

## CHAPTER V

### CONCLUSION AND SUGGESTIONS

This last chapter presented the conclusions and suggestions generated from the preceding chapter's research findings and discussions.

#### 5.1. Conclusion

The researcher draws conclusions from the analysis of Reading Exercises in *English on Sky 3* course book for grade 9 students of junior high schools published by Erlangga as follows:

##### **5.1.1. Distribution of Higher Order Thinking Skills in Reading Exercises Available in *English on Sky 3* Course Book for Grade 9 Students of Junior High Schools**

The distribution of the HOTS is lower than the distribution of LOTS It is demonstrated by the research results, which indicate that the distribution of HOTS in the open-ended reading exercise obtains only 6 questions out of 158 questions. That equates to 3.80%. Meanwhile, LOTS have a distribution of 152 questions out of 158 questions, or 96.20%.

### 5.1.3. The Most Dominant HOTS Cognitive Level in Reading Exercises Available in *English on Sky 3* Course Book for Grade 9 Students of Junior High Schools

There are three cognitive levels within HOTS: Analyzing, Evaluating, and Creating. The research findings showed that the distribution of each cognitive level are as follows:

1. Analyzing level has a distribution of 5 out of 158 questions or 3.16%. When compared only with the total number of HOTS, which is 6 questions, Analyzing has a distribution of 83.3%.
2. Evaluating level obtains only 1 out of 158 questions or only 0.63%. Meanwhile, it is 16.7% percent when compared to only the total number of HOTS
3. Creating level has no distribution.

As a result, the most dominant HOTS cognitive level in open-ended reading exercises available in *English on sky 3* course book for grade 9 students of junior high schools is Analyzing (C4).

## 5.2. Suggestions

### 5.2.1. For junior high school English teachers

The researcher's findings demonstrate the poor distribution of HOTS in *English on Sky 3* course book. As a result, the English teacher shouldn't rely on the

book's content. To make sure the exercises are appropriate for the student's requirements and levels, English teachers should analyze and double-check the exercises in the book. The critical thinking abilities of the students should also be encouraged by the teachers. It would thus be better if the teachers develop the exercises so that they are appropriate for the students and train students' higher order thinking skills.

#### **5.2.2. For English course book authors**

It is suggested to the author of English course book to come up with more exercises that may train the students to have higher order thinking skills. Especially in the cognitive level of Evaluating (C5) and Creating (C6)

#### **5.2.3. For next researchers**

This research focuses on the content analysis of HOTS in reading exercises from a course book. It is proposed that the following researcher investigate more aspects and provide more valuable result