

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This study concludes that the reading comprehension questions in Bahasa Inggris: Life Today textbook predominantly emphasize meaning construction. Based on Barrett's Taxonomy, Inferential Comprehension is the most dominant level, indicating that students are mainly required to interpret implicit meanings and connect textual information. Meanwhile, Anderson and Krathwohl's Revised Taxonomy shows that Understanding is the dominant cognitive process, suggesting that most questions focus on interpreting, explaining, and summarizing information. The comparison reveals that Barrett's Taxonomy and Revised Taxonomy provide complementary perspectives. Barrett describes the nature of reading comprehension processes, while Revised Taxonomy explains the cognitive operations required to answer questions. Inferential Comprehension may correspond to Understanding or Analyzing depending on task complexity, while Evaluation has a stronger relationship with Evaluating. However, Appreciation has limited correspondence due to its affective and aesthetic orientation. Overall, the textbook supports students' interpretative reading abilities but provides limited opportunities for knowledge application and creative production. A more balanced distribution of cognitive demands is needed to foster broader critical and creative literacy skills.

B. Suggestion

Based on the findings of this study, several suggestions are proposed. First, textbook developers and material designers are encouraged to provide a more balanced distribution of cognitive levels in reading comprehension activities. Although comprehension and interpretation are essential foundations of reading ability, additional tasks involving Applying and Creating processes may provide students with opportunities to transfer knowledge, develop independent thinking, and produce responses based on textual information.

Second, teachers are encouraged to use reading comprehension questions not only to assess students' understanding of texts but also to promote critical and creative engagement. Teachers may supplement existing textbook activities with questions that require students to evaluate arguments, connect textual information with real-life situations, and formulate their own perspectives.

Third, future researchers may extend this study by examining other textbooks, educational levels, or additional analytical frameworks to obtain a broader understanding of cognitive demands in reading comprehension materials. Further studies may also investigate how the distribution of cognitive levels in textbooks influences students' actual reading performance and critical literacy development.

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