

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### 5.1 Conclusion

The total number of reading questions in the Bahasa Inggris textbook of the third class in SMKN 1 PRAYA released by the Education and Culture Ministry of Indonesia Republic, the revised 2018 edition totals 95 questions. The most dominant question was "Understanding" with a total of 35 questions or 37%, followed by questions "Remembering" skills of 33%. The total of the two types of questions still categories to use Low Order thinking (LOT) abilities amounts to 70%. While questions that lead the students' ability to use High Order Thinking (HOT) abilities amount only 30%. It can be concluded that the Textbook encourages students to use only LOT skills dominantly, and less students' HOT abilities.

#### 5.2 Suggestion

The distribution of different types of questions is perhaps the main criticism of the third-grade English guidebook. Analyzed from the context in which the book is used, they should be educated to use creativity and encouraged to think even harder, to prepare themselves to take a further level of education. Without doing this, efforts to adapt to a higher academic world become harder. Therefore, the level of thinking required by the problem must be higher. In this case, there are several suggestions for researchers to either design textbooks or conduct further research:

#### 5.1.1 For the next researcher

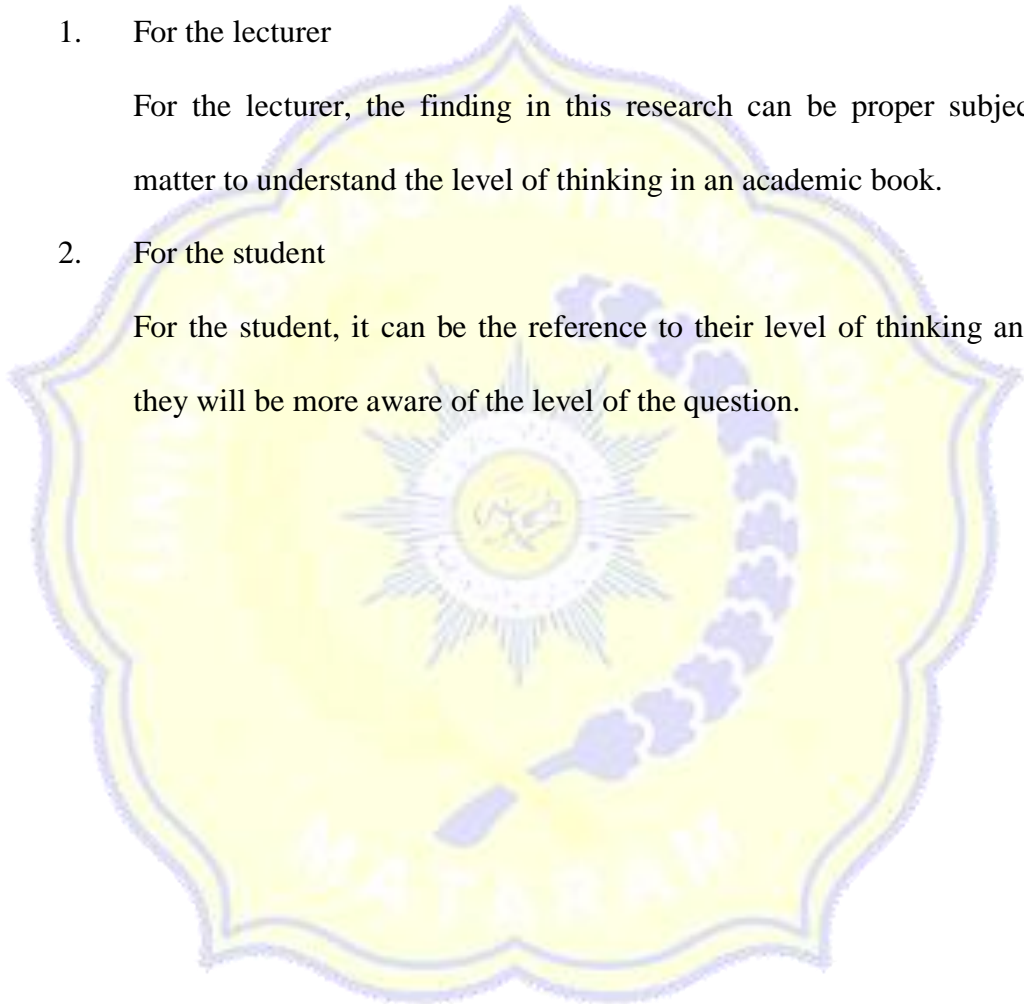
Based on the result of this study, the present researcher encourages the next researcher to analyze other books that are used in the academic field. Those can contribute to drawing better conclusions and solutions to deal with the issues.

