

CHAPTER V

CONCLUSION AND SUGGESTION

5.1. Conclusion

Based on the research findings and this discussion, it is concluded that

1. The textbook entitled Bahasa Inggris contains comprehension levels they are literal, inference, evaluation and appreciation questions and the textbook entitled talk active, include comprehension levels, literal and inference. These levels of question are in line with the levels proposed by Barrett. The writer of Bahasa Inggris and Talk Active used different number and levels of questions. The writer of Bahasa Inggris used complete question levels (4 levels and 39 questions), while the writer of the talk active writes only two levels and 68 questions.
2. These differences are caused by the facts that they have different understanding on the objectives of reading comprehension and different understanding on the role of questions in reading comprehension

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5.2. Suggestion

Based on the above conclusion, the following suggestions are given as follows:

1. For Textbook Writers

First, the author must first take into questions that require both divergent and convergent thinking. Second, the author ought to include a few more divergent questions

2. For teachers

First, teachers need to be creative first. Second, in order to help the students develop creative thinking, divergent questions can be added if there is a greater proportion of convergent than divergent thinking in the questions. Students may be inspired to think creative by this.