

## CHAPTER V

### SUMMARY AND SUGGESTION

In this part, the writer is going to give summary and suggestion.

#### 5.1. Summary

As reading comprehension is one of the important skills in learning English as a foreign language, reading has a priority among the four language skills in "SMA". 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 to them. They should be able to comprehend the text especially the main point and the 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 analysing all reading comprehension questions in "Bahasa Inggris 2a" by "Depdikbud". This book was analyzed based on Bloom's Taxonomy. There are six categories of Bloom's Taxonomy namely: knowledge,

comprehension, application, analysis, synthesis and evaluation. Knowledge includes those behaviors and test situations 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 whole. 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 40.03%, comprehension 31.50%, application 4.72%, analysis 13.30%, synthesis 0.80% and evaluation 1.57%.

Looking at the result the writer concludes that the reading comprehension questions in PKG material Book II semester III are based on Bloom's Taxonomy of cognitive domain. The result shew that knowledge level is 48.03%, comprehension 31.50%, application 4.72%, analysis 13.38%, synthesis 0.80% and evaluation 1.57%. It could be concluded that knowledge level had the highest proportion and next follows by others.

## 5.2 Suggestion

In this part, the writer would like to give suggestions. First, the number of questions in each level should be well proportioned. For example, if there are 10 questions in a reading passage, 4 of them are in the category of knowledge, 3 of them are in the category of comprehension, 2 of them are in the category of application and analysis, and 1 of them is in the category of synthesis or evaluation. So it is suggested that the proportion for knowledge : comprehension : (application & analysis) : (synthesis & evaluation) is 4 : 3 : 2 : 1.

Finally, the writer would like to suggest that it is better not to include irrelevant questions for the reading passages. Such questions should not be asked to check students' comprehension, because reading comprehension questions is a tool to lead the students to understand the content of reading passages itself. Therefore the questions should be constructed based on the content of the reading passage given. It would be better if such questions are given during pre reading activities as triggering questions.



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