CHAPTER V

CONCLUSION AND SUGGESTION

5.1. Conclusion

Realizing that much of the knowledge is gained from books, reading is considered to be important especially for university students. In order to be able to comprehend an English text, the students should know the information a writer wants to pass on to them. The technique that is applied in Reading V makes the students generate their own comprehension-questions. This technique is effective for it helps the students master the content of the English written text. In other words, it makes the text easier to understand. Kay (1987:20) says that the purpose of getting the students to generate some questions is to encourage students to see reading as an interactive process that takes place between the reader and the text.

As stated in the objective, this study investigates whether the questions made by the students are correct according classification and reflects their understanding on the reading passage.

The writer took the subject of population from class A, C, D, and E of the fifth semester students of 1995/1996 academic year at Widya Mandala Catholic University. This research design was a case study. In

carrying out the research, the writer made an analysis of the students' work and describe it in the form of words. To analyze the data she used the guidance that was used by the students and the theory of Taxonomy Educational Objectives from Bloom (1956:201-207).

Based on the findings, the writer can conclude that the students have a good ability in generating question according Bloom's Taxonomy classification and at the same time also comprehending the passage. The amount of them is 188 questions or 64.83%.

5.2. Suggestion

Due to the limited time and subjects, the writer is not able to claim that the findings of the study are typical to all students of the English Department of Widya Mandala Catholic University. However, here the writer would like to give some suggestions that might be useful for Reading V teachers, the students, and the future research.

5.2.1. Suggestion for Reading V Teachers

Realizing that only 64.83% of the students who can make correct questions according the instructions, Reading V teachers should give a clear explanation about the skills in the Bloom's Taxonomy. The teacher should

give the original rules of Bloom's Taxonomy to the students, explain each level carefully and complete it with some examples.

On the other hand, the writer suggests the teachers to make a fixed-parameter in order to judge the valid score of the students' work.

5.2.2. Suggestion for the Students

It is hoped that the students in Reading V could have an initiative to learn more about Bloom's Taxonomy theory by reading the original rules and doing the related exercises. Then to get correct comprehension of the reading passage, the students are suggested to try to get a deeper understanding of the reading passage by reading the passage carefully with fully concentration.

5.2.3. Suggestion for Future Research

The writer also suggests that in the future research there will be a study about the factors that influence student in making question, especially the social factors that is found in the synthesis and/or evaluation questions. Usually, that social factor is the present social event which is happening while the questions are constructed.

The present study only covered A, C, D, and E class and each class was taken once for the data collection. Thus, further research can be conducted by extending the data collection in a bigger frequency, such as each class will be taken three times for the data collection, so that the findings can be more generalized.

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