

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

After analyzing the data, the researcher concluded that:

1. There are just five cognitive levels of Revised Bloom's Taxonomy found in the Students' English Worksheet for the eleventh grade students in SMA Swasta Budisatrya. Those cognitive levels are remembering, understanding, applying, analysing, and evaluating. No question contributes to creative level.
2. The proportion of easy, medium, and hard questions found in the reading questions of the English Students' Worksheet is 81: 18: 1. The easy questions represent remembering and understanding level (C1 and C2), medium questions represent applying and analysing level (C3 and C4), while hard questions represent evaluating and creating level (C5 and C6). There is a preponderance regarding the number of the lower order thinking skill questions. Therefore, the distribution of the cognitive levels of reading questions is not in a good composition and the reading questions contain just few higher-order thinking skill. Then, the reading questions are not appropriate to examine the reading comprehension of the eleventh grade students.
3. To make the percentage of each level of questions suitable for the cognitive ability of the eleventh-grade students, the newly higher-order thinking skill questions were added. The proportion had been revised by compiling the

questions following this consideration: 51 questions for easy level (remembering and understanding level), 68 questions for medium level (applying and analysing level), while 51 questions for hard level (evaluating and creating level).

B. Suggestion

Based on the results of the study, the researcher proposes some suggestions. The first is for the teacher, it is recommended to choose the instructional materials wisely by considering the quality of the reading exercises. The teacher should observe and know the cognitive ability of the students and the composition of cognitive levels that are suitable with the related grade of the students. The cognitive levels in students' worksheets must be applied in the good proportion that the reading materials promote all cognitive levels of Revised Bloom's Taxonomy in terms of low, medium, and hard levels. The teacher must have consideration, which level is needed to be emphasized for the related grade.

The second is for other researchers, they can use this study as the reference as the guidance in conducting a similar study. They can observe and use the technique used in this study to create better research.