

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter deals with the results of the research by giving conclusions and suggestions. The conclusions are based on the results of the research and the suggestions are referred to the teacher and other researchers.

#### 5.1 Conclusion

Based on the first chapter there is one question formulated. The question is formulated to find out the levels of reading comprehension questions based on the Barrette's Taxonomy in English Textbook "Bahasa Inggris Kelas X". After analyzing the reading comprehension questions in English textbook entitled "Bahasa Inggris Kelas X" the answers of the research question were found. Based on the findings, it was found that there were five types of reading comprehension questions. The writer found out the types of reading comprehension questions based on Barrette's taxonomy divided into 195 questions such as Literal Comprehension 116 (59%), Reorganisation 23 (12%), Inferential 15 (8%), Evaluation 18 (9%) and Appreciation 23 (12%). Of the types of comprehension, Literal Comprehension is the most dominant levels of comprehension. Understanding the reading question in the book is categorized to a low level of understanding. This shows that the questions in the textbook is that easy to understand, based on content that learners find more easy to learn.

Giving them higher thinking questions, it made the students add their knowledge and think more. In conclusion, the English textbook "Bahasa Inggris

Kelas X” for seven grades students can be used as the material for reading comprehension questions skills. However, some higher order thinking questions should be added to help students to learn to think critically, and the total number of the questions middle order thinking skills and higher order thinking skills can be balanced and ideal.

## **5.2 Suggestion**

Based on the research findings and discussion, the researcher offers some suggestions. These suggestions are addressed to the teacher as a leader in the classroom, the author of the textbook, and researchers to improve the deeper results.

### **5.1.1 Teacher**

English teachers need to evaluate or check the content of the textbook whether or not the materials and the exercises in the textbook are appropriate for the students’ need and level. They should not too rely on and take for granted the content of the textbook. It is better to adapt rather than to adopt the material or the exercise in the textbook because the one who knows the best for the students is the teacher himself.

### **5.1.2 Textbook’s Author**

The author of the textbook need to generate a more complete range of educational objectives which involve cognitive processes that go beyond the lower order thinking skill by enriching some exercises that could train the students to have the higher order thinking skill.

### 5.1.3 Researcher

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. It is also suggested for future researcher(s) who want(s) to conduct the study in the same field to use other taxonomies to check the reading questions, especially Barrett's Taxonomy.

It is also recommended for future researchers who wish to undertake studies in the same field to use other taxonomies to check reading questions, particularly Barrett's Taxonomy, and it is also strongly recommended to involve students in later research.