

## CHAPTER V

### SUMMARY AND RECOMMENDATIONS

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

#### **5.1. Summary of the Study**

Reading skill becomes the most important skill in learning English as a foreign language, because the success of people's study depends on the greater part of their ability to read. There is an active thinking process that happens while reading because it provides knowledge for students. Teachers should help their students to increase their reading skills. It can be done by giving them reading comprehension questions that covers all the thinking levels in Revised Bloom's Taxonomy after the reading process. It is done to make sure that the students really comprehend the text or not. It also helps students to be more critical in thinking.

Revised Bloom's Taxonomy consists of six thinking levels, which are remember, understand, apply, analyse, evaluate, and create. Remember requires students to retrieve, recall, or reorganize knowledge from their memory. Understand requires students to construct meaning from the content of the text. Apply requires students to carry out or use a procedure in a given situation – using learned knowledge. Analyse requires students to break down knowledge into its components and determine the relationships of the components to one another. Evaluate requires students to make judgments based on criteria and standards, using previously learned knowledge. Create requires students to combining or reorganizing elements to form a coherent or functional whole or into a new pattern, structure or idea.

This study focuses on finding the reading comprehension question types, to which thinking skills the questions belong to, and also the suitability of the textbook for the 11<sup>th</sup> grade students. There are 5 units, 5 reading passages, and 57 reading comprehension questions in the textbook which become the data source of this study. The researcher used Revised Bloom's Taxonomy as the parameter to find the question types in the textbook. She categorized all comprehension questions using a checklist table.

The findings of the study show that the whole reading comprehension questions in the textbook is manifested by the higher order thinking skills. There are 35 questions (61,40%) manifesting the higher order thinking skills. The result also shows that there are 22 questions (38,60%) manifesting the lower order thinking skills. With such a result which focuses more on higher order thinking skills, English textbook entitled "*Bahasa Inggris*" for Grade XI by Kemendikbud 2014 pays more attention to the development of the student's critical thinking. Thus, it can be argued that the objective of the study could be achieved because English textbook entitled "*Bahasa Inggris*" for Grade XI by Kemendikbud 2014 has met the demand of Curriculum 2013.

## **5.2 Recommendations**

Related to the findings of the study, the researcher proposes some recommendations as follows:

- For teachers:

Teachers who use this English textbook entitled "*Bahasa Inggris*" for Grade XI by Kemendikbud 2014 should give students more comprehension questions, especially

questions at apply levels due to the lack of that type presented in the textbook. The researcher has given some examples of additional questions that are related to *apply* level. The researcher also presented the other additional questions included in the higher order thinking skills in the appendices, so that it can stimulate student's critical thinking more. The additional questions will be presented later in the appendix 1. (see page 53)

- For further studies:

Finally, for the other researchers who want to do a study on the same textbook should consider evaluating the other aspects in this textbook, such as analysing the reading text types. Besides, other research could evaluate the reading comprehension questions of other textbooks for the same level or different ones based on Curriculum of 2013.

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