

# **CHAPTER I**

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### 1.1. Background of the Study

Reading is very important for anyone. By reading, he will get knowledge. The more he reads the more he will get knowledge and at the same time his reading skills will be developed and also it will be easier for him to understand a reading text.

Nowadays, many scientific books are written in English. So it is important to learn English, especially for SMU students who want to continue their study to the university. They should be able to read English text, so they can improve their professional knowledge.

Because reading is important, the goal of teaching English in Indonesia is emphasizing the reading ability. The objectives of teaching English at the SMU as stated in the 1994 curriculum in Garis-Garis Besar Program Pendidikan Pengajaran (GBPP) are as follows:

“Siswa memiliki ketrampilan membaca, menyimak, berbicara, dan menulis dalam bahasa Inggris yang sedapat mungkin disajikan secara terpadu, namun demikian, penekanannya terutama pada ketrampilan membaca. Tingkat perkembangan dan minat mereka, tingkat penguasaan kosakata (lebih kurang 2500 kosakata untuk Program IPA dan IPS, dan lebih kurang 3000 kosakata untuk Program Bahasa), dan tata bahasa yang sesuai.”

This means that reading has a priority among the four language skills. But it does not mean that the other three language skills are not important or should be neglected.

During her observation on a teaching practise at SMU, the writer noticed that most students had difficulties in comprehending the reading texts. The writer assumed that the fact was due to the students' lack of vocabularies. On another occasions, the writer also found out that the difficulty was also caused by the failure of the students to understand the questions delivered. The implication arose that in answering the questions, the students were likely to cite the whole sentences exactly as they were written in the text. There was a tendency that the students cited the phrases or words quite similar to the questions and that answers the reason of the inaccuracy of the students in answering the questions. The situation would even be worse when the questions given were not limited to the ones printed in the text book.

Daely (1984:333) 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, collages 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.”

It means that it is never a secret that even high school graduates are having insufficient reading abilities except those who could enjoy and afford private English courses. Although it is so, it is still often found that they are still likely to have obstacles in digesting textbooks required for their field of study which are mostly written in English as they enter higher education.

Questions play a crucial part in reading comprehension because they can guide the student in comprehending the reading passage better. To know whether the students understand the reading passage or not the teachers ask questions whether explicit or implicit. Smith and Robinson (1963:228) say:

“Questions are of course the main stay of teachers as they attempt to measure comprehension, and they are usually vital parts of reading purposes used widely by pupils and teacher, they can enhance understanding.”

Dr. Norris states that traditionally, questions have been used to determine what has been learned. Dr. Norris (1966:IX) 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.”

Furthermore, Dr. Norris says that question and problems have been used to motivate interest, to instruct, and to evaluate. Another expert, Vacca (1981:163), states the importance of questions says,

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

Considering that questions play an important role in reading comprehension, the writer would like to analyze the reading comprehension questions found in “Bahasa Inggris 3 by Ganeca.” The writer chooses this book as the material for her analysis because it is widely used as the compulsory that book in a lot of SMU in Surabaya. Apart from the first reason, another factor that interests the writer is the questions in the reading passages presented in the text book cover all the requirements of a good reading comprehension evaluation based on Bloom Taxonomy namely knowledge, comprehension, application, analysis, synthesis and evaluation questions. The balance in proportion of the six reading elements will add the students’ understanding. This will finally result in the students’ critical thinking.

## **1.2. Statement of the Problem**

In line with the background of the study, that questions play an important role in reading comprehension and as a tool to measure student’s understanding, this study is meant to analyze the content of reading comprehension questions of “Bahasa Inggris 3 by Ganeca.” Thus the problems of this study are formulated as follows:

1. What types of comprehension questions are found in “Bahasa Inggris 3 by Ganeca?”
2. What is the proportion of these types of reading comprehension questions in “Bahasa Inggris 3 by Ganeca?”

### **1.3. Objectives of the Study**

The objectives of the study, derived directly from the above formulated problems, are to investigate:

1. The types of comprehension questions in “Bahasa Inggris 3 by Ganeca.”
2. The proportion of the types of reading comprehension questions in “Bahasa Inggris 3 by Ganeca.”

