

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

After analyzing data, it can be concluded that this study has:

1. Reading questions in *English in Use* for twelfth grade of senior high school textbook contain remembering, understanding, applying analyzing, and evaluating levels of cognitive domain of Revised Bloom's Taxonomy proposed by Anderson and Krathwohl (2001). It means that the book doesn't fulfill the standard distribution of cognitive dimension based on Revised Bloom's Taxonomy,
2. Dominant cognitive dimension of Revised Bloom's Taxonomy proposed by Anderson and Krathwohl (2001) in reading questions in *English in Use* in Remember category (C1). 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, but not for improving students' critical thinking.

B. Suggestions

The following are suggestions that teachers, the author of this book, and the other researchers can take as feedbacks for a better future.

1. The English teachers should not depend too much on the textbook if they want to help their students improve their critical thinking skill. The teacher can use

2. another book that has good proportion of cognitive domain or they can improvise their teaching style and create their own higher order thinking skills questions.
3. The author of the book is recommended to upgrade the book by adjusting the contents based on the standard proportion of Bloom's taxonomy cognitive domain.
4. The other researchers are recommended to do a further research related to the students' critical thinking.



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