CHAPTER V

SUMMARY AND RECOMMENDATION

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

5.1   The Summary of the Study

Reading as one of basic skills in learning English requires thinking process that lets students to trains their thinking ability. There is an active thinking process that helps students to develop their intellectual aspect. As educators, teachers need to help students to improve their reading skills. Besides giving students many reading activities, it can be done by giving them reading comprehension questions that cover all the thinking levels in cognitive domain of Revised Bloom's Taxonomy after the reading process to make sure whether students have really comprehend the reading texts or not. It also helps students to train their brains to think more critical.

The cognitive domain of Revised Bloom's Taxonomy consists of six thinking levels, namely remembering, understanding, applying, analyzing, evaluating, and creating. Remembering level requires students to retrieve knowledge from their long-term memories. Understanding level requires students to construct meaning from instructional messages, including oral, written, and graphic communication. Applying level requires students to carry out or use a

procedure in a given situation. Analyzing level requires students to break material into its constituent parts and determine how parts relate to one another and to an overall structure or purpose. Evaluating level requires students to make judgments based on criteria and standards. Creating level requires students to put elements together to form a coherent or functional whole; reorganize elements into a new pattern or structure.

This study focuses on finding the reading comprehension question types and the proportion of each question type in "Bupena" for Grade X, XI, and XII of SMA/MA English Course books by Erlangga 2015. There are 39 chapters (38 chapters have reading passages and reading questions) and 84 reading passages in total which are used to be the data source of this study. The total numbers of reading comprehension questions in the course book are 478 questions which become the data source of this study. The writer used the cognitive domain of Revised Bloom's Taxonomy as the parameter to find the question types in the course books. She categorized all the reading comprehension questions presented in the course books using a table of classification.

The findings of the study show that the biggest proportion of question type was at remembering level. There are 353 reading comprehension questions or 73.8% of remembering level, 96 reading comprehension questions or 20.1% of understanding level, 0% of applying level, 27 reading comprehension questions or 5.7% of analyzing level, 2 reading comprehension questions or 0.4% of evaluating level, and 0% of creating level. It means, out of six thinking levels of cognitive domain of Revised Bloom's Taxonomy, the reading comprehension questions in

the course books only presented four of them, namely remembering, understanding, analyzing, and evaluating. There are no reading comprehension questions in applying and creating available in the course books. The proportion of each type of the reading comprehension questions also shows that the reading comprehension questions focus more on remembering and understanding levels instead of the higher levels. In other words, "Bupena" for Grade X, XI, and XII of SMA/MA English Course books by Erlangga 2015 pays more attention to the development of students recalling and understanding rather than their critical thinking in solving problems. Thus, it can be concluded that the objective of the study could not be achieved since "Bupena" for Grade X, XI, and XII of SMA/MA English Course books by Erlangga 2015 has not met the demand of curriculum 2013 to make Indonesian people have skills as a person and a citizen who is devout, productive, creative, innovative, and affective to give contribution to the country as it is cited in the Enclosure Transcript of Rules by the Minister of Education and Culture No. 69 Year 2013 about the Basic Framework and Curriculum Stricture for Senior High School.

5.2   Recommendations

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

- For teachers:

Teachers who use "Bupena" for Grade X, XI, and XII of SMA/MA English Course books by Erlangga 2015 should give more reading comprehension

questions especially at applying and creating levels due to the lack of those types presented in the course books. Teachers also should give more reading comprehension questions in higher thinking levels such as analyzing and evaluating. Even though these course books present those types of questions, the proportion was so little that will not help students much in developing their critical thinking. The researcher has given some examples of additional questions that are related to applying level, creating level, and the other higher thinking level. The additional questions have been presented in Chapter IV in Discussion of the Findings. Hopefully they could help students to stimulate their critical thinking more.

- For book writers:

Book writers, who want to construct reading comprehension questions, should consider the balance proportion for the question types so that students can experience all the six thinking levels in cognitive domain of Revised Bloom's Taxonomy that can lead students to be more creative and critical in thinking.

- For further studies:

Finally, for the other researchers who want to conduct a study on the same course books should consider evaluating the other aspects in these course books, such as analyzing the reading text types and the consistency of the number of the reading comprehension questions. Besides, other researchers could consider evaluating the reading comprehension questions in other course books that have the same level or different one based on the 2013 curriculum.

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