

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on data analysis, the conclusion has explained as follows

1. The reading questions in “Bahasa Inggris Kemendikbud for the 1st grade of Senior High School” textbook contain remembering, understanding, applying, analyzing, and evaluating level of cognitive dimensions of Revised Bloom’s Taxonomy proposed by Anderson and Krathwohl (2001). It means that the textbook doesn’t apply cognitive dimensions completely.
2. The dominant cognitive dimensions of Revised Bloom’s Taxonomy proposed by Anderson and Krathwohl (2001) in reading questions in “Bahasa Inggris Kemendikbud for the 1st grade of Senior High School” textbook 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.
3. The researcher had composed the new reading questions based on Revised Bloom’s Taxonomy. The researcher added 1 question in every level of cognitive dimension in a text because of the limitation of the space and time. There were 15 texts contained in the textbook and consisted of 180 reading questions. Then, the

researcher composed 56 reading questions which consisted of 5 questions for C2, 14 questions for C3, 10 questions for C4, 11 questions for C5 and 16 questions for C6. (Appendix III, page 96)

B. Suggestion

In relation to the conclusion above, it is suggested that:

1. The English teacher should cover cognitive dimensions process based on Revised Bloom's Taxonomy in reading question by developing or adding questions needed and should wisely select the material.
2. Other researchers can use the study of reading questions to continue research related to the students' critical thinking.
3. The added questions can be given to the students to achieve the higher order thinking.