CHAPTER V
CONCLUSION AND SUGGESTION

5.1   Conclusion

From the findings in the previous chapter, the conclusion can be drawn that reading exercise questions in English textbook covered all of Bloom's Taxonomy levels; remembering, understanding, applying, analyzing, evaluating, and creating. Overall, there were 246 reading questions in the English textbook. There were 63 reading questions that included higher-order thinking skills and 183 reading questions that included lower-order thinking skills. The first level of remembering reached 41%. It became the most common Bloom's taxonomy level in the reading exercise questions.

Meanwhile, the second level of understanding reached 13%. The third level of applying was represented by 21%, 15% analyzing, 5% evaluating, and 5% creating. In other words, the most dominant cognitive domain level found in the reading exercise questions in the English textbook based on Revised Bloom's Taxonomy was remembering level. Meanwhile, evaluating and creating included in higher order thinking skills occurred the least. The percentage of LOTS had 75%, while the percentage of HOTS had 25%. To sum up, it can be concluded that the data showed the composition of the

higher order thinking skill was still lower than that of lower order thinking skill.

5.2 Suggestion

Based on the result of the research, the researcher gave some suggestions to teachers, authors, and future researchers. First, English teachers, in particular, can design and modify reading comprehension questions by combining levels of analyzing, evaluating, and creating while teaching in the classroom that can encourage students to think critically and use high order thinking level. They should be more creative for improving students' reading ability.

Secondly, the textbook authors who create English textbooks especially English textbooks for senior high school should be more selective, innovative, and evaluative in producing a textbook to be used in the teaching and learning process. Moreover, the authors should consider varying activities in designing reading exercise questions in the English textbook based on HOTS.

Lastly, for future researchers, it is recommended that the present study serves as a starting point for them to evaluate and improve their teaching strategies to enhance high order thinking skills of the students. In addition, the future researchers are recommended to analyze other English textbooks for the different grades of students.