

CHAPTER V

CONCLUSION AND RECOMMENDATION

5.1 Conclusion

Based on the research findings on the distribution of Higher Order Thinking Skills (HOTS) in the reading exercises of the textbook “*English for Nusantara*” for eighth-grade students, it was concluded that Higher Order Thinking Skills (HOTS) had not been fully accommodated in this textbook. Out of the 116 reading exercises analyzed, only 23 exercises (19.6%) fell into the Higher Order Thinking Skills (HOTS) category, with the following distribution: analyze (C4) appeared in 11 reading exercises (9.4%), evaluate (C5) appeared in 5 reading exercises (4.3%), and create (C6) appeared in 7 exercises (6.0%).

Additionally, analyze (C4) was the most frequently used Higher Order Thinking Skills (HOTS) skill, appearing in 11 exercises (9.4%), followed by create (C6) with 7 exercises (6.0%), and evaluate (C5) with the fewest occurrences, appearing in only 5 exercises (4.3%). The low number of exercises in the evaluate category suggested that students had limited opportunities to develop critical thinking skills related to assessing information, forming judgments, and justifying their opinions based on the content of the text.

In conclusion, this research indicated that while the “*English for Nusantara*” textbook had incorporated Higher Order Thinking Skills (HOTS) elements in its reading exercises, their quantity remained limited, and their distribution was uneven. Therefore, further improvement and development were necessary to ensure that this textbook more effectively supported students in developing higher-order thinking skills.

5.2 Recommendation

Based on the research that has been conducted, several recommendations can be applied to improve the quality of reading exercises in the “*English for Nusantara*” textbook. These recommendations are directed at various stakeholders involved in the learning process, including English teachers, textbook authors, and future researchers who intend to conduct similar studies. By implementing these

recommendations, the distribution of Higher Order Thinking Skills (HOTS) in reading exercises can be optimized to better support the development of students' higher-order thinking skills.

English teachers play a crucial role in enhancing students' higher-order thinking skills through reading exercises. Therefore, teachers are expected to adjust and add more challenging questions to reading activities in the classroom, even if the textbook does not provide enough Higher Order Thinking Skills (HOTS) exercises. Teachers can modify the existing questions by incorporating items that focus on analyze, evaluate, and create skills, encouraging students to think more critically and creatively while engaging with texts.

Moreover, the distribution of Higher Order Thinking Skills (HOTS) in this textbook is still uneven, with some chapters containing more Higher Order Thinking Skills (HOTS) exercises than others. Therefore, it is recommended that textbook authors pay more attention to balancing the inclusion of Higher Order Thinking Skills (HOTS) questions across all chapters. With a more even distribution, students will have greater opportunities to develop their higher-order thinking skills throughout the learning process.

This research only focuses on one textbook, "*English for Nusantara*" for eighth-grade students. Therefore, future researchers interested in this field are encouraged to conduct similar studies on other textbooks, whether for different grade levels or those published by different publishers. Additionally, Bloom's Taxonomy can continue to be used as an analytical framework to assess the distribution of Higher Order Thinking Skills (HOTS) in reading exercises. By comparing various textbooks, future research can provide a broader perspective on how Higher Order Thinking Skills (HOTS) is implemented in the English curriculum in schools.