CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter is the last chapter of the entire study. It contains the the summary of the whole study and some suggestions for certain related parties that can benefit from this study.

5.1 Conclusion

English is a foreign language in Indonesia. In learning English, we have to learn the four skills and three components. Out of the four skills, reading skill plays the most important role. As a result, good ability of teaching reading has to be developed by considering the quality of the reading passage and its comprehension questions. Then, to support the learning process especially in improving the students' reading skills, the teacher has to facilitate the learning process with many worksheets of reading. The teacher can take many examples of reading from different sources, such as textbook.

Bright, an English Course by Erlangga, is an English textbook used by a private school in Surabaya for the grade nine students. The textbook has eleven units and two reviews with different number of exercises. To find out that the textbook can help the students in improving their reading skill, the writer used the Revised Bloom's Taxonomy to analyze the types of the reading comprehension questions presented in the Bright an English textbook. The writer also made use of

the 2013 curriculum to see whether the reading comprehension questions found in the textbook are match or in line with 2013 curriculum levels.

The findings of the study did not show a good result. There were 281 reading comprehension questions in total found in the textbook analyzed. For the first stage remembering, there were 155 questions that the result equals to 55.16% of the total 281 reading comprehension questions in the textbook. Second is the understanding stage. There were 62 questions in total categorized as checking understanding. This accounts for 22.06% of the total 281 reading comprehension questions in the textbook. Next is applying, there were 4 reading comprehension questions. This covers 1.42% of the total 281 reading comprehension questions in the textbook. Fourth stage is analyzing, there were 28 questions. This covers 9.96% of the total 281 reading comprehension questions in the textbook. Fifth stage, the evaluating stage, there were 26 questions. This accounts for 9.26% of the total 281 reading comprehension questions in the textbook. The last stage, the creating stage, there were only 6 questions. This covers 2.14% of the total 281 reading comprehension questions in the textbook. To sum up, the textbook is dominanted with remembering stage, that the stage covers 55.16% of 281 reading comprehension questions in the textbook. In the second place is understanding stage that covers 23.49%. Then, in the third place is analyzing stage that accounts for 9.61%. Two out of the three stages are belong to the LOTS in the RBT. For the analyzing stage is belong to the HOTS in the RBT. In addition, all these findings matched with the 2013 curriculum. In conclusion, the Bright, an English Course by Erlangga, is not a really good book because the materials are not equal in the RBT stages and the dominant stage is

remembering. The result showed that 78.64% is belong to the lower order thinking skills (LOTS) in the thinking levels in the RBT. Then, to cover all the stages, the teacher should add more exercises from different resources and the teacher can also develop the questions which can cover the minimum number of questions for the another stages especially in HOTS level in RBT. So, it will help the students in improving their critical thinking.

5.2 Suggestions

This part will tell some suggestions that can be taken as considerations for the better.

- For Teachers

Looking at the findings, the dominant stage is remembering stage which accounts for 55.16% and. There was an inequality of the number of questions for each level. Therefore, the English teachers should add more reading materials from different resources and the teacher can also develop the questions which can cover the minimum number of questions for the another stages especially in HOTS level in RBT. So, it will help the students in improving their critical thinking.

- For Further Research

For further research, the writer suggested to other writer to analyze the reading texts in the textbookmore thoroughly and find out whether the reading texts are suitable for the 9th grade students. Since, sometimes the reading texts may not be appropriate for the 9th grade students.

- For Author

Looking at the findings, the writer suggested to the author to develop more the reading text and reading comprehension questions that still in the minimum number especially in the HOTS.

BIBLIOGRAPHY

Anderson, L. W., & Krathwohl, D. R. (2001). *A taxonomy for learning, teaching, and   assessing*, Abridged Edition. Boston, MA: Allyn and Bacon.

Banathy, B.H. (1986). *Instructional systems.* California: Fearon Publishers.

Bloom, B.S. and Krathwohl, D. R. (1956). *Taxonomy of Educational Objectives: The   Classification Of Educational Goals,* by a committee of college and university   examiners. Handbook I: Cognitive Domain. NY, NY: Longman,Green.

Day, Richard R and Jeong-suk Park. (2005). *Developing Reading Comprehension Questions.*   (http://nflrc.hawaii.edu/rfl)

De Corte, E., L. Verschaffel & De Ven V. (2001). *Improving text comprehension strategies in   upper primary school children: A design experiment*. British Journal of Educational   Psychology, 71, pp. 531-59.

Heilman, Arthur W, Blair, Timothy R and Rupley, William H. (1981). *Principles and Practices of Teaching Reading*. Columbus: Charles E. Merrill Publishing Company. A Bell &   Howell Company.

Hoover, W. A., & Gough, P. B. (1990). *The simple view of reading. Reading and Writing: An   Interdisciplinary Journal*, 2(2), 127 - 160.

https://elearningbunch.wordpress.com/2013/02/20/revised-bloom-taxonomy/   (retrieved on 27   May 2018 at 20.12)

https://tell.colvee.org/pluginfile.php/68/mod_book/chapter/22/LearningDomains.png   (retrieved on 20 January 2019 at 21.25)

https://www.researchgate.net/profile/Paul_Parsons3/publication/320464168/figure/fig1/AS:5   50885229301760@1508352681664/Sample-tasks-that-represent-different-cognitive-   process-dimensions-and-knowledge.png   (retrieved on 20 January 2019 at 21.25)

Human Resources and Social Development Canada. (2003c). *Reading the future: A Portrait of   Literacy in Canada - Highlights from the Canadian Report*. http://www.hrsdc.gc.ca/eng/hip/lld/nls/Surveys/ialscrh.shtml#tphp

Jshabatu.(2018). *Best Practices, Course Design*. USA: University of Arkansas.

Krathwohl, D. R. (2002) *A Revision of Bloom's Taxxonomy. (PDF) in Theory into Practice.* V41. #4. Autumn, 2002. Ohio State University.

McCarthy, C. P.(1999). *Reading theory as a microcosm of the four skills. Applied Linguistics Series.*

Muliasari, Dewi.(2014). *An analysis of the types of reading question in the textbook "Bright" for the seven grade of junior high school published by Erlangga:* Surakarta, Muhammadiyah University of Surakarta.

Nation, Kate. (2004). *Children reading comprehension difficulties*.

Nicholin, Magdalena (2017). *Analysis of the reading comprehension questions found in solutions, an intermediate student's book by Oxford University, according to the Revised Bloom's taxonomy: Surabaya. Widya Mandala Catholic University Surabaya.*

Ningsih, Mustika, R. (2009). *Reading comprehension questions in second grade of Senior High School English text book "Look Ahead" by Erlangga based on bloom taxonomy cognitive domain. Undergraduate thesis. Widya Mandala Catholic University Surabaya.*

Nunan, D.(1991). *Language Teaching Methodology*. Hertfordshire: Prentice Hall International.

Rahmawati, Izathy Khoirina & Prayogo, Johannes Ananto (2012). *An analysis of reading questions in english textbook entitled "interlanguage: english for senior high school students XI" based on RBT*: Malang.State University of Malang.

Wachidah, Siti & Asep Gunawan. 2014. *Bahasa Inggris "When English Rings a Bell".* Jakarta: Pusat Kurikulum dan Perbukuan, Balitbang, Kemdikbud.

Zaida, Nur. (2018). *Bright: An English Course for Junior High School Students*. Jakarta: Erlangga.