

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

After analyzing the data and elaborate the findings, conclusions were drawn as followings:

1. The forms of reading questions in *Bahasa Inggris* textbook did not represent all of the forms of reading questions based on Day and Park's theory (*Yes/No Question, Alternative Question, True or False, WH-Question, and Multiple Choice*). There were only three forms of reading questions such as *Yes/No Questions* (12,2%), *Alternative Questions* (1,1%), and *WH- Questions* (86,7%)
2. The questions in the textbook did not cover all of the cognitive levels which consist of remembering, understanding, applying, analyzing, and evaluating, and creating. There was not questions which belonged to creating. Cognitive levels found in the textbook were as follows: remembering was 68,9%, understanding was 16,7%, applying was 1,1%, analyzing was 9,4%, evaluating was 3,9%, and creating was 0% (see appendix 2). The proportion of the low order thinking was higher than high order thinking obtains 10,6%, whereas the low thinking order was 89,4%.

B. Suggestions

The researcher made some suggestions as following:

1. The English teachers should be aware in choosing and selecting a good textbook, especially to be aware of cognitive levels of revised Bloom's Taxonomy to make a good questions in teaching learning process.
2. The textbook authors may use the findings as considerations to revise the reading questions. They should write reading questions which lead the students to reach meaningful learning other than rote learning outcomes.
3. The readers of this study to enlarge their understanding about Bloom's Taxonomy.

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