##### 1. For the lecturer

For the lecturer, the finding in this research can be proper subject matter to understand the level of thinking in an academic book.

##### 2. For the student

For the student, it can be the reference to their level of thinking and they will be more aware of the level of the question.



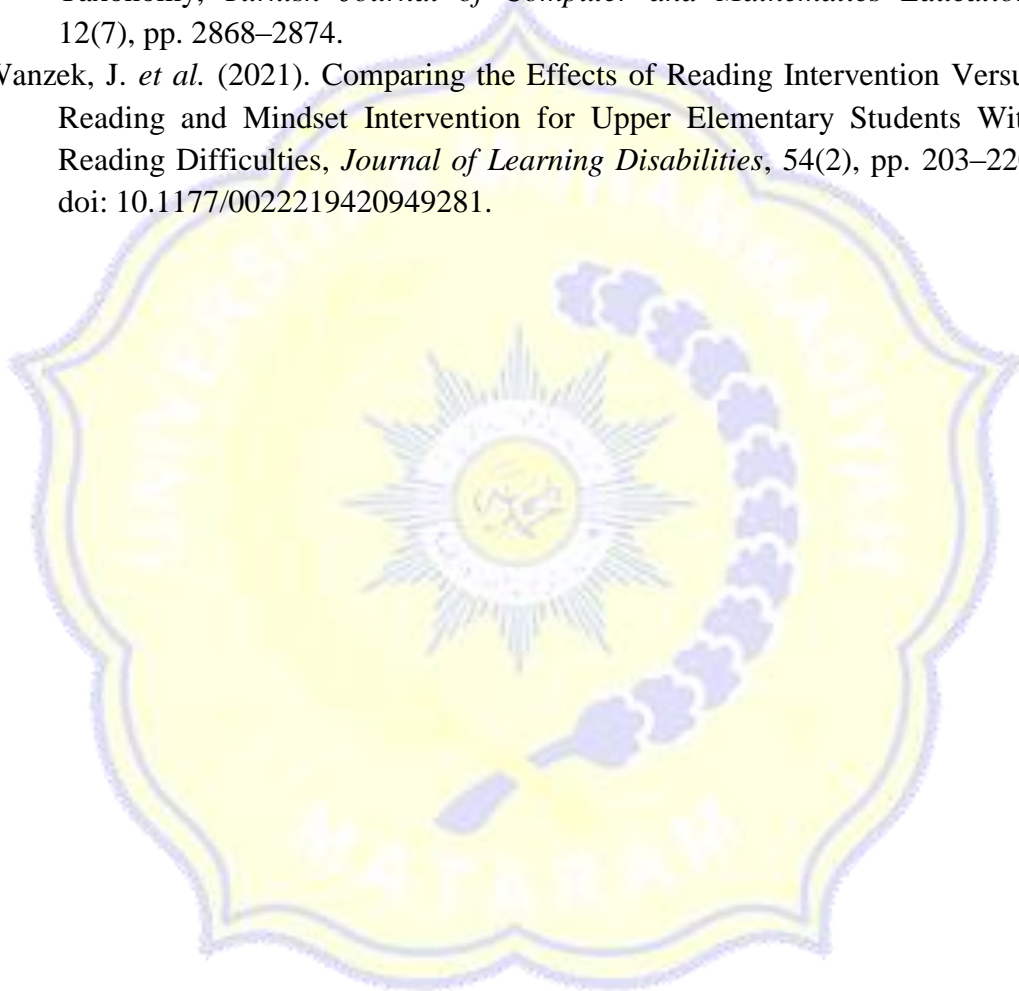
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The logo of Universitas Muhammadiyah Mataram is a yellow shield-shaped emblem with a purple border. Inside the shield, there is a central sunburst design with rays. A purple banner with white floral patterns curves around the sunburst. The text "UNIVERSITAS MUHAMMADIYAH" is written in white capital letters along the top inner edge of the shield, and "MATARAM" is written in white capital letters along the bottom inner edge.

