CATEGORIES OF QUESTIONS IN
READING EXAMINATIONS AT THE ENGLISH DEPARTMENT
OF WIDYA MANDALA SURABAYA CATHOLIC UNIVERSITY

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

By :
Selvin Priscila Wardana
1213010028

ENGLISH DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
WIDYA MANDALA SURABAYA CATHOLIC UNIVERSITY
JANUARY 2015
APPROVAL SHEET (1)

This thesis with the title “Categories of Questions in Reading Examinations at the English Department of Widya Mandala Surabaya Catholic University” submitted by Selvin Priscilla Wardana has been approved and accepted as a partial fulfillment of the requirement for the “Sarjana Pendidikan” Degree in Teacher Training and Education Faculty of Widya Mandala Surabaya Catholic University by the following advisors:

Dr. Ruruh Mindari, M. Pd.
Advisor 1

Dr. B. Budiyono, M. Pd.
Advisor 2
APPROVAL SHEET (2)

This thesis has been examined by the committee of Oral examination with
the grade of __________ on __________, 2015.

Prof. Dr. Veronica I. Dipotodi, M.Sc.
Chairperson

B. Himawan Setyo Wikowo, M.Hum.
Secretary

Dr. H. I. Hendra Tedjasukmana
Member

Dr. Riruh Mindari, M.Pd.
Member

Dr. B. Budiyono, M.Pd.
Member

JY Disko Wibawan, Ph.D.
Dean of the Faculty of Teacher Training and Education

M.O. Retna Puspita, M.Pd.
Head of the English Department

Approved by:
SURAT PERNYATAAN
PERSETUJUAN PUBLIKASI KARYA ILMIAH

Demi Perkembangan Ilmu Pengetahuan, saya sebagai mahasiswa Universitas Katolik Widya Mandala Surabaya.

Nama Mahasiswa : SELVIN PRISCILLA WARDANA
Nomor Pokok : 1213010028
Program Studi Pendidikan : BAHASA INDONESIA
Jurusan : PENYERANAN BAHASA DAN SENI
Fakultas : KEGURUAN DAN ILMU PENDIDIKAN
Tanggal Lulus : 06 JANUARI 2005

Dengan ini SETUJU/TEWAH SETUJU Skripsi atau Karya Imiumh saya,

Judul :

CATEGORIES OF QUESTIONS IN READING EXAMINATIONS
AT THE ENGLISH DEPARTMENT OF WIDYA MANDALA
SURABAYA CATHOLIC UNIVERSITY

Untuk dipublikasikan/ditampilkan di Internet atau media lain (Digital Library Perpustakaan Universitas Katolik Widya Mandala Surabaya) untuk kepentingan akademik sebatas sesuai undang-undang Hak Cipta yang berlaku.

Demikian surat pernyataan SETUJU/TEWAH SETUJU publikasi Karya Imiumh ini saya buat dengan sebenarnya,

Surabaya, 21 JANUARI 2005
Yang menyatakan,

NRP. 1213010028
ACKNOWLEDGEMENTS

The writer would like to express her gratitude to the following people who have shared their valuable time, faith, and knowledge so that the writer can get through the long processes in making and finishing this thesis.

Firstly, the writer would like to thank Dr. Ruruh Mindari, M.Pd. as the first advisor who has always shared her valuable time and knowledge whenever the writer has needed to consult her progress in making this thesis. She has patiently assisted and guided the writer for three semesters in developing and finishing her thesis. The writer is also thankful to Davy Budiono, M. Hum. as the previous second advisor who has contributed his critical thinking to the content of this thesis. The writer’s gratitude also goes to Dr. B. Budiyono, M.Pd. as the latest second advisor, who has shared his valuable time and knowledge in evaluating the writer’s thesis. Without the guidance from the three advisors, the writer would have never been able to conduct and finish this valuable thesis.

Further, the writer is deeply thankful to these people who have given contributions to this thesis. Specifically, the writer is thankful to all Reading lecturers, who have contributed their points of view related to the case of this thesis. Having deep discussion with them has given so much knowledge to the writer. Then, the writer delivers her warm thanks to Irene Candra, the writer’s friend who has shared her valuable time and thinking for months doing the triangulation for this thesis. The writer also addresses her bunch of thanks to Fanny Puspitasari, the writer’s sister who has accompanied the writer during her
hard times. Moreover, she has shared her experience, knowledge, guidance and faith so that the writer can slowly finish the thesis.

