

CHAPTER I

INTRODUCTION

1.1. Background of the Problem

Reading is an essential skill in human life. By reading, we can develop our knowledge, we can know more about our surrounding, and the development of human race in almost all parts of the world. This opinion is supported by Doehring, Trites, Patel, and Fiedorowics (1981:1) that:

“Reading is essential for educational and vocational success in our society, and the ability to read newspapers, magazines, and books adds greatly to the quality of life.”

These opinion has reminded us of how important reading skill is. All of us know that in the university level, reading becomes an urgent requirement for most of the students. This may happen because many text-books are written in a foreign language especially in English. Therefore, in order that the students can take full advantage of the books, they have to develop their reading skills first. Moreover, Nababan (1984:162) suggests that the objective profile conjectured for the usual four language skills is as follows: Reading 50%, Writing 20%, Listening 10% and Speaking 20%.

Referring to the National Curriculum, the English Department of Widya Mandala Catholic University gives 14 credits to Reading subject plus

4 credits to Extensive Reading. With so many credits the graduates of the English Departments are expected to be able to read English text-books rapidly, effectively, accurately on their own (Buku Pedoman FKIP UWM Surabaya 1987-1988:137-138).

But the reality shows that most university students still find difficulties in comprehending English written texts. Pointing at Anggraeni's observation (1991:2), she found that when the students read a text, they often miss the main points as well as most of the details of the text.

Most of the university students start to study English when they are at Junior High School. They spend three years to study English there, and then they continue it for three more years at Senior High School. This condition shows that the students have background knowledge of English, but still a lot of students face some problems when they are in the university.

Reading subjects, in the English Department of Widya Mandala, are given in sequence from Reading I to Reading V, from the second semester to the sixth semester. Based on the writer's experience, most of the students found difficulties in Reading V, such as to find out the overall content of reading passages, to locate specific information contained in the passages, to evaluate ideas contained in the passages, and to find out the important points of the content of reading passages. The student seems to have the

difficulties in applying the correct Bloom's Taxonomy classification or in comprehending the reading passage. Although Bloom's Taxonomy is already introduced in Curriculum and Material Development II subject in the fourth semester, the students still face some problems in applying Bloom's Taxonomy classification on making the reading-comprehension questions. As a result, some of the questions are not suitable with the Bloom's Taxonomy and/or reflect their comprehensions. It was only after the passage and the works have been discussed by the teacher could the students get the complete understanding of the reading passage. In brief, not all of the students could make the right application of Bloom's Taxonomy classification. Besides that, the students' comprehensions of the reading passage still came from the teacher's explanation, not from the questions that they have made.

Being interested in this matter, the writer wanted to make a study on the students' generated questions in Reading V, as to find out whether the questions reflect the students' comprehension of the reading passage given.

1.2. Statement of the Problem

Based on the background of the study, the writer wanted to make a study on the students' generated questions using Bloom's Taxonomy in

comprehending the reading passage. For this reason, the major problem is presented in the following research question:

1. Are the students' questions arranged according to the classification of Bloom's Taxonomy?
2. Do the questions reflect the student's comprehension of the reading passage?

1.3. Objectives of the Study

Derived from the statement of the problem above, the objectives of the study is to find out:

1. Whether the students' questions are arranged according to the classification of Bloom's Taxonomy.
2. Whether the questions reflect the correct comprehension of the reading passage.

1.4. Significance of the Study

This study is expected to give a description of what has been conducted in Reading V; hence it will also present adequate information of the students in their reading skills. Besides, it also studies the strength and weaknesses that may exist in Reading V. In much the same way, the data

and information presented may also help the lecturers analyze the technique that has been used in Reading V. Therefore, this study is expected to help the students who take Reading V to improve their perspectives in making questions in order to show their comprehensions.

1.5. Scope and Limitation of the Study

In accordance with the topic chosen, this study is focused on the questions made by the students. Henceforth, the subjects used in this study are the S-1 students of the academic year of 1997-1998 of the English Department of Widya Mandala University who are taking Reading V.

1.6. The Key Terms

To avoid misunderstanding, there are several key terms used in this study is defined before further discussion is proceeded.

According to Goodman (1967:108) reading is a psycholinguistic guessing game. It involves an interaction between thought and language. Efficient reading does not result from precise perception and identification of all elements but from skill in selecting the fewest, most productive cues necessary to produce guessed which are right the first time.

Gibson and Levin (1985:400) say that “comprehension is apprehending the intention of the writer and relating his message to the large context of our own system of knowledge. Thus reading comprehension means a process in which a person constructing the message from the information in the text and match it to some schematic component already present in his cognitive structure, that is background information.”

Generated Questions are questions that the students make about the text. As Henry (1984:29) states that when someone reads, she/he naturally asked her/himself questions, questions which occurred to her/him spontaneously about the content of a text.

1.7. Theoretical Framework

Nuttal (1982:33) states that reading comprehension is a communication process between the reader and the writer. The purpose of reading is decoding message of information from the reading text.

Rumelhart (1980:19) states that a schema is a data structure for representing the generic concepts stored in memory. The purpose of using this theory is to help the students understand the reading passage from the previous knowledge which they have already got.

Metacognitive Development and Reading Process proposed by Anna L. Brown (1980:7) refers to the deliberate conscious control of one's own cognitive actions. This theory is used to know how the human can think efficiently in a wide range of learning situation, including effective reading.

In the teaching of reading, question has long been used as a tool for the improvement of comprehension. The purpose of getting the students to generate some questions is that this approach encourages students to see reading as an interactive process. Students must be taught how to approach and consider the text in order to become independent and efficient readers. They must also be taught that meaning is not inherent in the text. They have to bring their own meaning to what they read based on what they expect from the text and his previous knowledge (Grellet 1981:9).

1.8. The Organization of the Study

This study consists of five chapters. Chapter I, Introduction, deals with the background of the study, the statement of the problem, the objective of the study, the significance of the study, the scope and limitation, the definition of key terms and the organization of the study. Chapter II, Review of Related Literature, deals with the related theories underlying this study. Chapter III, Methodology, deals with research design,

the population and sample, the instrument, the procedure of collecting the data, and the technique of data analysis. Chapter IV is provided to list all the findings and their interpretation. Chapter V deals with conclusion of the study including some suggestions.