

CHAPTER V

CONCLUSION AND SUGGESTIONS

5.1 Conclusion

As we enter the 21st century education, we are demanded to master the 21st century skill, in which critical thinking is one of the skills. Critical thinking may be developed through some ways, and one the ways is through challenging activities and tasks. Textbook as one of the major sources usually provides tasks to be used in the teaching and learning practice plays crucial role for accomplishing the learning objectives. Textbook could help teacher in developing students' critical thinking is it has varied exercises or tasks, fluency practicing the four basic language skills; listening, speaking, reading, and writing, and more emphasizing on the problem solving and the higher order cognitive process. However, the previous researches, there are still a number of textbooks that did not provide many tasks to help students in developing their critical thinking.

The Higher-order thinking is useful for the students since it will enable them to think critically in logical way and solve problems in their daily life easier. Higher-order thinking skill could be practiced through exercises and tasks that are provided for the students in the textbook. However, the existence of the tasks that can engages students' thinking with the Higher-order thinking skill in the textbook is still questionable.

On that ground, the researcher focuses only on the reading skill, which is considered as the complex skill among the four basic language skills. The researcher also choose to analyze the reading tasks in the *Scaffolding for Grade VIII* textbook which employs the *KTSP* (Kurikulum Tingkat Satuan Pendidikan) curriculum to find out the empirical evidence of the distribution of the Higher-order thinking skill in the reading tasks.

After conducting a content analysis by using checklist table as an instrument for collecting the data from *Scaffolding for Grade VIII* textbook, it can be concluded that the cognitive levels is not equally distributed. The distribution for the Higher-order thinking in the reading tasks very much lower than the distribution for the Lower-order thinking. This is proven by the result of the data analysis which shows that the distribution of the higher order thinking skill in the essay reading exercise obtains only 3 out of 75 tasks while the distribution of the lower order thinking skill obtains 72 out of 75 tasks.

Moreover, as the focus on this study, the distribution of the higher order thinking skill looks like:

- Cognitive level of remember obtains 20 out of 75 tasks.
- Cognitive level of understand obtains the highest distribution with 32 tasks.
- Cognitive level of apply obtains the same distribution with the cognitive level of remember, 20 out of 75 tasks.
- Cognitive level of analyze obtains only 3 out of 75 tasks.

- Cognitive levels of evaluate and create are not implemented in any tasks in the textbook, obtain null distribution.

It can be concluded that for the author is emphasizing more on the cognitive levels that belong to the Lower-order thinking.

Finally, the research questions of this study can be answered.

- The cognitive levels identified in *Scaffolding for Grade VIII* textbook are Remember, Understand, Apply, and Analyze.
- The dominant level of thinking implemented in *Scaffolding for Grade VIII* textbook is the Lower-order thinking (LOT).

Then it can be concluded that the distribution of cognitive levels in the reading tasks provided in *Scaffolding for Grade VIII* is uneven, since the number of tasks distributed in each cognitive levels is not equal.

5.2 Suggestions

In the light of this study, there are some suggestions that might be useful for the teachers, the students, and the author of any textbooks who read this study:

1. The English teachers need to evaluate whether the content of the textbook they are using in teaching and learning practice is appropriate for the students' need and level or not.
2. If the materials provided in the textbook considered insufficient, the teacher needs to have additional materials to supplement the lack in the textbook.

3. The author of English textbook needs to generate a textbook which involve cognitive processes that did not only emphasizing on the Lower-order thinking skill, so that the materials in the textbook can be practiced by the students to engages with Higher-order thinking skill.