

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

After analysing the data and elaborate the findings, conclusions are as follow:

1. The most dominant level questions in the textbook is Remembering with 75 items out of 115 question or 65,21 %.
2. The questions in the textbook did not cover all of the cognitive levels which consist of remembering, understanding, applying, analyzing, evaluating and creating. There was no question belong to creating. Cognitive levels found in the textbook were as follows: The result of the data analysis also infers that the remembering or level of questions that retrieve knowledge from long-term memory gets 75 questions out of 115 questions or 65,21%. Understanding level that construct meaning from instructional messages, including oral, written, and graphic communication obtain 14 questions out of 115 questions or 12.17%. Applying level that applying a procedure to a familiar task obtain 1 items out of 115 questions or 0.86%. Analyzing level that break material into its constituent parts and determine how the parts relate to one another and to an overall structure or purpose obtain 21 questions out of 115 questions or 18,26%. Evaluating level that make judgments based on criteria and standards obtains 2 items out of 115 questions or 1,7% and there is 2 questions belong to creating level out of 115 questions that put elements together to form a coherent or functional whole; reorganize elements into a

new pattern or structure. It clearly shows that the distribution of the higher order thinking is lower than the lower order thinking skill. It also interprets that, in the reading questions, the author of the textbook gives more emphasis only on the lower order thinking skill but the amount of higher order thinking skill is already good enough since analysing level got high proportion in the reading questions. The analysis of the types of reading exercises, it can be seen that the textbook do not cover all types of questions.

### **B. Suggestion**

The writer made some suggestions as following :

1. The English teacher should be aware in choosing and selecting a good textbook, especially to be aware of cognitive levels of Revised Bloom's Taxonomy to make good questions in teaching learning process. It also
2. The textbook authors may use the findings as considerations to revise the reading questions. They should write reading questions which lead the students to reach meaningful learning other than learning outcomes. They also should write the questions that needed by students to improve their critical thinking skills because there are so many questions in National Examination that is high level questions so it is hope that the authors can improve the level of question in the textbook.