

CHAPTER V

CONCLUSION AND RECOMMENDATION

This chapter draws conclusions from this research and provides some recommendations for everyone who is directly connected with the English textbooks: writers, publishers, teachers, and for other researchers.

5.1 Conclusion

This study is assumed to do a content analysis for English of SMA/MA/SMK/MAK year 11, semester 1 textbook (EFST). The main objective of the study is broken down into two specific research questions. The first question is how the levels of cognitive skills in BRT are represented in the textbooks. The second question is how the TLAs in EFST are distributed in terms of lower-order and higher-order cognitive skills. Looking backward to the result of this study, the conclusion is drawn.

First, the data shows that all levels of cognitive skill of Bloom's Revised Taxonomy are covered in all chapters of the textbook with the most prevalent codes are A2 (Understanding, Factual Knowledge) and B2 (Understanding, Conceptual Knowledge) which included to lower-order thinking skills and C6 (Creating, Procedural Knowledge) which included to higher-order thinking skills are the most prevalent level codes. It is about 12 (13.48%) and that is the highest percentage on the data. Beside, from these data, unbalanced codes are shown. The codes were not cumulative from C1 to C6. By using this textbook, students are not

treated to learn from simple to complex coherently and cumulatively as the codes of A2, B2, and C6 have unstable frequency. This finding is related to the result of Hei's (2016) study. His study found that the activities on the lower level of cognitive process, understanding level, is more dominant than the higher levels in the 12th Grade English textbook in Timor Leste.

Second, after looking the five ranks of the most frequent codes, the data indicates that the three bottom levels of Bloom's Revised Taxonomy that are remembering, understanding, and applying were the most prevalent levels in this textbook. As can be seen in the table, *the average percentage of LOTS is found to be 64.04% while that of HOTS is calculated as 35.96%*. It means that lower order thinking skills are the most prevalent in the continuum of higher order thinking skills according to the Bloom's Revised Taxonomy Table. As the first most frequent is A2 (Understanding, Factual Knowledge), B2 (Understanding, Conceptual Knowledge), and C6 (Creating, Procedural Knowledge). The second rank is D2 (Understanding, Metacognitive Knowledge). The third rank is B6 (Creating, Conceptual Knowledge). The fourth rank is D1 (Remembering, Metacognitive Knowledge), C3 (Applying, Procedural Knowledge), D3 (Applying, Metacognitive Knowledge), and B4 (Analyzing, Conceptual Knowledge). The fifth rank is B3 (Applying, Conceptual Knowledge). From the top 10 codes in 5 ranks, it is assumed that seven of those are LOTS (A2, B2, D2, D1, C3, D3, B3) and three codes are HOTS (C6, B6, B4).

Third, the lowest frequent codes of cognitive level were found more in the HOTS levels. They are A4 (Analyzing, Factual Knowledge) with 2 (2.25%), C4

(Analyzing, Procedural Knowledge) with 1 (1.12%), D4 (Analyzing, Metacognitive Knowledge) with 2 (2.25%), B5 (Evaluating, Conceptual Knowledge) with 2 (2.25%). The result of this study is in compliance with the result of Roohani's (2013) study. The result of his study was shown that LOTS were more prevalent in both Four Corners series 2 and series 3 textbook. Another study by Syahar's (2016) also found that so which lower order thinking are more prevalent than higher order thinking in class 11, English textbook, semester 1. Another result that in line to Syahar's (2016) study is that the distribution the cognitive levels of the TLAs that is not consistent. There are significant differences in the cognitive levels distribution of the TLAs.

In short, although this textbook has covered all codes of cognitive skills levels, it needs to be evaluated as the codes are not cumulative from C1 to C6. There is unbalance distributed of the cognitive skills levels. The non-consistent of the cognitive levels distribution is being a big gap for teachers and also students in doing the process of teaching and learning in class. Besides, the teachers can get difficulties in represented the learning objectives, the students may also being not develop optimally. Students cannot be able to work the more complex tasks. It is because the TLAs and the process of teaching learning in class not cumulative from easy to complex. As the learning process should step by step and develop cumulatively from C1 to C6 (easy to complex) according to the cognitive levels of Bloom's Revised Taxonomy Table.

