CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter is the last chapter of the entire study. It contains the summary of the whole study and some suggestions for certain related parties that can benefit from this study.

5.1 Conclusion

English is a foreign language in Indonesia. In learning English, we have to learn the four skills and three components. Out of the four skills, reading skill plays the most important role. As a result, good ability of teaching reading has to be developed by considering the quality of the reading passage and its comprehension questions. Then, to support the learning process especially in improving the students’ reading skills, the teacher has to facilitate the learning process with many worksheets of reading. The teacher can take many examples of reading from different sources, such as textbook.

Bright, an English Course by Erlangga, is an English textbook used by a private school in Surabaya for the grade nine students. The textbook has eleven units and two reviews with different number of exercises. To find out that the textbook can help the students in improving their reading skill, the writer used the Revised Bloom’s Taxonomy to analyze the types of the reading comprehension questions presented in the Bright an English textbook. The writer also made use of
the 2013 curriculum to see whether the reading comprehension questions found in
the textbook are match or in line with 2013 curriculum levels.

The findings of the study did not show a good result. There were 281 reading
comprehension questions in total found in the textbook analyzed. For the first stage
remembering, there were 155 questions that the result equals to 55.16% of the total
281 reading comprehension questions in the textbook. Second is the understanding
stage. There were 62 questions in total categorized as checking understanding. This
accounts for 22.06% of the total 281 reading comprehension questions in the
textbook. Next is applying, there were 4 reading comprehension questions. This
covers 1.42% of the total 281 reading comprehension questions in the textbook.
Fourth stage is analyzing, there were 28 questions. This covers 9.96% of the total
281 reading comprehension questions in the textbook. Fifth stage, the evaluating
stage, there were 26 questions. This accounts for 9.26% of the total 281 reading
comprehension questions in the textbook. The last stage, the creating stage, there
were only 6 questions. This covers 2.14% of the total 281 reading comprehension
questions in the textbook. To sum up, the textbook is dominated with remembering
stage, that the stage covers 55.16% of 281 reading comprehension questions in the
textbook. In the second place is understanding stage that covers 23.49%. Then, in
the third place is analyzing stage that accounts for 9.61%. Two out of the three
stages are belong to the LOTS in the RBT. For the analyzing stage is belong to the
HOTS in the RBT. In addition, all these findings matched with the 2013 curriculum.
In conclusion, the Bright, an English Course by Erlangga, is not a really good book
because the materials are not equal in the RBT stages and the dominant stage is
remembering. The result showed that 78.64% is belong to the lower order thinking skills (LOTS) in the thinking levels in the RBT. Then, to cover all the stages, the teacher should add more exercises from different resources and the teacher can also develop the questions which can cover the minimum number of questions for the another stages especially in HOTS level in RBT. So, it will help the students in improving their critical thinking.

5.2 Suggestions

This part will tell some suggestions that can be taken as considerations for the better.

- For Teachers

Looking at the findings, the dominant stage is remembering stage which accounts for 55.16% and. There was an inequality of the number of questions for each level. Therefore, the English teachers should add more reading materials from different resources and the teacher can also develop the questions which can cover the minimum number of questions for the another stages especially in HOTS level in RBT. So, it will help the students in improving their critical thinking.

- For Further Research

For further research, the writer suggested to other writer to analyze the reading texts in the textbookmore thoroughly and find out whether the reading texts are suitable for the 9th grade students. Since, sometimes the reading texts may not be appropriate for the 9th grade students.
• For Author

Looking at the findings, the writer suggested to the author to develop more
the reading text and reading comprehension questions that still in the minimum
number especially in the HOTS.
BIBLIOGRAPHY


[https://elearningbunch.wordpress.com/2013/02/20/revised-bloom-taxonomy/](https://elearningbunch.wordpress.com/2013/02/20/revised-bloom-taxonomy/) (retrieved on 27 May 2018 at 20.12)


Muliasari, Dewi.(2014). *An analysis of the types of reading question in the textbook “Bright” for the seven grade of junior high school published by Erlangga: Surakarta, Muhammadiyah University of Surakarta.*

Nation, Kate. (2004). *Children reading comprehension difficulties.*

Nicholin, Magdalena (2017). *Analysis of the reading comprehension questions found in solutions, an intermediate student's book by Oxford University, according to the Revised Bloom’s taxonomy: Surabaya. Widya Mandala Catholic University Surabaya.*


