CHAPTER V

CONCLUSION

CHAPTER V

CONCLUSION

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

5.1 Summary of the study

From the discussion in the previous chapters, it is clear that reading is one of the important skills in learning English. Here, the teacher's role is to help the students to grasp the information from the written text and from the students' answer, the teacher could know whether the students comprehend the passage or not. To be able to comprehend the passage well, teacher should help their students by giving reading comprehension exercises which cover levels of cognitive domain by Bloom Taxonomy; they are namely: knowledge, comprehension, application, analysis, synthesis and evaluation.

Knowledge is to recall data or information. Comprehension is to understand the meaning, translation, interpolation, and interpretation of instructions and problems. Application is to Use a concept in a new situation or unprompted use of an abstraction. Analysis is to separate material or concepts into component parts so that its organizational structure may be understood. Synthesis

is to build a structure or pattern from diverse elements. And Evaluation is to make judgments about the value of ideas or materials.

In this study the writer used Bloom taxonomy as a parameter, and the subject was reading comprehension exercises found in the English Text Book by Erlangga " Look Ahead ", The writer used Bloom Taxonomy as a parameter because all levels in this taxonomy, if they are presented in reading questions, can make students comprehend the passages well. Each level has various functions and creates the different level of thinking. As mentioned in Chapter 1, the problem statements are: 1. What types of comprehension questions are found in the English Book by Erlangga? , 2. What is the proportion of these types of reading comprehensions questions in the English Book by Erlangga?.

The result shows that Knowledge received the biggest proportion. 67 questions or 30.32 % are knowledge questions. 53 questions are analysis questions; this means, this type covers 23.98 % of all questions. Then, application level is found in 40 questions or 8.10 % of all questions. Evaluation level which is considered as the most complex behavior is found in 33 questions or 14.93 % of all questions. 18 questions or 8.15 % or all questions are in comprehension level, and the last, Synthesis level, is found in 10 questions or 4.52 %.

5.2   The Suggestions

Related to the topic which has been discussed in this study, the writer would like to present some suggestions:

➢   For the costumers who want to buy a book should consider whether the book suit with our new Curriculum KTSP 2006 or not and also consider whether the book can lead the students to comprehend the passage or not.

➢   People who want to construct the questions or exercises should consider that both questions and exercises are used not only to test the students' comprehension of the material but also as a tool to lead the students to experience all level of critical thinking of Cognitive Domain in Bloom Taxonomy.

➢   Teachers should give questions or exercises which cover all levels of Cognitive Domain of Bloom taxonomy. This gives the students the enrichment in understanding the material and also can lead the students to answer all kinds of questions or exercises from the simplest to the most complex one.

BIBLIOGRAPHY

BIBLIOGRAPHY

(n.d.). (n.d). *Question And Answer Relationship (QAR)*. Retrieved April 5th, 2008. http://literacy.kent.edu/eureka/strategies/question_answer_relate.pdf

(n.d.). (1999). The National Teaching and Learning Forum newsletter, Vol. 8, No. 4. From online *NTLF's Frequently Asked Questions (FAQ).*sample articles. Retrieved February 18th, 2008, http://www.ntlf.com/html/ti/blue_1.htm

(n.d).(2008). *Taxonomy of Educational Objectives.*Retrieved February 18th, 2008**,** http://www.cbv.ns.ca/sstudies/links/ taxonomyofeducationalobjectives.htm.

Batholomae, David and Petrosky, Anthony. (1987). *Ways of Reading an Anthology for Writers*. New York: St. Martin's ress, INC

Bazerman, Charles & Weiner, Harvey W. (1985). *Reading Skill Handbook.* USA; Houghton Mifflin Company.

Bloom, Benjamin S. (1956). Handbook: Taxonomy of Educational Objectives Book 1 Cognitive Domain. London: Longman Group LTD.

