

CHAPTER V

CONCLUSION

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After discussing the Result and Discussion in chapter IV, the writer is encouraged the purpose of her own ideas and suggestions to the topic. In this chapter, the writer would like to begin with the Summary first.

5.1. Summary

As reading comprehension is one of the important skills in learning English as a foreign language, reading has priority among the four language skills in SMU. It occupies most of the time allocations for teaching English.

Accordingly, students are hoped to have the ability in comprehending a reading passage. Students should be able to grasp the information that a writer wants to tell or pass on the thesis. They should be able to comprehend the text especially the main points and details. In this case, questions play an important part in reading. From the students' answers, the teacher could know whether they really understand the text or not. Questions also can lead the students to comprehend the text. So in this study, the writer made a study on

analyzing all reading comprehension questions in Bahasa Inggris 3 by Ganecha. This book was analyzed based on Bloom's Taxonomy. There are six categories namely knowledge includes those behaviours and test situation which emphasize the remembering, either by recognition or recall of ideas, material, or phenomena. While comprehension is defined as the ability to know what is being communicated. While application requires application of knowledge to break down material its component parts so that its organizational structure may be understood. The higher level is synthesis, it refers to the ability to put parts together to form a new hole. And the last, evaluation is concerned with the ability to judge the value of material for a given purpose.

The result shows that knowledge level is 34.99%, comprehension level is 31.97%, application level is 11.01%, analysis level is 17.71%, synthesis level is 3.02% and evaluation level is 1.30%.

5.2. Suggestion

As the purpose of answering the questions in the reading passage is to know whether students can understand and comprehend the text given, it is very much suggested that the amount of percentage for each type of question needs improving. The writer worries that if the percentage is not improved, this will affect the reading ability of the

future students who are likely to use the same book for the next academic year. There are needed some other ways to overcome this and one of them is by adding or reducing the questions on the reading passage, for example the number of synthesis and evaluation type of question can be supplied. This, of course, depends greatly on the teacher's efforts. It is hoped that by doing so, the question items of each type of question will be balance as to increase the understanding as well as the creative and critical thinking of the students.

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