

CHAPTER V

CONCLUSION AND SUGGESTIONS

In this chapter, the writer will present the conclusion of this study and the suggestions concerning this study.

5.1 Conclusion

In a reading process students are expected to practice a high level of thinking skills. To master thinking skills, the students will need a suitable reading materials which organized by a comprehension taxonomy. In the reading materials there will be reading text with various themes and some comprehension questions that can be used to foster a deeper thinking skills. According to Dupuis and Askov, students should be given all level of Barrett's level of questions.

In this study the writer focuses on finding the reading comprehension questions' level based on Barrett's Comprehension Taxonomy and the thinking skills which are measured in the textbook.

Based on the findings of this study it is found out that there are 47 questions (55%) measuring the literal level, 31 (31%) questions measuring the inference level which are the low levels of thinking skills, 8 (9%) questions measuring the appreciation level and there is no questions measuring the evaluation level which are the high levels of thinking skills.

As stated in chapter two, by giving a suitable reading comprehension questions, students will practice to achieve a higher order thinking skill. Day and Park (2005) say that a suitable comprehension questions will lead students to the comprehension and a well-designed questions help students interact with the text, create and construct meaning and begin to think critically and intelligently. Furthermore, a suitable reading comprehension questions must be organized by taxonomy. According to Dupuis and Askov (1982) students should be given reading comprehension questions of four levels of Barrett's Taxonomy

Therefore, it can be concluded that the reading comprehension question in "Bahasa Inggris" do not cover all the four questions' levels in Barrett's Taxonomy. The biggest proportion of the thinking skills levels measured in this textbook are mainly on the lower order thinking skills with the total 91% which are found in 78 questions. Then, there are 9% questions measuring the higher order thinking skills that are found in 8 questions. In the other

words, the reading comprehension questions found in this textbook are relatively easy which are not suitable for X grade students and the reading comprehension questions are not in accordance with the demand of the 2013 Curriculum where the government ask a higher order level of questions. Most of the questions found in this textbook only facilitate the students to practice their convergent thinking where the students are recalling information and finding facts. In order to improve the reading materials for the students, there should be more questions measuring the high thinking skills levels in this textbook so that the students can experience and practice both the divergent and convergent thinking skills.

5.2 Suggestions

In this section, the writer would like to propose some suggestions related to the result of this study. The suggestions are as follows:

5.2.1 Suggestion for textbook's writer:

- **For the Book's Authors:**

Based on the result of this study, the writer would like to suggest that the authors should provide more reading comprehension questions which measuring both the low thinking skills level and the high thinking skills level. By doing so the reading comprehension questions will facilitate the students to foster a deeper thinking skills and to experience both the convergent thinking and the divergent thinking. More specifically, there should be addition in the questions for evaluation and appreciation level.

- **For Textbook's Writers Who Want to Construct a Reading Comprehension Material:**

It is suggested to textbook writers who want to construct a reading comprehension material to consider the types of the reading comprehension questions that will measure both the low thinking skills level and the high thinking skills levels. By giving the students questions which only measured in the low thinking levels all the time is not good because it will not challenge them to be more creative, and use their thinking skills effectively, and develop their critical thinking. Likewise, by giving the students questions which are in the high thinking levels only all the time, is also not good because it will be much more difficult for them to answer the questions. In addition, somewhere in the inference level up to the evaluation level, comprehension ceases to be convergent and becomes divergent. By giving both levels, the reading comprehension questions can facilitate the students to foster a deeper thinking skills and to experience both the convergent thinking and the divergent thinking.

For that reason, it will be very wise to give the students reading comprehension questions where they can experience every levels of thinking skills starting from the literal recognition or recall then goes to inference, next move on the evaluation and lastly the appreciation.

5.2.2 Suggestion for English Teacher:

The writer would like to suggest that teacher should analyze the textbook's content which are going to be used. Having a good textbook with a suitable comprehension questions based on taxonomy for the students as their media in learning, will facilitate them to practice a high thinking skill. Thus, to achieve this teacher will need a suitable reading comprehension questions. By giving a suitable comprehension questions, students will practice to achieve a higher order thinking skill. Day and Park (2005) say that a suitable comprehension questions will lead students to the comprehension and a well-designed questions help students interact with the text, create and construct meaning and begin to think critically and intelligently. For that reason, teachers who have an important role in the educational reform, must consider about this thoughtfully. Teachers should focus on developing the students' thinking skills as the demand of the 2013 curriculum to encourage them practicing a high-level of thinking skill rather than stuck only on the low level of thinking skills. If teacher stuck only in the low level, the students cannot develop their thinking skills effectively. Therefore, it is suggested that teachers should develop more reading materials with suitable questions based on the taxonomies which cover both higher and lower thinking skills.

5.2.3 Suggestion for Further Researchers:

Cunningsworth (1995) explains that course book analysis helps teachers to gain good and useful insights into the nature of material so it is useful in teacher's development. The analysis on the material is needed for the effectiveness of the use of the textbook. Therefore, for further researchers who want to conduct a study especially on thinking skills, it is suggested to consider examining another English textbook with different grades as well. Furthermore, it is suggested for further researchers to use other comprehension taxonomies besides Barrett's Taxonomy that might give a new insight relating to comprehension. The writer also suggest to have another qualified person to act as a triangulator in analyzing the data.

Lastly, the writer realizes that this study is far from perfection and it contains weaknesses. However, hopefully this study can be very useful and give significant insights to English teacher, textbook writers, and further researchers concerning reading materials development and thinking skills.

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