# **APPENDIX**

## APPENDIX

Table 2.1. The Original Bloom's Taxonomy (1956)

No	Cognitive Dimension	Definition
1.	Knowledge	This is how to memorize and remember information. It concerns detailed and universal memories, memories of patterns, structures, or arrangements. For measurement objectives, the recall circumstances concern little more than remembering the relevant material.
2.	Comprehend	This is how to analyze information in your own words. It refers to a class of understanding or understanding, as the individual comprehends what is being communicated and can use the material or idea being transmitted without having to relate it to other material or see its full impact. This illustrates the lowest level of understanding.
3.	Application	It is about how to apply knowledge in a new situation. It involves using abstraction in particular and concrete situations (to solve novel problems). The abstraction may be in the

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form of the general idea, rule of procedure, or generalized method. The abstraction may also be technical principles, ideas, and theories, which must be remembered and applied.

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4.    Analysis    It is how to break down the knowledge into parts and show the relationship among parts. It involves breaking a communication into its constituent elements or parts such that the relative hierarchy of idea is made clear and the relations between the expressed ideas are implicit. Such analyses are intended to clarify the communication, indicate how the communication is organized, and how it manages to convey its effect, as well as its basis and arrangements.

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5.    Synthesis    Synthesis is how to bring together parts of knowledge to form a whole; build a new relationship for the new situation. It involves putting together elements and parts to form a whole. This involves the process of working with pieces, parts, elements, and so on, arranging and combining them in such a way to constitute a pattern or structure not apparent

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before.

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6. Evaluation Evaluation is a way to make a judgment based on criteria. It requires judgments of the value of material and method for given purposes, qualitative and quantitative judgments about the extent to which material and method satisfy criteria, and the use of the standard of appraisal. The criteria may be those determined by the student or given to him.
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## APENDIX

The picture below presents the changes in the original taxonomy and revised taxonomy:

