

CHAPTER V

CONCLUSION

In this chapter, the researcher will present the conclusions as well as suggestions that are obtained from the findings of the research and discussions that had been stated in the previous chapter.

5.1. Conclusion

Based on the analysis of the English textbook “Pathway to English” for grade X published by Erlangga, the researcher concludes that:

1. In the educational objectives of English textbook “Pathway to English” for grade X published by Erlangga, the knowledge dimension and cognitive process dimension of revised Bloom’s taxonomy are presented by placing verbs that represent the six categories of cognitive process dimension in the educational objectives in order to describe students’ behavior as well as placing nouns and noun phrases that represent types and subtypes of knowledge dimension in order to describe the content topic on which the behavior is expected to be performed by students.
2. The knowledge dimension and cognitive process are spread all over educational objectives of all chapters in the English

textbook “Pathway to English” for grade X published by Erlangga. All six categories of cognitive process dimension (remember, understand, apply, analyze, evaluate, and create) and four types of knowledge dimension (factual knowledge, conceptual knowledge, procedural knowledge, and meta-cognitive knowledge) are found in the educational objectives of English textbook “Pathway to English” for grade X published by Erlangga. Out of ninety-nine educational objectives in the textbook, there are 27 objectives in C1 (remember), 30 objectives in C2 (understand), 16 objectives in C3 (apply), 5 objectives in C4 (analyze) 8 objectives in C5 (evaluate), and 3 objectives in C6 (create). Moreover, for the knowledge dimension distribution, the researcher finds 53 objectives that are considered as K1 (factual knowledge), 39 objectives in K2 (conceptual knowledge), 1 objective in K3 (procedural knowledge), and 6 objectives in K4 (meta-cognitive knowledge).

5.2. Suggestion

1. For teachers

The researcher hopes that the results of this research can be one of guidance that can be used by English teachers in preparing lesson plans. The researcher also hopes that English teachers are

able to use the results of this research to help them identify achievable educational objectives, so that they can develop appropriate lesson plans to meet them.

Furthermore, the researcher suggests English teachers to develop exercises to assess students' cognitive levels by expanding and increasing the sources of material.

2. For authors of English textbook

The researcher suggests the author of English textbook for students in the future to add more educational objectives that are based on the revised Bloom's taxonomy, especially in the cognitive process dimension categories C4 (analyze), C5 (evaluate), and C6 (create), as well as in the knowledge dimension categories K3 (procedural knowledge) and K4 (meta-cognitive knowledge). The addition will be able to make the educational objectives in the textbook as well as the textbook itself become more relevant to the core competence of Curriculum 2013.

3. For further researchers

The results of this research is expected to be able to help other researchers in the future who are interested to analyze similar topic as reading material or literature study. Moreover,

the further researchers are suggested to expand their analysis and explore more aspect to be analyzed. The use of more than one textbooks or sources to compare the implementation of knowledge dimension and cognitive process dimension of revised Bloom's taxonomy in the educational objectives is also highly recommended.

