

CHAPTER 5

CONCLUSION AND SUGGESTION

5.1. Conclusions

This study is conducted with the objective to find out which level of Barrett's Taxonomy is more dominant in the reading comprehension questions found in English Chest 4 Student Book, as stated in Chapter 1. Here is the conclusion.

The book which is analyzed in this study is English Chest 4 Student Book by Liana Robinson. As stated in Chapter 3, this book has 3 units and there are 4 lessons contained in each unit with the total of 12 lessons. Each lessons contains a reading text. There are 10 reading texts with a total of 29 reading comprehension questions, not all reading questions are analyzed due to the reasons stated in Chapter 3.

Through the study conducted, the result of the analysis is that all 29 questions are in the Literal level of Barrett's Taxonomy. This result answers the problem stated in Chapter 1, and that is the most dominant level of Barrett's Taxonomy found in the reading comprehension questions in English Chest 4 Students Book is Literal level.

The result obtained from this study is less than ideal because 100% of the reading comprehension questions found in the book only touch the information explicitly stated in the reading text and does not encourage students to think in a deeper level much.

5.2. Suggestions

Related to the topic which has been discussed in this study, the writer would like to present some suggestions:

- Teachers should give reading comprehension questions which covers all level of Barrett's Taxonomy. This is intended so that students are accustomed to thinking in a critical manner from an early age and develop their cognitive abilities.
- For customers who want to buy this book, it is better if the book is reviewed first before buying to check whether this book really suits the needs of the students.
- For further researchers, it is suggested to do related classification of different English textbooks with different grade. If the future finding is also found to be less than ideal, perhaps future researcher can give more in depth examples or suggestions toward the English teachers.

BIBLIOGRAPHY

- Astuti, M. S. (2012). Peningkatan Keterampilan Bertanya dan Hasil Belajar Siswa Kelas 2 SDN Slungkep. *The SAGE Glossary of the Social and Behavioral Sciences*, 4(3), 1–12. <https://doi.org/10.4135/9781412972024.n760>
- Javed, M., Eng, L. S., & Mohamed, A. R. (2015). Developing reading comprehension modules to facilitate reading comprehension among Malaysian secondary school ESL students. *International Journal of Instruction*, 8(2), 139–154. <https://doi.org/10.12973/iji.2015.8211a>
- Krismadayanti, A., & Zainil, Y. (2022). The Level of the Students' Reading Comprehension Analyzed By Using Barrett Taxonomy. *Journal of Cultura and Lingua*, 3(1), 39–48. <https://doi.org/10.37301/culingua.v3i1.110>
- Lestyarini, B. (2022). The Barrett Taxonomy of Cognitive and Affective Dimensions of Reading Comprehension. *Jurnal Universitas Negeri Yogyakarta*.
- Patiung, D. (2016). Membaca Sebagai Sumber Pengembangan Intelektual. *Al Daulah : Jurnal Hukum Pidana Dan Ketatanegaraan*, 5(2), 352–376. <https://doi.org/10.24252/ad.v5i2.4854>
- Pawana, I. M., & Manurung, K. (2014). *Improving Reading Comprehension Of The Eleventh Year Students By Using Fairy Tale*. 2(1), 1–12.
- Purnamasari, L., & Trisno, E. (2022). An Analysis of Students' Ability in Reading Comprehension by Using Barrett's Taxonomy at English Department Universitas Negeri Padang. *Journal of English Language Teaching*, 11(3), 314–323. <https://doi.org/10.24036/jelt.v11i2.116865>
- Rahmayanti, D., Supriyanto, D. H., & Khusniyah, T. W. (2022). Pengaruh Keaktifan Bertanya Siswa Terhadap Hasil Belajar Siswa Sekolah Dasar. *Jurnal Holistika*, 6(1), 34. <https://doi.org/10.24853/holistika.6.1.34-40>
- Shofaussamawati. (2014). Menumbuhkan Minat Baca dengan Pengenalan Perpustakaan pada Anak Sejak Dini. *Libraria*, 2(1), 46–59.
- Zein, R., & Maielfi, D. (2020). Penerapan keterampilan bertanya mahasiswa untuk stimulasi keterampilan berpikir tingkat tinggi (HOTS) anak TK. *Atfaluna: Journal of Islamic Early Childhood Education*, 3(1), 1–12. <https://doi.org/10.32505/atfaluna.v3i1.1644>
- Mickulecky, Beatrice. *A Short Course in Teaching Reading: Practical Techniques for Building Reading Power, Second Edition*. White Plain. Pearson Longman. 2011