

CHAPTER V

CONCLUSION

5.1 Summary

This thesis is written in the attempt to find out whether there is any correlation between reading comprehension question types and reading comprehension proficiency of the first year students of S.M.A.K. Santo Stanislaus. The types of reading comprehension used in this study are:

1. Best-Title Question
2. Direct Referential Question
3. Indirect Referential Question
4. Direct Inferential Question
5. Structural Question
6. Vocabulary Question

Each is correlated with reading comprehension proficiency of the students. Using Two-Serial Correlation , data analysis was done between the students' scores on Best-Title Question and the students' scores on Summary; the students' scores on Direct Referential Question and the students' scores on Summary; the students' scores on Indirect Referential Question and the students' scores on Summary; the students' scores on Direct Inferential Question and the students'

scores on Summary; the students' scores on Structural Question and the students' scores on Summary; the students' scores on Vocabulary Question and the students' scores on Summary.

The result of data analysis shows that there is a positive correlation between reading comprehension question types and the students' reading comprehension proficiency. However, only four of the six types of question significantly account for the students' reading comprehension proficiency. They are:

1. Direct Referential Question
2. Indirect Referential Question
3. Direct Inferential Question
4. Vocabulary Question

The two other types of question i.e. Structural Question and Best-Title Question do not significantly account for the students' reading comprehension proficiency.

Types of question which significantly account for the students' reading comprehension proficiency can be ranked according to their coefficient of determination as follows:

1. Indirect Referential Question
2. Direct Inferential Question
3. Vocabulary Question
4. Direct Referential Question

5.2 Suggestion

Realizing that there is a positive significant correlation between reading comprehension question types and reading comprehension proficiency of the students, I suggest that in teaching reading comprehension the English teacher of the first year students to also give many exercises to answer:

1. Indirect Referential Question
2. Direct Inferential Question
3. Vocabulary Question
4. Direct Referential Question

The fact shows that those types of questions that account for the students' reading comprehension proficiency. Therefore, I suggest that in the future curriculum designers will pay more attention to including questions such as:

1. Indirect Referential Question
2. Direct Referential Question
3. Vocabulary Question
4. Direct Inferential Question

In this study, I do not concern with the other reading comprehension question types; therefore, I do not know whether they account for the reading comprehension proficiency of the students. I suggest that they will be thoroughly in a further research in the future.

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