

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

Textbooks have an important role in the learning process and also to achieve learning objectives. Therefore, the content and use of textbooks must meet the needs of students in the learning process. Textbooks can be improved by placing and also doing various exercises or tasks, fluency in practicing four basic language skills; listen, speak, read and write, and put more emphasis on problem solving and high-level cognitive processes. Higher-order thinking skills themselves are very useful for students to be able to think critically in logical ways and solve problems they face in everyday life. Higher order thinking skills can be trained by several exercises made for students in textbooks. However, the existence of exercises that involve higher-order thinking skills in textbooks is still questionable. Thus, the writer only focuses on reading skills, which are considered as complex skills among the four basic language skills, and chooses to analyze reading exercises in Pathway textbooks using the new 2013 curriculum.

After conducting content analysis using a checklist table as an instrument to collect data from English textbooks, the authors conclude that the distribution of higher-order thinking skills in reading practice is slightly lower than the distribution of low-level thinking skills. This is evidenced by the results of the data showing that the distribution of high-level thinking skills in reading exercises gained 15 of 32 questions or 47% while the distribution of low-level thinking skills gained 17 of 32 questions or 53%. In addition, as the focus of this study, the distribution of high-level thinking skills looks like: the level of analysis gets the highest score by getting 3 out of 32 questions or 9.4%, the evaluation level, in second place, getting 12 out of 32 questions or 37.6 %, and for the most critical thinking skills, obtain a zero distribution.

It can be concluded that for higher level thinking, the authors think that the distribution of high level thinking in reading questions is fairly even because the total score range and ratio are not too far from the distribution of low level thinking skills. Finally, it was concluded that higher-order thinking skills were treated fairly correctly and practiced by reading essay exercises in the English

textbooks, except for making skills that were not in the essay reading practice.

## **B. Suggestion**

### **1. The Students**

From the results of an interview conducted to one of the students of SMAN 1 Pandeglang. Students must be able to improve their thinking skills before preparing their assignments before practicing them.

### **2. The Teachers**

Before using a textbook, the teacher must evaluate or examine the content of the textbook whether the material and exercises in the textbook are appropriate for the needs and levels of students. Teachers are better adapted than adopting material or exercises in textbooks because the person who knows the best for students is the teacher himself. Finally, teachers must also encourage students to practice critical thinking or high order thinking skills outside of school so that their high order thinking skills can be better.

### **3. The Other Researchers**

There are many aspects that can be analyzed by other researchers regarding higher order thinking skills. The other researchersP can analyze high order thinking skill in other aspects of language skills: speaking, listening, writing.