

BAB V

CONCLUSION AND SUGGESTIONS

This chapter is the last chapter of this research report. In this chapter, the writer presents the conclusive points of the study. The writer also provides some recommendations for teachers or lecturers and for those who plan to conduct further studies of related topics.

5.1. Conclusion of the Study

In this study, the writer examined reading comprehension questions types based on Barrett's Taxonomy in order to find out the types of reading comprehension questions available in "*Concepts for Today*" textbook and the types of reading comprehension questions which fulfill the learning objectives of Reading B course. The result shows that five types of questions in Barrett's Taxonomy were found in the textbook even though two types questions (reorganization and inferential comprehension) did not appear in the textbook in a higher frequency.

There are 230 reading comprehension questions in the textbook and all of the questions were classified based on Barrett's Taxonomy. From all the classified reading comprehension questions, 100 questions (43,5%) belong to literal comprehension question. This percentage places it in the first position as the most frequently appearing question the in the textbook. In the second position is the inferential comprehension question type (85 questions / 37%). The third position is placed by the evaluation comprehension question (35 questions / 15,2%). The other two comprehension question types of Barrett's Taxonomy were also found in the

textbook though they appeared in a low percentage. The less frequently appearing comprehension question is reorganization (6 questions / 2,6%). The least frequently used comprehension question is appreciation (4 questions / 1,7%).

Concerning the match between the reading comprehension questions with the learning objective, it was found that the reading comprehension questions satisfied the learning objective of Reading B course pretty well, meaning that all the reading comprehension questions in “*Concepts for Today*” matched the learning objective. However, they are different in terms of their respective percentage (the frequency of the appearance of the types of the reading comprehension question). Among the five types of reading comprehension questions found, the literal comprehension questions dominated the frequency. With such a frequency, it can be said that the textbook tends to be relatively easy for the students. The second dominating comprehension question type is the inferential comprehension question.

5.2.Suggestions

According to the findings of the study, some suggestions were given below:

5.2.1. Suggestions for Teachers or Lecturers

“*Concepts for Today*” textbook could still be used in Reading B course even though the forms of reorganization and inferential comprehension of Reading B course are rarely applied while those types should be achieved based on the learning objective. That is why, teachers or lecturers who use this textbook should add some more reading comprehension questions to those types to help the students achieve the rest of the learning objective. The appreciation questions should be

proportionally added to help the students reach a higher reading comprehension skill.

5.2.2. Suggestions for Further Researchers

For those who plan to conduct a study of related topic, it is suggested to review other textbooks using other taxonomies besides Barrett's Taxonomy, which might provide a new insight into comprehension. However, if they are interested to analyze the same textbook, they should consider analyzing the other aspects of this textbook.

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