

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **5.1 Conclusion**

Education is an important thing that helps children faces their future. In 21<sup>st</sup> century education, children need to develop skills such as problem solving, critical thinking, etc. The development of information and communication technology in 21<sup>st</sup> century causes English to be more important than it used to be. Because of that, the Ministry of Education and Culture developed a new curriculum called curriculum 2013. Curriculum 2013 was developed to fulfill learning model in 21<sup>st</sup> century.

Nowadays, the content of the textbooks are based on curriculum 2013. One of the textbooks is 'Pathway To English for Senior High School Grade X'. Curriculum 2013 emphasizes High Order Thinking Skills (HOTS). It expects the students to think critically. It is same as model 21<sup>st</sup> century skills.

This study focuses on analyzing the reading comprehension questions in 'Pathway To English for Senior High School Grade X' by using Revised Taxonomy. There are 14 reading texts and 100 reading comprehension questions. The writer classifies the reading comprehension questions into the cognitive level and knowledge level of Revised Taxonomy.

The findings show there are 51 out of 100 remembering question types that equals to 51% of the entire reading comprehension questions. Understanding is the second biggest. There are 42 out of 100 understanding question types that equals to 42% of the entire reading comprehension questions. The third is analyzing. There are 4 out of 100 analyzing question types that equals to 4% of the entire reading comprehension

questions. Applying is forth biggest. There are only 2 out of 100 applying question types that equals to 2% of the entire reading comprehension questions. There is 1 out of 100 evaluating question types. There is no creating type.

In knowledge part, factual has the biggest portion. There are 51 out of 100 remembering question types that equals to 51% of the entire reading comprehension questions. Conceptual is the second biggest. There are 42 out of 100 conceptual question types that equals to 42% of the entire reading comprehension questions. Metacognitive is third biggest. There are 5 out of 100 metacognitive question types that equals to 5% of the entire reading comprehension questions. Then, the last is procedural. There are 2 out of 100 procedural question types that equals to 2% of the entire reading comprehension questions.

After the writer analyzed, she concluded that the reading comprehension questions of 'Pathway To English for Senior High School Grade X' may not suitable in the curriculum 2013. To cover that, the teacher need supplementary from other sources.

## **5.2 Suggestion**

Related to the findings of the study, the writer would like give a suggestion as the follow:

- a. For the author of English textbooks in secondary level, to pay attention about the proportion cognitive and knowledge dimension in curriculum 2013.
- b. For further researchers who want analyze the reading comprehension questions using Revised Taxonomy. They must be careful for using some

references in the internet, because there are some references which are not suitable with Anderson & Krathwohl's theory. For example:

- Apply -> solve, use, interpret (According to Anderson & Krathwohl, interpret includes understanding not applying).
- c. For English teachers, it is good to add some exercises from other sources to support the students' learning, because the proportion of knowledge and cognitive is less than curriculum 2013 expected.

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