evaluate), there is no questions belongs to C6 (Create). The percentage of every cognitive levels found in the textbook were as follows; C1 (Remembering) was 53,7%, C2 (Understanding) was 32,6%, C3 (Applying) was 3,4%, C4 (Analyzing) was 2,9%, C5 (Evaluating) was 7,4% and C6 (Creating) was 0 %.
2. The distribution of higher order thinking skill of questions contain in English textbook Pathway to English is lower than the distribution of lower order thinking skill. It also shows that the higher order thinking skill obtain only 36 questions out of 350 questions or 10,3% while the distribution of the lower order thinking skill obtains 314 questions out of 350 or 89,7%.

B. Suggestions

The researcher made some suggestions as following:

1. For the English teachers, to be aware in choosing and selecting a good textbook, especially to be aware of cognitive levels and the distribution of higher order thinking skill of questions in English textbooks.
2. For the students, to use this study to help them improve their knowledge and also help them to choose the best English textbook.

