

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

The last section in this thesis is conclusion and suggestion. The conclusion is intended to draw the conclusion from the study conducted by the researcher. Moreover, the suggestion is aimed to give recommendation for the readers.

A. Conclusion

After conducting this study, the researcher wants to draw some conclusion based on the research finding of this evaluation. It is also aimed to ease the reader in order to get the main points of the research. The conclusions are described as follow:

1. Intensive course books incorporated any kind of English material and components. These books present both receptive and productive skill in English. Moreover, it is intended to lead the English freshmen learn all of the skills in English such as listening, reading, speaking and writing. In addition, the English components like grammar, pronunciation and vocabulary mastery also asserted in these books.
2. Intensive course books provided questions that require both the lower level and the higher level cognitive demands. The textbooks authors in English department at STAIN Kediri, however, were not successful in varying the cognitive levels of the English skill and component, where the authors exaggerated in presenting application questions and nearly neglected analysis questions.

3. Having more LOTS than HOTS questions should not affect the judgment on the evaluation of Intensive course books become negative. This is because of some reasons, and they are summed as follow:
 - a. Bloom emphasized the importance of offering lower level information to students as a basis to move to upper levels of cognition.
 - b. Taking a closer look at the number and the nature of the questions that require lower-order thinking skills, the researcher believes that the authors of Intensive course books were successful in their choices
 - c. The frequency of the questions that require the higher cognitive levels are fewer than the questions on the lower cognitive levels.

B. Suggestions

Based on the study conducted by the researcher, several points could be recommended. The recommendations of this research are described as follow:

1. The rising number of the questions that require high cognitive demands in the textbook suggests that the authors considered the importance of training students on these levels of questions, which eventually contributes to an effective teaching learning process especially at the university level or even for daily life needs.
2. This book is quite appropriate for the university even then it is recommended that teachers must no stick to the book only because it does not satisfy the higher order skills of the students

3. This study only focuses on the cognitive level of Intensive course books, so it is recommended to further researchers in conducting the evaluation of Intensive course books in terms of psychomotor and affective level. As a result, the level of these books could be detected from three aspects based on the concepts drawn by Bloom.