

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusions

Based on the analysis in “Bahasa Inggris” an English Textbook for grade ten senior high school students, the third revised book published by Pusat Kurikulum dan Perbukuan, the researcher concludes that:

1. The types of reading exercises in this textbook were matching test, completion items, and open ended. There is 1 question in matching test, 3 questions in completion item, and 168 questions in open ended questions. From the results show that all the type of reading exercises are not covered in “Bahasa Inggris” English Textbook for grade ten because there is no true false question and multiple choice item tests. The most dominant types of reading exercises is open ended. The percentage of open ended is 98% which consists of short answer question and long answer question.
2. The distribution of cognitive domains in revised version of Bloom’s Taxonomy : 74 questions or 43% for remember, 56 questions or 32% for understand, 26 questions or 15% for analyze, 8 questions or 5 % for apply, 5 questions or 3% for evaluate, and 4 questions or 2 % for create. The percentage of Lower Order Thinking Skills is 80% and 20% percentage for Higher Order Thinking Skills. The lower order thinking skills is the most dominant level in reading exercises.

B. Suggestions

Related to the study which has been discussed in this study, the researcher would like to present some suggestion:

5.2.1. The English Teacher

Teacher should choose the textbook that covers all types of reading exercises and the new version of Bloom's Taxonomy especially in cognitive domains. Teacher can also construct and modify the question items on reading comprehension by including level of analyze, evaluate, and create, which are the higher order thinking skills while teaching in classroom that can encourage students to think critically.

5.2.2. The Author and Publisher

The Author and Publisher of English Textbook must develop textbooks that foster the types of reading exercises and higher order thinking skills when writing the textbooks for senior high school students. Considering most of senior high school students graduate pursue the study on higher institution level, they are supposed to be good at English, and for those who are not going to continue their studies, they should also be capable of using the higher order thinking levels so that they could compete in the global era.