CHAPTER V

CONCLUSION

This chapter explains the results of the conlusion and the suggestions. The conclusions are drawn based on research results and the suggestions are referred to teacher and other researchers, as a consideration for further researchers.

A. The Conclusion

Based on the findings, the researcher found the percentages of HOTS questions are more dominant than LOTS questions. It is 67% from entire questions. They are distributed evenly in each chapter. Besides, only 33% are categorized as LOTS questions. After analyzing all the questions in all chapters in the textbook, the researchers can reveal the percentage of the reading comprehension questions emphasizing the tree up level of Bloom's revised taxonomy, namely analyzing level, evaluating level, and creating level. Based on the findings, it reveals that most of these questions are emphasized on HOTS especially on Evaluating level with the percentage of 45%. It means that the writers of the textbook expect the students of eleventh grade can think critically, creatively and logically. Most of the questions in the reading comprehension task ask students to think more analytically and critically based on their own opinion.

B. The Suggestion

Based on the research findings and discussion, the researcher offers some suggestions. These suggestions are addressed to the teacher as a leader in the classroom, the author of the textbook, and researchers to improve the deeper results.

1. Teacher

   The English teachers need to evaluate or check the content of the textbook whether or not the materials and the exercises in the textbook are appropriate for the students' need and level. They should not too rely on and take for granted the content of the textbook. It is better to adapt rather than to adopt the material or the exercise in the textbook because the one who knows the best for the students is the teacher himself.

2. Textbook's author

   The author of the textbook need to generate a more complete range of educational objectives which involve cognitive processes that go beyond the lower order thinking skill by enriching some exercises that could train the students to have the higher order thinking skill

3. Researchers

   For further researchers, it is suggested to do related classification with different English textbook with different grades. Classifying the questions using different comprehension taxonomy is suggested as well and for those who were interested in designing reading comprehension questions in their research, were suggested to develop more HOTS questions.