

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This chapter discusses the results of the research with provide conclusions and suggestions. Conclusions are based on research results and suggestions are referred to students, teachers and other researchers.

#### **A. Conclusion**

Based on the findings in the previous chapter, it can be concluded that there are different results in the level of students' reading skill in recount text at X IPA 1 SMAN 8 Kediri. The criteria of students' classification are high, medium and low. 12 students are in the high category with label S1, 11 students are in the medium category with label S2 and 12 students are in a low category with label S3. Based on daily test document, the average score of all students' daily recount text results is 81.2 the average score of the students' reading skill X IPA 1 SMAN 8 Kediri is medium level.

However, the researcher does not only use the class average of students' grades, but also categorized students on the criteria of students' classification above. On the other hand, the researcher found that the daily recount text test questions made by the English teacher at SMAN 8 Kediri reflected 5 levels of reading comprehension and the weakness level of reading competence by student X IPA 1 SMAN 8 Kediri based on Barrett's Taxonomy. High level students or S1 have the weakness level with percentage of 90% at the level of literal recognition and reorganization. Then, medium level students or S2 the weakness level with percentage of 70% at the level of reorganization and low level students or S3 have the weakness level with percentage of 60% in the evaluation level.

Thus, each level of students' classification also has the weakness level in Barrett's Taxonomy with different results. S1 has the weakness level at the literal recognition level with recognition for main idea indicators.

Then, students in the medium category or S2 have the weakness level at the reorganization level in the classifying and summarizing indicator. Moreover, students in the low category or S3 have the weakness level at the evaluation level in the judgment of reality or fantasy and judgment of appropriateness indicator.

Furthermore, it is clear that each student's ability level has its own level of difficulty in answering the daily recount text questions. Hence, teacher needs taxonomy as a benchmark for designing test because there are important principles that needed to build good test items according to the students' thinking level. Therefore, designing reading questions with covering all levels questions based on Barrett's Taxonomy are required for help students in understanding reading contained in the daily test recount text material.

In addition, to overcome the weakness level in Barrett's Taxonomy, it can be concluded that the researcher reflects the level of difficulty experienced by each student's classification based on Barrett's Taxonomy. This is also overcome by the teacher using the reading teaching method using jigsaw technique and guessing system when teaching reading skills, especially in recount text material.

## **B. Suggestion**

Based on the results of the research and discussion above, the researcher gives some suggestions. This suggestions are addressed to students, teachers, and further researchers to deepen research results.

### **1. For the students**

This suggestion is addressed to students. Based on the results of the study, it is known that all levels of student classification have their own problems and difficulties in working on reading recount text questions. It also affects the reading skills of students. Therefore, the researcher suggests that students be more active in English reading practice, deepen new vocabulary in English, especially in recount text and improve good reading comprehension in order that students' reading skills are further

improved, considering that reading is one of the skills that must be mastered by students to get good results in learning objectives.

2. For the teachers

It is suggested when making an assessment in the form of a test, the teachers must pay attention to the weight of the questions to be tested. Teachers should pay attention to the accuracy of the questions based on the material being taught and not just copy and paste questions from the internet raw. This is related to the results of research that teacher can use Barrett's Taxonomy as a benchmark in making reading questions because the levels of questions are made based on thinking levels from easy to difficult, this can make it easier for teachers to map students' abilities based on their level of thinking in reading.

3. For further researchers

Regarding the results of the study, it indicates that students' reading skill is not discussed in depth. In this study, the researcher only described the students' reading skill level, the weakness level in reading competence and the solutions given to overcome the weakness level of students' reading competence based on Barrett's Taxonomy. For this reason, the researcher suggests for further researcher to examine reading skill and discuss them in detail using more precise and detailed analysis and other theories.

This research is expected to answer the problems experienced by students in solving reading recount text questions and provide a reference for teachers in designing a test using the Barrett Taxonomy. However, the researcher realizes that there are still many shortcomings and weaknesses in this study. Thus, it is hoped that other researchers will continue or deepen the topic of this research for the better.