CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter reviews the conclusion of the study and the suggestions for the future research.

5.1. Conclusion

Based on the first chapter, there were two research questions formulated. Those research questions were formulated to find out the levels of reading comprehension questions based on Barrett's taxonomy and to find out the percentage of the Occurrence of each level of reading comprehension questions based on Barrett's Taxonomy in the English textbook entitled "English".

After analyzing the reading comprehension questions in English textbook entitled "English", the answers of the research questions were found. Based on the findings, it was found that there were only three levels of reading comprehension questions based on Barrett's Taxonomy given in English textbook entitled "English". Those levels were: (1) literal recognition or recall, (2) inference and (3) evaluation. From 129 reading comprehension questions classified, there were 70 (54%) literal recognition or recall level of questions, 58 (45%) inference level of questions and 1 (1%) evaluation level of questions.

As stated in the background of the study, reading comprehension questions were given to develop the students' reading comprehension. Reading comprehension questions stimulate the students' thinking about the matters related with the text, stimulate the students to construct new questions based on their thinking and help the English teachers to check the students' comprehension.

To help these functions, students should be given questions of four levels of Barrett's taxonomy (Dupuis and Askov, 1982, p. 117). So, a good textbook with reading comprehension questions which cover all levels of questions based on Barrett's taxonomy is needed.

In conclusion, English textbook entitled "English" is not a good textbook for English lesson because the reading comprehension questions did not cover all levels of questions based on Barrett's Taxonomy which were (1) literal recognition or recall, (2) inference, (3) evaluation and (4) appreciation. However, it may be used as a supplementary textbook for the students to improve their reading comprehension.

5.2. Suggestions

Related with the study, some suggestions for English teachers and further researchers were given below:

5.2.1. Suggestions for the Authors

It is suggested for the authors of English textbook entitled "English" to provide more reading comprehension questions, especially reading comprehension questions covering evaluation level of questions and appreciation level of questions. If reading comprehension questions of those levels are added, the reading comprehension questions in the English textbook entitled "English" will cover all levels of questions. With a textbook which cover all levels of questions, students can improve their comprehension.

5.2.2. Suggestions for English teachers

In teaching English, a good textbook that could help the students in learning reading and have appropriate numbers of reading comprehension questions which cover all levels of questions is needed. Based on that reason, it is suggested for the English teachers to choose a good textbook that cover all levels of reading comprehension questions based on Barrett's taxonomy which were literal recognition or recall, inference, evaluation and appreciation. So the students could improve their reading ability by answering various levels of questions with appropriate numbers.

Related with the study, it is also suggested that English textbook entitled "English" still could be used in English lesson. However, it should be remembered that this textbook could be used mainly to improve the students' reading ability in identifying information which is explicitly stated in the text and making hypothesis based on the information implicitly given in the text. That is why the English teachers were also suggested to prepare some extra reading comprehension questions covering the other levels of questions: evaluation and appreciation levels of questions.

5.2.3. Suggestions for further researchers

For further researchers, it is suggested to do related classification with different English textbook with different grades. Classifying the questions using different comprehension taxonomy is suggested as well, as long as the comprehension taxonomy is better for classifying the reading comprehension questions than Barrett's taxonomy.

BIBLIOGRAPHY

Alderson, J. Charles & Bachman, Lyle F. (2001). *Assessing Reading* (2nded.). Cambridge, UK: Cambridge University Press.

Blair, Timothy R., Heilman, Arthur W., &Rupley, William H. (1981) *Principles and Practices of Teaching Reading* (5thed.). Columbus, Ohio: Charles E. Merry Publishing Co.

Dupuis, Mary M. & Askov, Eunice N. (1982).*Content Area Reading: An Individualized Approach*. Englewood Cliffs, NJ: Prentice-Hall, Inc.

Fisher, Dennis F. & Peters, Charles W. (1981). *Comprehension and the Competent Reader*. New York, USA: Praeger Publihers.

Hunaifi, Abdul Aziz (2008). *An Analysis of Levels of Questions Toward Language Testing Using Barrett's Taxonomy*. Retrieved from http://lib.uinmalang.ac.id/index.php/ekonomi/article/view/216/ps_119?mod=th_detail&id=04320097

Longan, John. (2001). *Sentence Skills with Readings*. New York, NY: McGraw-Hill Publisher.

Sunggingwati, Dyah. (2003). *Reading Questions of Junior High School Textbook*. Retrieved May 6, 2013, from http://www.google.co.id/url?q=http://dikti.go.id/pdf/JURNAL/BAHASA%26SENI/2003/Reading-Questions-of-Junior-HighSchoolEnglishTextBooksDyahSunggingwati.pdf

Widyanata, Ong Titin. (2005). *An Analysis on Reading Questions of Senior High School English Textbook Based on Bloom's Taxonomy of Cognitive Domain.* Widya Mandala Catholic University Digital Library.