

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings from the analysis of English textbooks “English in Mind” for Grade VIII Junior High school, based on Brown's theory. The researcher analyzed that out of a total of 3 units, 6 exercises, and 16 questions. The findings of this study indicate that not all types of reading comprehension assessment based on Brown's theory are found in the English textbook “English in Mind” for VIII Grade Junior High School. These findings indicate that only three types of reading comprehension assessments based on Brown's theory are found in this English textbook, and the most commonly found type is interactive reading. These types of reading comprehension assessment consist of perceptive reading, found as many as 1 with a percentage of (6,25%), selective reading, found as many as 4 with a percentage of (25%), interactive reading found as many as 11 with a percentage of (68,75%), and extensive reading found as many as 0 with a percentage of (0%).

B. Suggestion

Based on an analysis of reading assessment types according to Brown's theory in the English textbook “English in Mind” for VIII Grade Junior High School, there are suggestions given to improve the effectiveness of textbook use and the development of students' reading skills:

1. For teachers

Teachers are expected to use textbooks as a foundation while incorporating additional exercises that encourage evaluative and creative thinking.

2. For textbook developer

Textbook authors are expected to incorporate broader assessments that can develop evaluative and creative understanding.

3. For future researchers

Future researchers are expected to conduct more in-depth research that can improve reading comprehension at advanced levels.



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