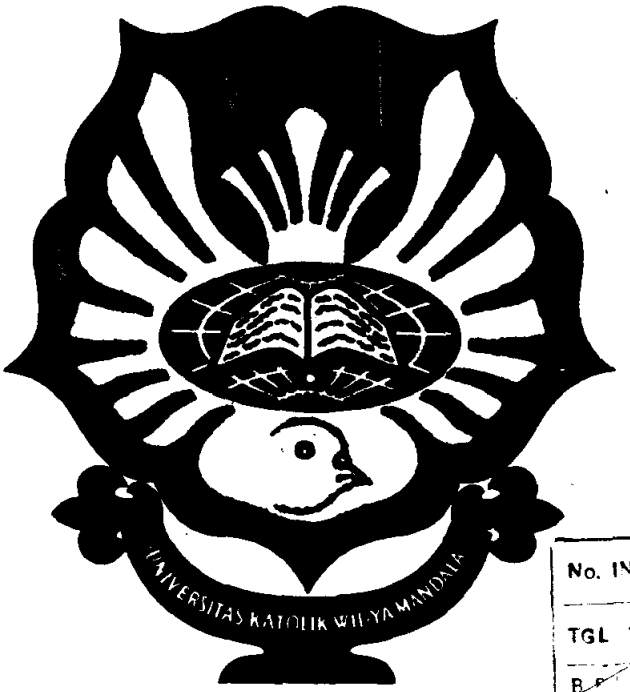
A STUDY ON THE QUESTIONS AND ANSWERS MADE BY THE STUDENTS IN READING V USING BLOOM'S TAXONOMY

A THESIS

In Partial Fulfillment of the Requirements
for the Sarjana Pendidikan Degree in
English Language Teaching



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ABSTRACT

Yani, 1998, *A Study on the Question Made by the Students in Reading V Using Bloom's Taxonomy*, Thesis, Program Studi Pendidikan Bahasa Inggris, FKIP Universitas Katolik Widya Mandala Surabaya. Advisor: DRA. Magdalena I. Kartio, M.Pd.

Key Words: Reading V, Bloom Taxonomy.

Reading V is a subject in the English Department of Widya Mandala Catholic University which is taught in the sixth semester. In Reading V the students are given an instruction to generate their own questions. The questions should be based on the reading passage given. Besides that, the question also should correctly includes the level on the Bloom's Taxonomy.

Comprehending a passage and reflecting the classification in Bloom's Taxonomy are very important in making a good question. However, according to the writer's experience, there were many students cannot make good questions according to the instruction. Therefore, the writer intended to make a study about Reading V, especially Bloom's Taxonomy used in comprehension process.

The writer used the sixth semester students of Widya Mandala Catholic University Surabaya as the subject of the data. The data is taken from the academic year of 1995/1996. There were four groups used as a sample, namely group C, D, E, and A. Group C consisted of 11 students, group D consisted of 12 students, group E consisted of 19 students, and group A consisted of 8 students. In this case each student should make a question for each level in Bloom's Taxonomy. Thus there are 6 questions that the students should made. However some of them did not make all the questions. The writer only get 290 questions instead of 300 questions.

Having collected students' work or the data, first the writer group the questions in each level according to the classification of Bloom's Taxonomy. Second, she analyze the questions - whether they are arranged according to the classification of Bloom's Taxonomy. Third, analyze the questions - whether they are about the reading passage. Fourth, analyze the answers - whether they are arranged according to the classification of Bloom's Taxonomy. Fifth, analyze the answers - whether they are about the reading passage.

From the data, the writer found that the students' questions are divided into four groups, they are **CC-CC** (Correct classification and correct comprehension); **CC-IC** (Correct classification but incorrect comprehension); **IC-CC** (Incorrect classification but correct comprehension); and **IC-IC** (Incorrect classification and incorrect comprehension).

Group CC-CC fulfil the instruction's requirements. The amount of them is 64.83%. Meanwhile, the other groups do not fulfil the requirements of the instruction. The amount of them are: group CC-IC is 17.59%, group IC-CC is 14.83%, and group IC-IC is 2.75%. Besides that, the writer found that the students mostly able to arrange Knowledge questions and not able to arrange Application questions.

On the other side, the amount of the students who are only able to classify the questions according to Bloom's Taxonomy (84.42%) is greater than the ones who only able to comprehend the reading passage (79.66%). However, the students seem to have a difficulty when the two skills are combined. The amount of the students who can generate question according to Bloom's Taxonomy classification and in the same time also comprehend the reading passage is 64.83%.

Due to the limited time, the writer only analysed the data from several classes in Widya Mandala University. Therefore, it is suggested that the further research can be conducted by extending the data collection in a bigger friquency, so that the findings can be more generalized.