

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter summarises the conclusions and recommendations from the research on the topic of this thesis.

1.1 Conclusion

Based on the analysis of 114 reading comprehension questions in the Interactive English 2 textbook (Merdeka Curriculum Edition by Yudhistira), it was discovered that all six cognitive domains of the Revised Bloom's Taxonomy were represented: remembering (C1), understanding (C2), applying (C3), analysing (C4), evaluating (C5), and creating (C6). However, the distribution was uneven. The majority of questions (92 out of 114) were about Remembering and Understanding.

Remembering (C1) was the common dominant cognitive domain in the reading questions, appearing 71 times of all questions. This suggests that the textbook focusses on factual recall and memorisation rather than fostering deeper cognitive involvement. As a result, while the textbook covers all cognitive domains, it lacks balance and does not provide enough opportunity for pupils to improve their critical thinking skills, as required by the Merdeka Curriculum.

1.2 Suggestion

The following recommendations are put out in light of the study's findings and conclusion:

1. For Teachers:

Teachers are urged to add extra questions or exercises to the textbook that promote higher-order thinking abilities, including assessment, analysis, and invention. By doing this, students will be able to interact with reading materials more fully and match their learning strategies with the objectives of the Merdeka Curriculum.

2. For Textbook Authors and Publishers

It is advised that, in light of the Revised Bloom's Taxonomy, future textbook editions have a more evenly distributed range of cognitive levels. The usefulness of the textbook in fostering students' critical and creative

thinking skills will be improved by adding more higher-order thinking questions.

3. For Future Researchers

Additional research might compare several curriculum editions or look at reading questions from a larger variety of textbooks. To learn more about how teachers use textbooks and whether they modify the questions to accommodate varying cognitive levels, future research should include classroom observations.

4. For Students

Instead of depending only on textbook questions, students should be taught to think critically about what they read. Their higher-order thinking abilities can be strengthened by having them participate in group discussions, write summaries, and come up with original questions.