

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter consists of two major parts, namely conclusions and suggestions. The conclusion part concludes the content of the thesis briefly which is the final answer of the research problem, whereas the suggestion part is intended for the next textbook writer and future researchers who aim to conduct the similar research.

A. Conclusions

Based on the findings, the researcher found that the percentage of HOTS questions was more dominant than LOTS questions. This is 55.6% of all questions. They are distributed evenly in each chapter. In addition, only 44.4% were categorized as LOTS questions. After analyzing all the questions in all chapters in the textbook, the researcher can reveal the percentage of reading comprehension questions that emphasize the revised cognitive level of Bloom's taxonomy, namely analyzing level, evaluating level, and creating level. Based on the findings, it revealed that most of these questions were emphasized on HOTS especially at the evaluating level (C5) with a percentage of 29.8%. This means that the textbook authors expect students from the eleventh grade to think critically, creatively and logically.

The level of analyzing (C4) and the level of creating (C6) in the second rank position each has a different frequencies and percentages. There are 24 (8%) for the analyzing level and 53 (17,8%) questions for the creating level. This

means that this textbook provides adequate questions at the level of this question. Most instructional questions in skill activities ask students to think more analytically and critically based on their own opinions. In accordance with first rank dominating evaluating level (C5) which provides 89 questions equivalent to 29,8%. So the questions not only need to remember or understand but also analyze, evaluate, and create.

B. Suggestions

In this section, researchers want to provide recommendations related to the content of this study. This recommendation is intended for the next textbook writer and the next researcher.

1. For The Next Textbook Writer

The material design team under the Ministry of Education and Culture must be more selective, innovative and evaluative in producing textbooks for use in the teaching and learning process for EFL. In addition, the author must consider various activities in designing textbooks. It's better not to focus on reading skills. The addition of listening activity also needs to be added to stimulate students' critical thinking through listening skills. Other skills, especially creative speaking and writing skills also need to be explored more to encourage students to be more communicative competent. Next, the author must provide instructional questions that provoke students' thinking capacities above their evaluating level to reach the peak of HOTS.

2. For Further Researchers

This study reports that there are 299 questions raised in textbooks, apparently more dominant at the evaluating level at HOTS. These questions affect students' critical thinking skills. This research was conducted by obtaining validation from expert Revised Bloom's Taxonomy, Prof. Emi Emilia, M.Ed., Ph.D. as Head of the Center for Strategy and Language Diplomacy, the Agency for Language Development and Coaching (Kemendikbud), Drs. Mustain, M.Pd.I. and Alfin Zalica Hilmi, S.Pd. As a result, the finding of this study can be used as a reference in subsequent studies. Also to facilitate further researchers in finding relevant learning resources. In addition, researcher hopes that this research will inspire all educators or people who work in the field of education.