

CHAPTER I

INTRODUCTION

1.1 Background of the Study

One of the language skills is reading. By reading, someone will get knowledge. The more he reads the more he will get knowledge, and at the same time his reading skills will be developed.

We know that many scientific books are written in English. It means that when someone wants to know more knowledge written in English, he should read the scientific books written in English.

Considering that reading is important, the Indonesian government includes the teaching of reading into the SMA curriculum. Moreover, the Indonesian government has put much emphasis on the reading ability.

The objectives of teaching English at the SMA as stated in the curriculum 1984 in Garis-garis Besar Program Pengajaran (GBPP) are as follows:¹

"Siswa memiliki minat dan kemampuan berbahasa Inggris terutama membaca, dan disamping itu siswa juga diharapkan dapat menyimak, berbicara dan menulis karangan sederhana dalam bahasa Inggris yang menggunakan pola kalimat lanjutan bahasa Inggris dengan kosa kata dalam tingkat 4000 kata."

From the objectives of teaching English at SMA, we know that reading has the first priority among the other skills. Because of this, reading fills most of the time allocation in the SMA 1984 curriculum. It stated that:

"... pembagian waktu 48 jam efektif per semester untuk kegiatan belajar ditentukan sebagai berikut: 16 jam untuk struktur, 28 jam untuk reading dan vocabulary building, dan 4 jam untuk dialog (pengungkapan makna atau pelaksanaan fungsi bahasa)." ²

When we look at the time allocation above, we are able to conclude that reading provides more time allocation. However, it is still difficult for the students to comprehend the reading passages. Similarly, Daely in his paper states the following.

"Poor reading abilities of our high school graduates are no secret and complains about it are commonplace. When the senior high school graduates with the exception of those who could "enjoy" and afford private English courses, enter the higher education in Universities, Colleges and Academics, they are still unable to "digest" English textbooks required for their field of study. Therefore, in the higher education, English is still differed to students to amend their lacking reading ability". ³

One of the reasons is that the questions as teaching device given to comprehend the reading passages are sometimes not given appropriately. As we know that giving questions is a way to lead the students to comprehend a reading passage. Thus questions should guide the students in comprehending the reading passage better. Dr. Norris states that traditionally, questions have been

used to determine what has been learned.⁴ Again, Dr. Norris says,

"Good questions recognize the wide possibilities of thought and are built around varying forms of thinking. Good questions are directed toward learning and evaluative thinking, rather than determining what has been learned in a narrow sense".⁵

Furthermore, Dr. Norris says that questions and problems have been used to motivate interest, to instruct, and to evaluate.⁶ Another expert, Richard T. Vacca, states the importance of questions. He says,

"... questions can become stimulants for thinking and can be incorporated functionally into reading in content areas".⁷

Realizing that questions play an important role in reading comprehension, the writer would like to analyze the reading comprehension questions found in book "Bahasa Inggris 2^a", "Program Studi Ilmu-Ilmu Fisik dan Ilmu-Ilmu Biologi by "Depdikbud".

As far as he knows, Book 1 semester 1, Book 2^a "Program Studi Ilmu-Ilmu Sosial dan Pengetahuan Budaya" and Book 2^b "Program Studi Ilmu-Ilmu Sosial dan Pengetahuan Budaya" and Book 3 semester 5 and 6 have been analyzed. For that reason, the writer would like to analyze Book 2^a "Program Studi Ilmu-Ilmu Fisik dan Ilmu-Ilmu Biologi".

1.2 Statement of the Problem

In accordance with the background of the study, the problems of this study are:

1. What types of comprehension questions are found in book "Bahasa Inggris 2^a "Program Studi Ilmu-Ilmu Fisik dan Ilmu-Ilmu Biologi" by "Depdikbud"?
2. What is the proportion of these types of reading comprehension questions in book 'Bahasa Inggris 2^a' "Program Studi Ilmu-Ilmu Fisik dan Ilmu-Ilmu Biologi" by "Depdikbud"?

1.3 Objectives of the Study

The objectives of the study are to investigate:

1. the types of comprehension questions found in book "Bahasa Inggris 2^a "Program Studi Ilmu-Ilmu Fisik dan Ilmu-Ilmu Biologi" by "Depdikbud".
2. the proportion of the types of reading comprehension questions in book Bahasa Inggris 2^a "Program Studi Ilmu-Ilmu Fisik dan Ilmu-Ilmu Biologi" by "Depdikbud".

