

CHAPTER V

CONCLUSION

This chapter consists of two sections. The first section is the summary of the study and the second section is the suggestions.

5.1. Summary of the Study

Reading skill is one of the most important skills in learning English because reading is active process between writer and reader to provide knowledge. Giving the students reading comprehension questions which cover all of the cognitive domains in the Revised Bloom's Taxonomy could help the students to experience varieties of question levels and types that could lead students to think critically.

The study focuses on reading comprehension questions presented in "Life". The study is conducted to "analyzing" whether the comprehension questions presented in the textbook is suitable for Intensive Course students in semester 1 that could train them to think critically so that they will be able to participate in other subject at the higher level. There are 12 units, 27 reading texts, and 184 reading comprehension questions as the data of this study. The writer uses The Revised Bloom's Taxonomy as the parameter to "analyzing" the comprehension questions in the textbook.

The findings of the study show that questions among 251 objective questions presented in the textbook, 87.8% (253) questions belong to the lower order thinking skills and 0.69% (2) questions belong to the higher order thinking skills. Among 33 subjective questions presented in the textbook, 5.2% (15) questions belong to the lower order thinking skills and 6.25% (18) questions belong to the higher order thinking skills.

The lower order thinking skills have the biggest portion of the whole questions presented in the textbook. There are 172 questions that equal 60,2% of “remembering” level, 88 questions that equal 31,3% of “understanding” level, 3 questions that equal 1,05 % of “applying” level, 10 questions that equal 3,52 % of “analyzing” level, 8 questions that equal 2,8 % of “evaluating” level, and 3 questions equal 1,05% of “creating” level. The reading comprehension questions in “Life” textbook cover the 6 types of cognitive domain based on the Revised Bloom’s Taxonomy. From the percentage above, the whole questions are dominated by the lower order thinking skills. Considering that IC learning objective is to prepare fresh students for higher level courses, the researcher would like to claim that “Life” textbook is not appropriate for a textbook of IC. Comprehension questions presented in the textbook do not really help students to think critically that could not prepare them well to be able to participate in the higher-leveled courses.

5.2. Recommendations

Related to the result of the study, the writer proposed some recommendations as follow:

1. For Lecturers:

The lecturers who teach Intensive Course students using “Life” textbook for elementary level should give more reading comprehension questions in the higher order of thinking skills; such as “analyzing”, “evaluating”, and “creating”.

2. For the Intensive Course Coordinators:

Intensive Course Coordinators should modify the syllabus of IC to be clearer in their specific competence.

3. For the further studies:

For other researchers who want to conduct a similar study as this research, it would be better if he/she could conduct a study for other following “Life” series to find out which series can help students to develop students’ higher thinking skills by giving more questions of higher order thinking skills.

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