

Chapter V

CONCLUSION AND SUGGESTION

The last chapter of this study presents the conclusion of the study and some suggestion based on the result of the previous discussion. The conclusions deal with the result of the study about Bloom's cognitive level in the English Textbook. The suggestion contains some recommendations for the further research in the same field.

A. Conclusions

In conclusion, based on the research finding and discussion that already explained, reading questions on "*Bahasa Inggris Untuk SMA/SMK/MA/MAK Class XII* created by Utami Widiati, Zuliati Rohmah, and Furaidah that published by Pusat Kurikulum dan Perbukuan, Balitbang, Kemdikbud (2014) was on lower thinking until high thinking. In fact, there were six cognitive levels that success observed including knowledge, comprehension, application, analysis, synthesis and evaluation as in the table 4.1.

Reading questions on knowledge and comprehension levels were dominant with the highest percentage than four another levels that was 41,62% and 28,42% respectively. The lower-order thinking was synthesis (4, 56%). It was indicated that the textbook author, however, was not successful in varying the cognitive levels of the reading comprehension questions, where she exaggerated in presenting *knowledge* and *comprehension* questions and nearly neglected analysis, synthesis and evaluation questions.

It was means that in the Indonesian educational system especially in High school stage, the major emphasis is on acquiring knowledge in the form of memorization, rather than creativity through higher-levels of cognitive skills such as analysis and synthesis. In other view, the teacher in Indonesia likely thought the grammatical points in the textbook without asked them to develop their critical thinking.

B. Suggestion

Accordingly the following suggestions are proposed by the researchers:

1. In educational system Textbook has the important role to in transferring knowledge. It was means that teachers have to evaluate any textbook before using it and textbook should suit the students' proficiency and cognitive level and meets the goals of the curriculum.
2. A good textbook can be an important agent to implement the change in the curriculum . The teacher should decide what to take from the textbook and what to add by using other sources. They should also prepare well in order to direct the textbook content in a way that serves the education goals.
3. English textbooks should include reading tasks of various cognitive demands in order to equip students with the ability to perform tasks at any cognitive level in English at the school and university level. Textbooks authors should be aware of the different cognitive levels of the students in each grade level, they should accordingly use texts

that respond to the students needs and present questions that encourage them to think and participate. Textbook authors should take the changes in the curriculum into consideration when writing new textbooks.

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