

## CHAPTER V

### CONCLUSION AND SUGGESTION

In the last chapter, the researcher will present conclusion and suggestion of the research. The research also present the answer of the research questions entitled reading comprehension questions analysis of english textbook *Forward an English* based on cognitive domain of revised bloom's taxonomy.

#### A. Conclusion

Based on the findings and discussion of the study, conclusion were drawn as following :

1. The kinds of reading comprehension question of cognitive domains of revised bloom's taxonomy in the textbook covered all of the cognitive domains. They are remember level, understand level, apply level, analyze level, evaluate level, and create level.
2. The highest percentage belonged to the remember level was 59,1% (107 questions), the understand level was 28,7% (52 questions), the analyze level was 2,7% (5 questions), the evaluate level was 7,8% (14 questions), the create level was 1,1% (2 questions), and the lowest percentage belong to apply level was 0,6% (1 question). The distribution of lower order thinking (LOTS) which consisted remember level, understand level, and apply level consist of 160 questions and the percentage 88,4%, the distribution of higher order

thinking (HOTS) which consisted analyze level, evaluate level, and create level consist of 21 questions and the percentage 11,6%.

#### B. Suggestion

Based on the result of the research, findings, discussion and conclusions, the researcher would like to give a few suggestions for teachers, students, and everyone who read this research. The suggestions that the researcher gives are as follows:

1. English teachers should choose textbooks that contain good character education and moral values, also cover all cognitive levels, teachers are expected to be more selective in choosing textbooks to develop student competencies. Teachers can also modify questions to include levels of analyzing, evaluating, and creating that can encourage students to think critically.
2. Students should study hard and develop their knowledge, also set aside time to study and repeat lessons at home.
3. Reader of this research are expected be able to get references and perspectives on the cognitive domain in Bloom's taxonomy.
4. Book author to pay more attention to questions based on higher order thinking to help develop student's higher order thinking skills.