

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

A. Conclusion

Based on the findings of the research and the research question, researcher concludes that there are 3 kinds of exercise items that contained of LOTS and HOTS in the textbook pathway to English for twelfth grade, those are implement as 1) Question Items, 2) K-W-L, and 3) Self Reflection. Meanwhile the exercise items that categorized into 6 levels based on Bloom's taxonomy revised that contained C1 (Remembering), C2 (Understanding), C3 (Applying), C4 (Analysing), C5 (Evaluating), C6 (Creating) in each chapter starting from chapter 6 till chapter 10 are totalling 73 items. In addition, based on the data that the researcher has conducted, the research will conclude it in the following ways;

1. Based on research data, researchers can conclude that LOTS is basic factual knowledge that is used to help students in developing their line of thoughts, acquire knowledge on different topics, and apply the knowledge efficiency. According to the topic of the research, where the researcher analysed the exercise items that were classified as LOTS. the researcher discovered that as many as 40 items were classified as LOTS with the type of Question items, where these items are kinds of practice exercises in the form of Guided exercises or exercise with an instruction on how to do it. Furthermore, the researcher also found dominating items in each chapter which is categorized as LOTS with the level of Remembering (C1), Understanding (C2), and Applying (C3). Those items covered in some chapters where the C1 Level is dominating in chapter 9, the C2 Level is dominating in chapter 7 and the C3 Level is dominating in chapter 9 and 10.
2. It can be concluded that HOTS is a complex thought process that can be used to improve students' thinking abilities. In terms of the type of HOTS items discovered by researchers in this textbook, there are 33 items from chapters 6-10 with the different sorts of items exercise that

has been analysed. In this case, 24 items with the type of Question items have been categorized as HOTS, 3 items with the KWL type and 5 other items with the Self-Reflection type. In addition, the exercise items mentioned above are kinds of the practice exercise in the form of guided exercises and controlled exercises (free writing) or a composition of topics that is possible to make them freely use what they have just practiced. In Addition, the researcher also found dominating items in each chapter which is categorized as HOTS with the level of Analysing (C4), Evaluating (C5), and Creating (C6). Those items covered in some chapters where the C4 Level is dominating in chapter 10, at the level of Evaluating (C5) it is dominated in chapter 9 while at the level of Creating (C6) it is dominated in chapter 8.

3. Based on the study, the researcher also added the data obtained based on the 2013 curriculum syllabus, in accordance with the curriculum used as a reference in the textbook that has been analysed by the researcher. This additional data employed to support as well as to strengthen the study conducted. Therefore, the data analysed shows that, this textbook is accurately used Bloom's Taxonomy as reference

B. Recommendations

Based on the conclusion of the research, researcher would like to present the following recommendations:

1. For English Teacher

It is better for English teachers to be able to choose and determine which books will be used as teaching material guidelines, bearing in mind that textbooks are a very important part of the teaching and learning process. the better a book, the more it will provide maximum results in the teaching and learning process. the use of textbooks with exercises that can hone students' abilities, especially in practical thinking and also problem solving, will make it easier for students to follow the development of 21st century skills.

2. For the Textbook Authors.

For the textbook authors, the researcher hopes that they consider adding the exercise items with HOTS category level rather than LOTS or make it balance. Even though it is not mandated by the curriculum. Researcher also recommend that more implementation of HOTS with the C6 (Creating) levels, because based on the researcher findings, the implementation of exercise with the C6 (creating) categories is still lack of rather than other categories. This is considering that we need more textbook which helps students to master 21st century skills that cover the skill of critical thinking, problem solving, creativity, and innovation, global awareness and communication skills.

3. For future researchers

The current research is far from perfect and has many limitations. For instance, it only analysed on textbook in the series of textbook for senior high school. conducting this analysis is necessary to get more insight in kind of textbook that used in the English learning process.