

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

This study analyzed the reading questions in the Reading Sections of the *English for Nusantara* Textbook for Grade 9 based on the SOLO Taxonomy framework by Biggs & Collis (1982). Based on data analysis, there are 149 reading questions in the Reading Sections of the *English for Nusantara* textbook for Grade 9, with four levels of understanding based on SOLO Taxonomy: Uni-structural, Multi-structural, Relational, and Extended-Abstract Levels. The result showed that there is no reading question categorized as Pre-structural Level, followed by Uni-structural Level with 80 (53.69%) reading questions, Multi-structural Level with 39 (26.17%) reading questions, Relational Level with 23 (15.43%) reading questions, and 7 (4.69%) reading questions reached the highest level of understanding, which is Extended-Abstract Level. Consequently, the Uni-structural Level was the most dominant level in the reading questions of the *English for Nusantara* textbook for Grade 9.

The representation of the levels of understanding in the textbook indicates that it emphasizes Uni-structural and Multi-structural Levels more than Relational and Extended-Abstract Levels. This explains that the textbook mainly supports students in identifying explicit information and understanding several relevant aspects of a text rather than integrating ideas or extending meaning beyond the text. Consequently, the textbook tends to promote literal and intermediate understanding more frequently than deeper understanding.

Nevertheless, the presence of Relational and Extended-Abstract Level questions indicates that opportunities for deeper understanding are still provided, although in a limited proportion. In addition, the absence of Pre-structural Level questions indicates that all reading questions required students to engage with relevant information from the text rather than irrelevant or unrelated aspects.

These findings show that *the English for Nusantara* for Grade 9 textbook provides opportunities for students to develop various levels of understanding, ranging from literal and intermediate understanding to deeper understanding. Concerning the objectives of the Merdeka Curriculum, the existence of Relational and Extended-Abstract questions shows that reading questions in *the English for Nusantara* textbook in Grade 9 support deep learning, the development of deep understanding, and students' thinking skills, although a more balanced distribution of high-level questions can increase such development in students' reading activities.

5.2 Suggestions

Based on the findings and conclusions of this study, there are several suggestions offered to relevant stakeholders that contribute to the completion of reading questions in the learning process and hereinafter research on the levels of understanding represented in English textbook questions:

a) For Teachers

Based on the findings, English teachers are suggested to use supplementary materials and additional reading questions during the

teaching and learning process. Since Uni-structural and Multi-structural Level questions were more dominant than Relational and Extended-Abstract Level questions, teachers may provide activities that encourage students to compare ideas, draw conclusions, make predictions, and reflect on the content of a text. Such activities may help students develop a deeper understanding of reading.

b) For Students

Students are encouraged to actively engage with the reading text beyond simply answering questions provided in the textbook. They can practice connecting ideas, drawing conclusions, and reflecting on the information presented in the text to develop a deeper understanding. By doing so, students can improve reading comprehension and critical thinking skills.

c) For Future Researchers

Future researchers are suggested to conduct similar studies on other English textbooks used under the Merdeka Curriculum at different grade levels, such as *Bright an English* for Grade VII, VIII, IX, *Bahasa Inggris Work in Progress* for Grade X, *Bahasa Inggris English for Change* for Grade XI, and *Bahasa Inggris Life Today* for Grade XII to determine whether similar patterns of SOLO Level distribution are found. Future researchers can also analyze other language skills, such as listening, speaking, or writing, using the SOLO Taxonomy. In addition, future studies may investigate the relationship between the

level of understanding represented in EFL textbook questions and students' actual reading performance.



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