# CHAPTER V

## CONCLUSION AND SUGGESTION

### 5.1 Conclusion

Reading comprehension is one of the important skills among the other skills in learning English as foreign language. At the SMA 1984 curriculum, reading comprehension fills most of the time allocation.

However, it is still difficult for the students to comprehend the reading passages properly. There are many factors which influence it. One of the factors is that the questions are not appropriately given to the intended students. This should not happen if the authorized persons in the English teaching-learning process, especially in the teaching of reading comprehension, understand that questions have long been used to motivate interest, to instruct and to evaluate as stated before by some experts.

According to some experts there are many types of questions. Each expert gives their own types according to the use of each questions. Since the analysis of this study is based on Bloom's Taxonomy, the result will be based on Bloom's Taxonomy, too.

The result of the analysis done by the writer shows that comprehension level is 68.10%, application 6.03%, analysis 19.82%, synthesis 5.17%, and evaluation 0.86%.

When we look at the result the writer can take a conclusion that comprehension level has the highest proportion, followed by analysis, application, synthesis, and evaluation.

## 5.2 Suggestion

After analyzing the reading comprehension questions of book "Bahasa Inggris 2ᵃ", "Program Studi Ilmu-Ilmu Fisik dan Ilmu-Ilmu Biologi" by "Depdikbud", the writer suggests that the comprehension questions should be in the category of comprehension, application, and analysis only. The reason underlying the writer's suggestion is that the students will face the lacks of knowledge, thinking, and their language when they have synthesis and evaluation questions.

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