

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of two sections. Section one presents the conclusion. Section two presents the suggestion.

5.1. Conclusion

English is one of the subjects in the National Exam for Junior High School and Senior High School. Most of questions in National Exam is reading comprehension questions. It is happened because reading has many advantages. Through reading, the learners can get a lot of knowledge, especially the language components, such as grammar, pronunciation, and vocabulary. Besides, it can help the learners to develop their imagination and critical thinking and also helps the learners to be good at writing and speaking.

Because English is one of the subject in “UNBK”, the questions should fulfill the criteria of 2013 curriculum for Senior High School. Curriculum 2013 uses the cognitive levels of Revised Bloom’s Taxonomy. Moreover, curriculum 2013 for Snior High School emphasizes at Higher Order Thinking Skills, namely *analyze*, *evaluate*, and *create*. Those thinking skills are expected to help students develop their higher thinking so that they can give contribution to this country. Besides, they will be good thinkers.

This study focuses on analyzing the reading comprehension questions in “UNBK Bahasa Inggris SMA 2016 and 2017” by using cognitive levels of Revised Bloom’s Taxonomy. There are 11 reading texts in English “UNBK Bahasa Inggris SMA 2016” and 30 reading comprehension questions in total. Besides, there are 10 reading texts in “UNBK Bahasa Inggris SMA 2017” and 35 reading comprehension questions in total. The total numbers of reading comprehension questions are 65 questions. The writer classifies the reading comprehension question into the cognitive levels of Revised Bloom’s Taxonomy. After that, the writer counts the proportion of each cognitive level and counts the proportion of Lower Order Thinking Skills and Higher Order Thinking Skills.

The findings show that the biggest proportion in the reading comprehension questions was *remember* cognitive level. There are 35 out of 65 questions in *remember* cognitive level. It means that it equals to 53.9% of the entire reading comprehension questions. The second biggest portion is *understand* cognitive level. There are 27 out of 65 questions in *understand* cognitive level. It means that it equals to 41.5% of the entire reading comprehension question. Then, it is followed by *evaluate* cognitive level. There are 2 of 65 questions reading comprehension questions that belong to this level. It equals to 3.1% of the entire reading comprehension questions. After that, it is followed by *analyze* cognitive level. There is 1 of 65 questions reading comprehension questions that belongs to this level. It equals to 1.5% of the entire reading comprehension questions. However, the percentage of *apply* and *create* question level

are 0%. It means that there are no *apply* and *create* question level presented in “UNBK Bahasa Inggris SMA 2016 and 2017”.

The total proportion of Lower Order Thinking Skills is 95.4%. besides, the total proportion of Higher Order Thinking Skills 4.6%. the proportion of Lower Order Thinking Skills is higher than the proportion of Higher Thinking Skills. It can be concluded that reading comprehension questions in “UNBK Bahasa Inggris SMA 2016 and 2017” is not in accordance with curriculum 2013 and Revised Bloom’s Taxonomy that emphasize critical thinking.

In conclusion, the reading comprehension questions do not cover cognitive levels of Revised Bloom’s Taxonomy. Besides, the proportion of Lower Order Thinking Skills is higher than Higher Order Thinking Skills which is different from the purpose of 2013 curriculum that emphasize at higher thinking skills.

5.2. Suggestion

Related to the findings of the study, the writer would like to give a suggestion as the follow:

- a. For the education government who wants to construct the reading comprehension questions in “UNBK Bahasa Inggris SMA” should consider the balance between Lower Order Thinking Skills and Higher Order Thinking Skills. It is better if the proportion of Higher Order Thinking Skills is higher than Lower Order Thinking Skills so that the students can develop their critical thinking. The example of question in higher thinking skills are:

- Apply Cognitive Level

Explain another way to help someone who is having nose bleeding.

- Create Cognitive Level

What would happen if gene splicing is applied in Indonesia?

- b. Besides, for the education government who constructs the questions in “UNBK Bahasa Inggris SMA” should cover all six question types of cognitive levels in Revised Bloom’s Taxonomy so that the students can experience all the question types and it can help students to develop their higher thinking skills.

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