

## CHAPTER 5

### CONCLUSION AND SUGGESTIONS

This chapter explains the conclusion and the suggestions.

#### 5.1 Conclusion

In this study, the writer analyzed the reading comprehension questions based on Barrett's Taxonomy to find out the types of reading comprehension questions and the percentage of higher lower levels of reading comprehension questions in "Contextual English" grade eleven. The result showed that four levels questions were identified from textbook but two higher questions level did not covered well especially for Evaluation and Appreciation, because most of reading questions could be found from the passage. They were Literal recognition or recall, Inference, Evaluation and Appreciation. It is supposed that reading comprehension questions aim to higher thinking levels for students in Senior High School. Giving them higher thinking questions, it made the students add their knowledge and think more. The questions mostly covered the lower levels thinking skills: Literal Recognition or recall reaches 29% and Inference 54%. However, the higher levels thinking skills belonging to Evaluation is only 11% and Appreciation 3%. In conclusion, the English textbook entitled "Contextual English 2013 SMA for eleven grades" can be used as the material for reading comprehension questions skills. However, some higher order thinking questions should be added to help the students to learn to think critically, and the total number of questions lower order thinking skills and higher order thinking skills can be balanced and ideal.

## 5.2 Suggestions

The suggestions below are addressed to authors and teachers:

➤ For Textbook Writers:

First, the author needs to consider the length of passage. If the text is short, the questions only cover Literal Recognition or Recall and Inference. Second, the author should add some questions which are higher thinking levels.

➤ For Teachers:

First, teachers should be creative and critical. Second, if the questions in the book only cover Literal Recognition or Recall and Inference, the teachers can add higher questions so that the students learn to think critically. This can motivate students to think critically.

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