

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Following a meticulous content analysis utilizing checklist tables to gather data from the Erlangga English Textbook “Pathway,” it is observed that the prevalence of Higher Order Thinking Skills (HOTS) in essay reading activities is notably lower than that of Lower Order Thinking Skills. The outcomes of this examination lead to the following conclusions. The distribution of HOTS in the essay reading exercises within the Erlangga English Textbook “Pathway” is limited, accounting for only 9.3% of the total questions, equivalent to 11 out of 118 essay reading questions. In contrast, lower-order thinking skills dominate the distribution with 90.7%, encompassing 107 questions. This indicates an analysis ratio of 9:90.7, underscoring a substantial prevalence of critical thinking over lower-order thinking skills. Furthermore, it is evident that high-level thinking, particularly in the categories of analyzing and evaluating, is deficient. Notably, a specific skill is overlooked in the practice reading section.

Secondly, the researcher deduces that the Erlangga English Textbook “Pathway” places a more pronounced emphasis on evaluating skills within the realm of Higher Order Thinking Skills. The distribution

of HOTS reveals 11 questions, with 2 focused on analyzing skills and 9 on evaluating skills. Ultimately, it can be concluded that the essay reading activities in the Erlangga English Textbook “Pathway” effectively address and implement Higher Order Thinking Skills, especially the evaluating skill, which stands out as the most frequently incorporated HOTS skill in the essay reading exercises. However, a notable omission is the absence of questions related to generating skills in this textbook. Consequently, the textbook is deemed less effective in nurturing students' critical thinking abilities due to its relatively diminished emphasis on the HOTS level

## **B. Suggestion**

Drawing insights from the findings of this study, the researcher aims to provide recommendations that could prove beneficial to anyone engaging with this research.

### **1. The English Teacher**

In the role of a classroom facilitator, it is imperative for the teacher to thoroughly review and reassess the content of the textbook, ensuring its alignment with the students' needs and proficiency level. English educators should refrain from depending solely on the textbook's content and should not assume its adequacy without critical examination. It is preferable to use the information or

exercises from the textbook because the author understands what is best for his students. When HOTS are not fully realized, it is necessary for the instructor to become more aware of ways to deepen HOTS activities, specifically HOTS-based questions in the classroom. This can be accomplished by assigning additional HOTS-based reading comprehension questions to encourage students to explore and practice HOTS.

## **2. The textbook writer**

As an author, the English textbook must be aligned with the curriculum and include HOTS that can be used at the time, as well as produce what students require and dynamic learning methods. Consequently, educators must persist in reevaluating their perspectives and adjusting to the evolving curriculum to proficiently assess the textbook structure. The creator of the English textbook should advance more comprehensive methodologies, surpassing rudimentary thinking, by refining certain tasks that stimulate students to engage in higher-order thinking skills, especially within the context of essay reading exercises.

### **3. The Educational Institution of School**

In the capacity of an educational establishment, schools carefully choose suitable textbooks for students and offer thorough guidance in the process of selecting fitting English textbooks as instructional aids for teaching the language.

### **4. The next researcher**

The researcher anticipates that this study can serve as a valuable recommendation for future researchers delving into the same subject, offering it as a point of reference. Consequently, these researchers can conduct further investigations on Higher Order Thinking Skills by incorporating additional textbook sources.

By increasing students' exposure to HOTS-based questions, they will have a greater opportunity to practice and enhance their skills. By fostering these skills, it could increase students' aptitude in thinking critically as envisioned by the curriculum