### **1.4. Significance of the Study**

As stated in the objectives of the SMU 1994 curriculum in the Garis-Garis Besar Program Pengajaran (GBPP),” we know that reading is important. Therefore, it is important for the teacher to teach reading successfully by giving appropriate questions.

For that purpose, the writer hopes that this study helps:

1. to be used as feedback by English teachers in leading their students to comprehend the text through questions.

2. to make the English teacher creative in constructing the reading comprehension questions based on level of difficulties of the students.

### **1.5. Scope and Limitation of the Study**

Because of the limited time available, this study is limited only to the analysis of the questions of "Bahasa Inggris 3 by Ganeca. The analysis will be based on Bloom's Taxonomy.

There are three domains in Bloom's Taxonomy. They are cognitive domain, affective domain and psychomotor domain. The cognitive domain includes these objectives which deal with the recall or recognition of knowledge and the development of intellectual abilities and skills. The affective domain includes objectives which describe changes in interest, attitudes and values, and the development of appreciation and adequate adjustment. The psychomotor domain is the manipulator or motor-skill area. In this study, the writer only takes cognitive domain, for this domain is mostly applied in the work of curriculum development. At least, the others are also applied. Since reading comprehension mainly deals with comprehending texts. Thus it deals with thinking.

### **1.6. Theoretical Framework**

This study is based on the following theories:

## 1. Theory of Reading

According to Finocchiaro (1964:70) reading means getting meaning from printed or written material. While Mary Newton Bruder (1976:157) defines reading as decoding speech written down, a skill which would naturally transfer from a command of the oral skills. But according to William S. Gray (1982:27), reading is not only recognizing the essential facts or ideas presented in a reading text, but also reflecting on their significance; evaluating them critically, discovering relationship between them, and clarifying the understanding of ideas apprehended. In this thesis reading is an activity to get the meaning or the idea or message of the writer. Reading, therefore, may be summarized as, an activity to get the meaning or the idea or message of the writer from printed or written material. It is a transfer from a command of the oral skills not only by recognizing the essential facts or ideas presented in the reading text. Therefore, it is an interactive process which includes the reader's previous background knowledge. Reading should reflect on the

significance of critical evaluation, relationship discovering, ideas clarification and understanding.

## 2. Theory of Questions

According to Christine Nuttall (1982:125) question is designed to find out whether the student has understood. Rick Henry says that questioning has long been used as a tool for the improvement of comprehension. According Dr. Norris (1966:16) question is stipulated to include any problem or project as well as interrogative statement. He states that questions have long been used to motivate interest, to instruct and to evaluate.

## 3. Types of Questions

According to Bloom, there are six levels of questions in cognitive domain. They are knowledge, comprehension, application, analysis, synthesis and evaluation.

### 1.7. Definition of the Key Terms

The writer thought it was necessary to define the key terms used in this study in order to avoid misunderstanding.

By giving the definition the writer expects the reader will have clear description toward this study.

### 1. Analysis

According to Advanced Learner's Dictionary of Current by Hornby (1974:292), the word analysis means a careful examination of something that is written or done in order to find out as much as possible about it.

### 2. Comprehension Question

Questions that direct learners' attention to the reading text, although some questions are occasionally answerable from their own experience without referring to the text.

### 3. Taxonomy

It is stated in the dictionary of Hornby that Taxonomy (1979:886) means principles of classification. In this study, it refers to a classification of the intended behaviours of the students or the way in which he is to act, think as the result of reading the texts. According to Bloom's Taxonomy (1979:12) in his book, Taxonomy of Educational Objectives, it is stated that

Taxonomy is a classification of the student behaviours which represents the intended outcome of the educational process.

### **1.8. Organization of the Thesis**

This thesis consists of five chapters. The first chapter discusses about introduction which deals with the background of the study, statement of the problem, the objective of the study, the significance of the study, the scope and limitation, definition of the key terms and organization of the thesis.

The second chapter consists of four parts. The first part presents the Theory of Reading. The second part presents the Theory of Question. The third part presents the Types of Questions and the fourth presents the Related Studies.

The third chapter consists of four parts. Those parts are namely: the Research Design, the Data, Procedure of Data Collection, and Data Analysis.

The fourth chapter consists of two parts namely: Result and Discussion.

The last chapter consists of two parts namely: Conclusion and Suggestion.