

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter deals with the results of the research by giving conclusions and suggestions. The conclusions are based on the results of the research and the suggestions are referred to the teacher and other researchers.

#### 5.1 Conclusion

In conclusion, the English textbook for 12<sup>th</sup> grade student published by Kemendikbud RI 2018's can be used as the material to train the students' reading comprehension questions skills. However, some higher order thinking questions should be added to stimulate and help students to think critically, and the total number of the questions of lower order thinking skills and higher order thinking skills can be balanced and ideal. Thus meant that the levels of Revised Bloom's Taxonomy presented on the textbook between HOTS (analyze, evaluate, and create) and LOTS (remember, understand, and apply) were not in balance number. It also showed that too much availability of LOTS questions were main concern for this textbook.

#### 5.2 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.

### 5.2.1 Teacher

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.

### 5.2.2 Textbook's Author

The author of the textbook need to generate 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 in order to improve the students' critical thinking as the curriculum 2013's demand.

### 5.2.3 Researcher

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.