

Chapter V

CONCLUSION AND RECOMMENDATIONS

This chapter consists of two sections. The first section provides summary of the study and the second section provides the recommendations for teachers and further studies.

5.1. Conclusion of the Study

In this study, the writer analyzed a university textbook entitled “Issues for Today.” The writer analyzed the level of comprehension and thinking of the reading exercises provided in the textbook. She also analyzed whether the reading exercises in the book meet the need of the Reading I course to achieve the learning objectives.

The results of this study indicate the presence of all levels of comprehension and levels of thinking in the reading exercises present in the textbook. In total, there are 575 reading exercises in the textbook. Of the exercises, 564 reading exercises can be classified according to Barrett’s taxonomy (98%). The rest, 11 reading exercises (2%), cannot be classified according to Barrett’s taxonomy. From all the classified reading exercises, 47% exercises are inferential exercises. The second position are the reorganization exercises (26%). In the third position, there are literal exercises with the percentage of 19%. The other two levels of Barrett’s taxonomy are found in the reading exercises, but in a small percentage. The evaluation level is found in 5% of the reading exercises. The least percentage is appreciation level (1%). All level is exercised in the textbook, but the occurrence of appreciation and evaluation is very rare.

Besides, when categorized in the levels of thinking, from the total 575 reading exercises, 45.4% belong to LOTS and 54.6% belong to HOTS. All levels of thinking are found in the textbook, but the HOTS dominates the exercises.

Furthermore, as the learning material of the course, the level of the reading exercises in the book should correspond with the levels of learning objectives. The findings show that the levels of the reading exercises matches the levels of the learning objectives. Therefore, the exercises in the textbook is considered meet the learning objectives of Reading I course. However, the highest level of the learning objectives is not enough exercised in the textbook.

Based on the results of this study, the levels of comprehension exercised in the textbook are the first four levels of Barrett's taxonomy. The highest level of Barrett's taxonomy, *appreciation* level, is found very rare in the textbook. The writer believes that the addition of some *appreciation* exercises would be more beneficial for the students, so that they can achieve the higher level of comprehension.

5.2 Recommendations

Based on the findings of the study, the researcher proposes some recommendations as follows: considering the lack of some levels exercises such as the *appreciation* and the *evaluation* exercises, the book writer of this book should add some more exercises in different levels of comprehension, because this book is dominated by exercises containing *inferential* level of comprehension. The number of the exercises for each level of comprehension should be proportional. Besides,

the book writer can vary the type of the exercises. For example, the inferential exercises should not only dominated by figurative language type but also containing more of the other types as well.

Since the highest learning objective of Reading I course is rarely exercised in “Issues for Today” textbook, teachers who use this textbook should add some more reading exercises in that level, *evaluation* exercises, to help students achieving the highest learning objectives. Besides, teacher can also add some more exercises in some levels, especially *evaluation* exercises which help students in achieving the learning objectives. Some addition of *appreciation* exercise would also be beneficial to help students achieving the higher level of comprehension.

Finally, for the further studies related to this study, other researchers who want to do a study on the same textbook should consider evaluating the other aspects of this textbook, such as analyzing the correlation between the form of the exercises and the levels of the exercises, the level of difficulties of the reading passages, the correlation between the level of difficulties of the passages and the level of difficulties of the reading comprehension exercises, the type and the structure of the reading passage or the readability of the reading passage. Other researchers can also study the same aspect as the present studies, but adding more inter-rater would be beneficial to increase the validity and reliability of the study. Analyzing the details of each levels of the Barrett’s taxonomy in the reading comprehension exercises can also be done in order to give more detail in the study. Besides, other researcher could make an evaluation of the reading exercises of the textbooks which is used in Reading II until Reading IV class

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