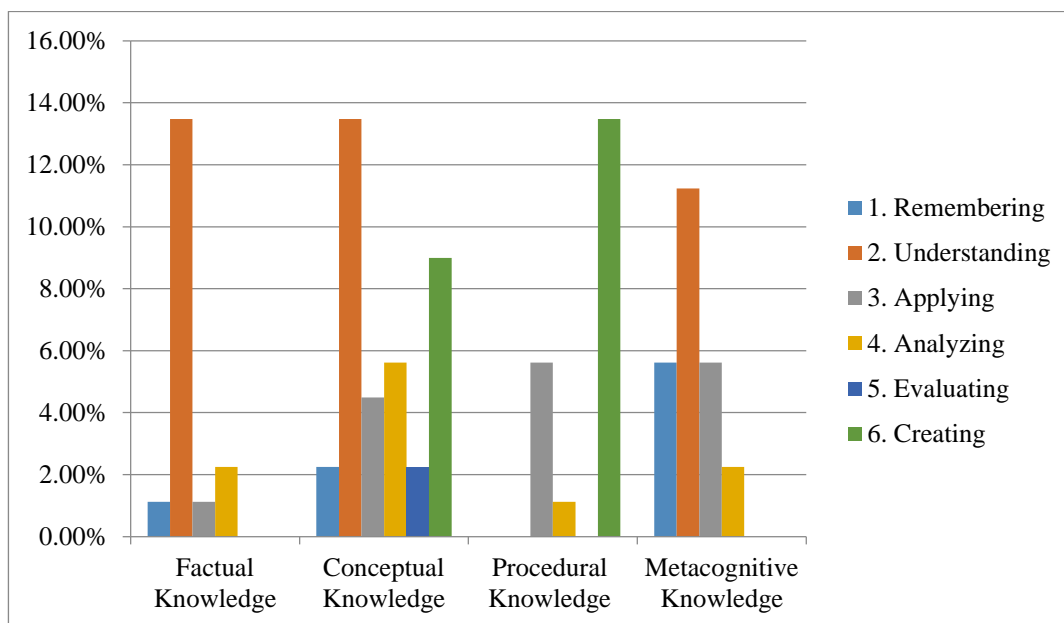


Figure 5.1 Overall Frequencies and Percentages of TLAs based on BRT

5.2 Recommendation

According to the results of this research, some helpful recommendations are directly related to the textbooks such as teachers, textbook writers, and publishers are included in this chapter. The recommendations are as follow:

1. For teachers

By doing some adaptations, teachers who use this book must overcome its lacks. Teachers must be aware to the using of Bloom Revised Taxonomy in finding the needs and the condition of the students. How much they can follow the study. So, teachers can be wisely use the book by adapt the activities of this textbook and make some combination if it is needed. Teachers should be creative and innovative in developing the materials and activities in this textbook.

2. For textbook writer and publisher

In the end there are some criteria of students' textbooks that have to be warned. Beside a textbook should be aligned with the curriculum implemented, a textbook should be freely modified and helpful for teachers in case new curriculum implemented. Both writers and publishers must pay more attention to these criteria. Not all the teachers can identify the lacks of the books and not all of them can adapt the books when they find them irrelevant to the learning contexts. The contribution of teachers in the process of writing the textbook is very important. The teachers must be involved. Thus, the urgency needs and condition in the field can be brought into the discussion when writing the textbook.

3. For policy maker

After finding the result of the research, the researcher would like to give some recommendations to *Ministry of Education and Culture* (KEMENDIKBUD), the policy maker. In the process of constructing the textbook, Kemendibud should give explicit and distinct guidelines to the publishers regarding the activities. Then, do not forget to involve teachers who are capable and understand the field condition. Monitoring from the ministry is also urgently needed in the process of textbook's development. Therefore, not only teachers and the team, but also publishers can minimize the lacks in textbook writing.

4. For further researchers in English Education Department

This research is about a content analysis of levels of cognitive skills levels in TLAs of English for SMA/MA/SMK/MAK, Year XI, Semester 1, Textbook. The upcoming content analysis studies for the same textbooks evaluated or for similar subjects should explore more aspects and give more valuable results, for example on how the teachers develop the materials provided in textbook to class situation. Students of English Education Department who are interested in doing textbooks evaluation may also use the tables used by the researcher to evaluate other activities in English textbooks which are developed based on 2013 Curriculum. The table also can be used to analyze or evaluate another textbook beside the 2013 Curriculum textbook.