Finally, the writer is deeply thankful to her family and friends who have given their care, support, suggestion, and prayers to the writer so that the writer has been able to get through her time in doing the thesis. Without those people, this thesis would have never been completed as it is now. Foremost, the writer would like to express her deepest gratitude to the Immanuel, Jesus Christ, who has strengthened the writer and opened the way so that the writer has been able to conduct and complete her thesis.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Page</th>
<th>Section</th>
</tr>
</thead>
<tbody>
<tr>
<td>i</td>
<td>COVER</td>
</tr>
<tr>
<td>ii</td>
<td>APPROVAL SHEET (I)</td>
</tr>
<tr>
<td>iii</td>
<td>APPROVAL SHEET (II)</td>
</tr>
<tr>
<td>iv</td>
<td>SURAT PERNYATAAN</td>
</tr>
<tr>
<td>v</td>
<td>ACKNOWLEDGEMENTS</td>
</tr>
<tr>
<td>vi</td>
<td>TABLE OF CONTENTS</td>
</tr>
<tr>
<td>x</td>
<td>ABSTRACT</td>
</tr>
<tr>
<td>1</td>
<td>CHAPTER 1: INTRODUCTION</td>
</tr>
<tr>
<td>1.1</td>
<td>Background of the Study</td>
</tr>
<tr>
<td>1.2</td>
<td>Statement of the Problem</td>
</tr>
<tr>
<td>1.3</td>
<td>Objective of the Study</td>
</tr>
<tr>
<td>1.4</td>
<td>Significance of the Study</td>
</tr>
<tr>
<td>1.5</td>
<td>Limitation of the Study</td>
</tr>
<tr>
<td>1.6</td>
<td>Definition of Key Terms</td>
</tr>
<tr>
<td>1.7</td>
<td>Theoretical Framework</td>
</tr>
<tr>
<td>1.8</td>
<td>Organization of the Study</td>
</tr>
<tr>
<td>9</td>
<td>CHAPTER 2: REVIEW OF RELATED LITERATURE</td>
</tr>
<tr>
<td>2.1</td>
<td>Nature of Reading</td>
</tr>
<tr>
<td>2.2</td>
<td>Role of Question Use in Reading</td>
</tr>
<tr>
<td>2.2.1</td>
<td>Barrett’s Taxonomy</td>
</tr>
<tr>
<td>2.2.2</td>
<td>Forms of Comprehension Question</td>
</tr>
<tr>
<td>25</td>
<td>2.3 Previous Studies</td>
</tr>
<tr>
<td>29</td>
<td>CHAPTER 3: RESEARCH METHODOLOGY</td>
</tr>
<tr>
<td>3.1</td>
<td>Design of the Study</td>
</tr>
<tr>
<td>3.2</td>
<td>Source of Data</td>
</tr>
<tr>
<td>3.3</td>
<td>Data</td>
</tr>
</tbody>
</table>
3.4 Research Instrument 31
3.5 Procedures of Data Collecting 31
3.6 Procedures of Data Analysis 32

CHAPTER 4 : FINDING AND DISCUSSION
4.1 General Description of Data 34
4.2 Categories of Questions in Reading Examinations 44
   at The English Department of Widya Mandala Surabaya Catholic University
4.3 Discussion of the Study 49
   4.3.1 How forms of questions influence question categories 49
   4.3.2 How Reading syllabuses influence question categories 55

CHAPTER 5 : CONCLUSION AND SUGGESTION
5.1 Conclusions 57
5.2 Suggestions 58

BIBLIOGRAPHY 62

LIST OF APPENDICES
Appendix 1 65
Appendix 2 68
Appendix 3 71

LIST OF TABLES
2.1 Bloom’s Taxonomy 10
2.2 Summary of the Previous Studies 28
3.1 Source of the Data 30
3.2 Table for Coding Result 32
4.1 Question Categories appeared in Reading 2 Final Examination 42
   Of Academic Year 2012/2013
4.2 The Analysis Result of Reading Examinations in Academic Year of 2011/2012

4.3 The Analysis Result of Reading Examinations in Academic Year of 2012/2013

4.4 The Analysis Result of Reading Examinations in Academic Year of 2013/2014

4.5 The Analyzed Result of Reading Examinations in Academic Year of 2011/2012, 2012/2013, and 2013/2014


4.7 True or False Items in Reading Examinations of Academic Year 2011/2012, 2012/2013, 2013/2014

4.8 Multiple Choice Items in Reading Examinations of Academic Year 2011/2012, 2012/2013, 2013/2014

4.9 Wh Question Items in Reading Examinations of Academic Year 2011/2012, 2012/2013, 2013/2014


4.11 Basic Competences of Reading 1,2,3, and 4 Syllabuses in Academic Year 2011/2012, 2012/2013, 2013/2014
ABSTRACT

Wardana, Selvin Priscilla. 2014. “Categories of Questions Used in Reading Examinations at the English Department of Widya Mandala Surabaya Catholic University”, S-I thesis, English Department Faculty of Teacher Training and Education, Widya Mandala Catholic University, Surabaya.

Advisors: (1) Dr. Ruruh Mindari, M.Pd.
(2) Dr. B. Budiyono, M.Pd.

Keywords: categories, questions, Reading examinations

Questions appear actively in the Reading course at the English Department. They appear in the textbook, discussion activity, and in the examinations. In an examination, the use of comprehension questions determines the goal and objective of Reading subject that the students are required to achieve. As Barrett (1976) said that questions which are for comprehending appear in four categories, this study answers a question on what categories questions found in the Reading examinations at the English Department of Widya Mandala Catholic University fall.

This is a content-analysis study. The data of this study are the comprehension questions taken from the examinations of Reading 1, Reading 2, Reading 3 and Reading 4 from academic year 2011/2012, 2012/2013, and 2013/2014.

The result of the study shows that from 100% comprehension questions used in the Reading Examinations, 46% is literal, 50% is inference, 4% is evaluation and 0% is appreciation. Specifically, from 627 total comprehension questions, 290 questions are literal, 314 questions are on inference, 22 questions are evaluation, and 1 question is appreciation. From the percentages and amounts, literal and inferential questions dominate the comprehension questions. On the contrary, evaluative and appreciative questions appear in too small numbers in the Reading examinations.

There are several reasons behind the phenomenon. Firstly, all forms of questions found in the Reading examinations such as Multiple Choice, True or False, Wh questions, and Instruction generate big numbers of literal and inferential questions. Evaluative questions are generated in a small numbers through the use of True or False, Wh questions and Instruction. Meanwhile, appreciative question is generated in one Wh question item only. Finally, the distribution for the use of question categories which is implicitly written through basic competences in Reading Syllabuses has not been set proportionally as there are too many basic competences belong to inference, while two basic competences belong to literal, one basic competence belong to evaluation and no basic competence belong to appreciation.