1.4 Significance of the Study

As stated in the objectives of the SMA 1984 curriculum in the "Garis-Garis Besar Program Pengajaran (GBPP)" and in the time allocation, we know that

reading is important. Therefore, it is important for the teacher to make the teaching of reading successful by giving appropriate questions.

Based on the facts above, the writer hopes that this study helps:

1. the teachers guide the students to comprehend the reading passages well by giving good questions.
2. the students are able to comprehend the reading passages well after being given questions.
3. the writers of book "Bahasa Inggris 2^a", "Program Studi Ilmu-Ilmu Fisik dan Ilmu-Ilmu Biologi" by "Depdikbud" pay attention to the proportion of each level of comprehension questions of Bloom's Taxonomy, except knowledge level.

1.5 Scope and Limitation of the Study

The writer uses Bloom's Taxonomy to analyze the reading comprehension questions of book 'Bahasa Inggris 2^a', "Program Studi Ilmu-Ilmu Fisik dan Ilmu-Ilmu Biologi" by "Depdikbud".

In Bloom's Taxonomy, there are three domains. They are: cognitive domain, affective domain, and psychomotor domain. Since the cognitive domain is mainly used in the curriculum developments, thus in his study, the writer uses this domain. In this domain, there are six levels of

questions namely: knowledge, comprehension, application, analysis, synthesis, and evaluation. The writer does not include knowledge in this item analysis, since questions of knowledge is the remembering of previously learned material while in reading comprehension there is nothing to remember before. This is in line with what Norman E. Gronlund says in his book entitled, "Stating Objectives for Classroom Instruction". He says,

"knowledge is defined as the remembering of previously learned material".⁸

Besides, this study is limited only to the analysis of the questions of reading comprehension of "Bahasa Inggris 2^a", "Program Studi Ilmu-Ilmu Fisik dan Ilmu-Ilmu Biologi", by "Depdikbud".

1.6 Theoretical Framework

This study was based on the following theories:

a. Theory of question

The definition of question according to Dr. Norris, is stipulated to include any problem or project as well as interrogative statements.⁹ He states that questions have long been used to motivate interest, to instruct and to evaluate.

b. Types of questions

According to Bloom, there are six levels of questions in cognitive domain. They are: knowledge,

comprehension, application, analysis, synthesis, and evaluation.

c. Theory of comprehension

Eddy C. Kennedy states that comprehension is the ability of students to find, analyze, understand, and interpret ideas.

1.7 Organization of the Thesis

This thesis consists of five chapters. The first chapter discusses about introduction which deals with The Background of the Problem, Statement of the Problem, The Objective of the Study, The Significance of the Study, The Scope and Limitation of the Study, The Theoretical Framework, Organization of the Thesis, and The Definition of the Key Terms.

Chapter II consists of four parts. The first part presents Theory of Questions. The second presents The Types of Questions. The third presents The Theory of Reading Comprehension. The fourth one presents The Related Studies.

Chapter III consists of six parts. Those parts namely: The Research Design, The Subject of the Study, The Research Tabel, The Procedures of Data Collection, The Procedures of Data Analysis, and Data Analysis.

Chapter IV consists of two parts namely: The Discussion of the Findings, and The Interpretation of the Findings.

Chapter V consists of two parts namely: Conclusion and Suggestion.

1.8 The Definition of the Key Terms

Before discussing this study further, the writer would like to explain the key terms used in this study to avoid misunderstanding of what the writer means and the reader's points of view. There are some terms to be defined namely:

- analysis: separation into parts possibly with comment and judgement.¹⁰
- comprehension questions: questions that direct learners' attention to the reading text, although some questions are occasionally answerable from their own experience without referring to the text.¹¹

CHAPTER I

Footnotes:

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4. Dr. Norris, Classroom Questions, New York: Harper &
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5. Dr. Norris, loc. cit.
6. Dr. Norris, op. cit., p. 1.
7. Richard T. Vacca, Content Area Reading, Boston,
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9. Dr. Norris, op. cit., p. 16.
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Questions Some Alternatives. Guidelines for
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