BLOOM'S TAXONOMY: Sample Questions. (n.d.). Retrieved February 18th, 2008, http://www.officeport.com/edu/bloomq.htm:

Bloom, Benjamin S, Krathwohl, David R and Masia ,Berttram B (1956). Handbook: Taxonomy of Educational Objectives Book 2 Affective Domain. London: Longman Group LTD.

Chapman, Alan, (2006). *Bloom's taxonomy - learning domains*. Retrieved February   18th,   2008, http://www.businessballs.com/bloomstaxonomyoflearningdomains.htm:

Departement Pendidikan Nasional. (2006).*Sistem Penilaian KTSP SMA*. Retrieved April 3, 2008. http://www.ktsp.Diknas.Go.id/ktsp_sma.phd

Douglas Brown, H, (2004). *Language Assessment Principles and Classroom Practice.* San Francisco State University: Longman

Educator services teaching and learning, curriculum resources. (n.d). Foreign Language Curriculum Frameworks. Retrieved 29th,2008. http://www. Foreign language curriculum frameworks. com/edu/curriculum. htm

Elley, W.B. 1984. Exploring the reading difficulties of second language readers in Fiji' in C. Alderson and A. Urquhart (eds)

Fisher, Dennis F and Peters, Charles W. (1981). *Comprehension and the Competent Reader inter – Specialty Perspectives*. New York: Praeger Special Studies, Praeger Scientific.

Flinders, David J and Thornton, Stephen J. (1997).The Curriculum Studies Reader. New York and London: Routledge

Gibson, Eleanor J, & Levin, H. *The psychology of Reading*. Cambridge, Mass. : MIT Press, 1975

Heilman, Arthur W, Blair Thimothy R, and Rupley. William.(1981). *Principles and Practices of Teaching Reading 5th Edition.* Columbus; A Bell & Howell Company.

Myers, Shirley S, and Palmer. 2002. *Types of Reading Questions*. Retrieved February 25th, 2008. http://depts.gallaudet.edu/englishworks/reading/readquest.html

Neuman, W.Lawrence. 1999. *Social Research Methods-Qualitative and Quantitative Approaches,fourth edition.* USA.

Nuttal, Christine. (1985). Teaching Reading Skills in a Foreign Language. London : HEINEMANN EDUCATIONAL BOOKS.

Ross, A.O. *Psychology aspects of learning disabilities and reading disorders.* New York: Mc Graw-Hill, 1975

Smith, B Othanel, O Stanley, William and Shores, J Harlan. (1957). Fundamental of Curriculum Development Revised Edition. New York, Burlingame : Harcourt, Brace, and World, Inc

Sudarwati, Th M and Grace, Eudia, (2006). *Look Ahead.* Jakarta; Erlangga

Susan Fauer Company (2008). *Taxonomy of Educational Objectives*. February 18th, 2008. http://en.wikipedia.org/wiki/Taxonomy_of_Educational_Objectives

Tanzil, J Evelynne.1998. *An Analysis On Reading Comprehension Questions in Bahasa Inggris 3 by Ganecha Based on Bloom's Taxonomy of The Cognitive Domain ,*Surabaya: Fakultas Keguruan dan Ilmu Pendiidikan Universitas Katholik Widya Mandala.

Taylor, Insup and Taylor, M Martin. (1983). *The Psychology of Reading*. New York, London, Paris, Sao Paolo, Sydney, Tokyo, Toronto, San Diego, San Francisco: Academic Press.INC

Teacher Questioning as Assessment (n.d.). Retrieved February 25th, 2008, http://www.kurwongbss.qld.edu.au/thinking/Bloom/bloomspres.ppt#268,2,Slide 2: pdf

Vacca, Richard T. (1981). *Content Area Reading*. Boston- Toronto; Little, Brown and Company

Wallace. Christine. (1993). Reading. Oxfort : Oxford University Press.

Widyanata, Ong Titin. 2004. *An Analysis On Reading Comprehension Questions of Senior Highy School English Textbook Based on Bloom's Taxonomy of The Cognitive Domain ,*Surabaya: Fakultas Keguruan dan Ilmu Pendiidikan Universitas Katholik Widya Mandala.