

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion concerning this study.

5.1 Conclusion

Reading is the best source of information to get new knowledge. As the proverb says, “*The more you read the more you know*” means that reading could develop the readers’ minds. However, it doesn't guarantee that the knowledge from reading will be easily absorbed by the readers. To make the readers understand the main point of a text, it should be supported by reading comprehension questions.

The purpose of reading comprehension questions is to dig the content and point of the passage. According to Webb (2016) and the 2013 curriculum, the example of a good question is a question which can train and enhance the students’ cognitive skills and critical thinking. It should be questioning about facts which are hidden from

the reading passage. Therefore, the students should not be given simple questions of which answer has already been stated in the reading passage. By giving critical questions, the teachers will find various answers from their students' creativity. Not only that, giving critical questions can lead the students to be brave to deliver their opinion after solving the problem and enlarge their perception between what is written on the reading passage and in their own real life.

This study was undertaken to investigate the levels and proportion of comprehension questions in 'Bahasa Inggris SMA/MA/SMK/MAK Grade X Semester I'. The major result showed that five major question levels were indentified. They were *remember*, *understand*, *analyze*, *apply*, and *evaluate*. The questions found in 'Bahasa Inggris SMA/MA/SMK/MAK Grade X Semester I' were not kinds of critical questions. The questions mostly covered the lowest level of Revised Bloom's Taxonomy which is *remember* level with the percentage 78% of the items. It can be concluded that more than half of reading comprehension questions belong to the lowest level of cognitive skills, then followed by *understand* level

(13%), *apply* level (1%), *analyze* level (5%) and *evaluate* level (2%).

Not a single item appears in the *create* level.

5.2 Suggestion

In the last part of this chapter, the writer would like to propose some suggestions concerning the result of this study.

- a) A good English textbook can be an important tool to achieve the goals of the curriculum. As stated in chapter II that the characteristics of scientific learning approach requires the students to think in higher levels, the reading comprehension questions given in the textbook must suit the curriculum and students' critical thinking skill.
- b) Textbook authors should consider the proportion of each level of questions. They should be aware that the questions given are not only to test students' memory but used as a tool to develop their critical thinking by giving opinions for some problems.

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