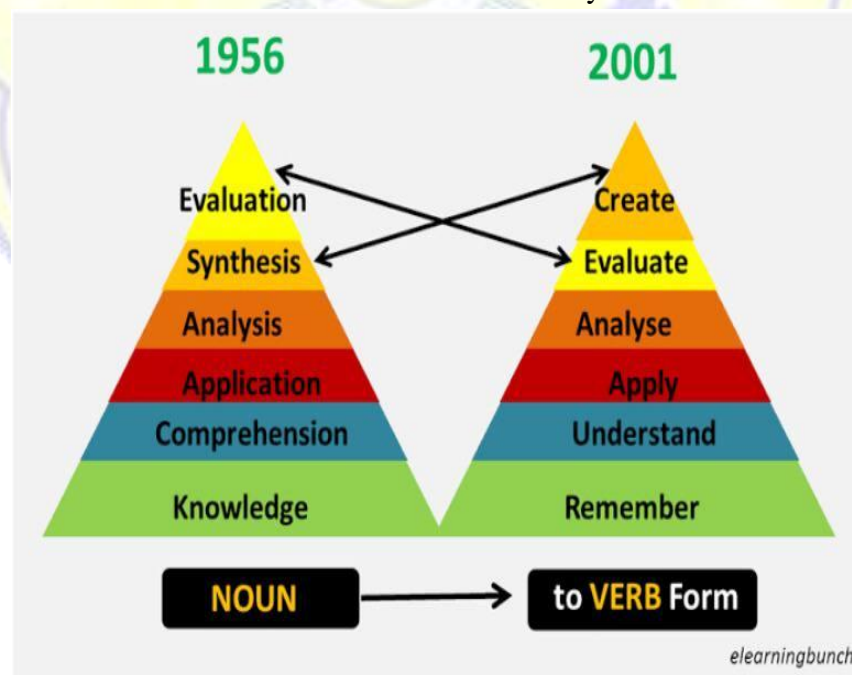


Figure 2.1. Change of Cognitive Dimension from Bloom's 1956 to Revised Bloom's Taxonomy by Anderson and Krathwohl 2001

## APPENDIX

Table 2.2. Revised Bloom's Taxonomy

Categories and Cognitive Proses	Alternative Name	Definition
<b>Remember</b>	<i>Recognizing</i>	Retrieving relevant knowledge
	<i>Recalling</i>	from long-term memory.
<b>Understand</b>	<i>Interpreting</i>	Determining the meaning of
	<i>Exemplifying</i>	instructional messages, including
	<i>Classifying</i>	oral, written, and graphic
	<i>Summarizing</i>	communication.
	<i>Inferring</i>	
	<i>Comparing</i>	
<b>Apply</b>	<i>Executing</i>	Carrying out or using a procedure
	<i>Implementing</i>	in a given situation.
<b>Analyze</b>	<i>Differentiating</i>	Breaking material into its
	<i>Organizing</i>	constituent parts and detecting how
	<i>Attributing</i>	the parts relate to one another and to an overall structure or purpose.
<b>Evaluate</b>	<i>Checking</i>	Making judgments based on criteria
	<i>Critiquing</i>	and standards.

<b>Create</b>	<i>Generating</i>	Putting elements together to form a
	<i>Planning</i>	novel, coherent whole or make an
	<i>Producing</i>	original product.

## APPENDIX

Table 3.1. Instrument of the research

No of Question	Cognitive Domain					
	Remembering	Understanding	Applying	Analyzing	Evaluating	Creating

## APPENDIX

Table 4.1. Frequencies and Percentages of the Activities in the Six-Level of Cognitive in the Students' Book of Bahasa Inggris

No	Chapter (Theme)	Cognitive Dimension (Number of Questions)					
		Rememb ering	Underst anding	Applyin g	Analysi ng	Evaluating	Creating
12.	Chapter 1: May I Help You?	-	-	-	-	-	-
13.	Chapter 2: Why	5	4	-	1	-	-

	Don't You Visit Seattle?						
14.	Chapter 3: Creating Captions	-	6	-	-	2	3
15.	Chapter 4: Do You Know How to Apply for a Job?	8	1	-	1	-	-
16.	Chapter 5: Who was Involved?	7	-	-	5	-	-
17.	Chapter 6: Online School Registration	3	3	-	1	3	-
18.	Chapter 7: Online School Registration	2	14	-	2	-	-
19.	Chapter 8: How to Make	-	-	-	-	-	-
20.	Chapter 9: Do it Carefully!	5	3	-	6	-	-
21.	Chapter 10: How to Use Photoshop?	1	4	-	3	-	2
22.	Chapter 11: Let's Make a Better World for All	-	-	-	-	-	-
	Total: 95 questions	31	35		19	5	5

	Percentage: 100%	33%	37%		20%	5%	5%
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## APPENDIX

Table 4.2. Cognitive Dimension Distribution

in the Integrated to students' textbook of Bahasa Inggris in XII class.

No	Cognitive dimension level		Frequency	Percentage
7.	<b>Low Order Thinking Skill (LOTS)</b>	Remembering	31	33%
8.		Understanding	35	37%
9.		Applying	0	0%
10.	<b>High Order Thinking Skills (HOTS)</b>	Analyzing	19	20%
11.		Evaluating	5	5%
12.		Creating	5	5%
	Total		95	100%