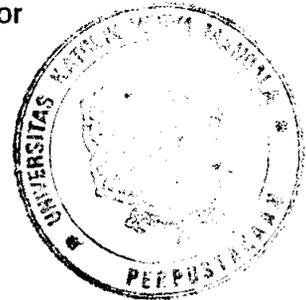


THE CORRELATION BETWEEN READING COMPREHENSION QUESTION TYPES AND READING COMPREHENSION PROFICIENCY OF THE FIRST YEAR STUDENTS OF S.M.A.K. SANTO STANISLAUS, SURABAYA

A THESIS

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



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JURUSAN PENDIDIKAN BAHASA DAN SENI
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
NOVEMBER, 1987

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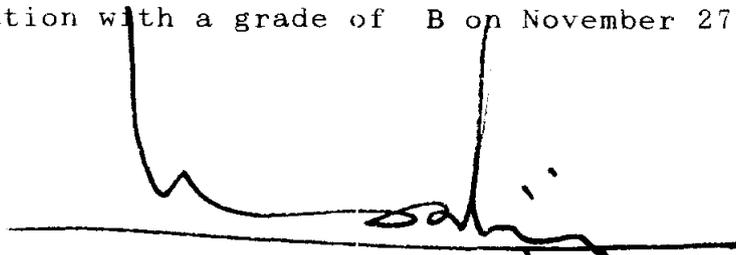
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ACKNOWLEDGMENTS

I would like to thank God for helping me in making everything possible under His Holy providence.

My thanks also go to all the lecturers of the English Department of Widya Mandala University, who have patiently taught me during my study in this Department.

I would like to express my deepest sincere and cordial gratitude to Dra. Wuri Soedjatmiko, M.Pd., for her patient guidance and her valuable suggestions in the process of accomplishing this thesis.

I would also like to thank Drs. Harto Pramono, the second advisor, who has helped me make this thesis as perfect as possible.

I should also thank the principal of S.M.A.K. Santo Stanislaus, Ir. A. Widariono S.; the vice-principal of S.M.A.K. Santo Stanislaus, Dra. M. Th. Eka Lianawati; the English teacher of the first year, Siti Mina Tamah, B.A., for helping me provide subjects for my study.

My thank also goes to Drs. I Nyoman Arcana who gave me his invaluable guidance and help in the statistical calculations in this thesis.

At last I would also show my thankfulness to my special friend, Yosef Hendrata Pribadi for his support and ideas in the process of accomplishing this thesis, and to my friend, Go Ting Siang, for her help in scoring Summary test.

Without their kind help, I am sure that this thesis would have been a mere wish.

Surabaya, November 19, 1988

Fungdrawati

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ABSTRACT

THE CORRELATION BETWEEN READING COMPREHENSION QUESTION TYPES AND READING COMPREHENSION PROFICIENCY OF THE FIRST YEAR STUDENTS OF S.M.A.K. SANTO STANISLAUS, SURABAYA

Starting from the students' difficulties in answering these types of question: (1) Best-Title Question, (2) Direct Referential Question, (3) Indirect Referential Question, (4) Direct Inferential Question, (5) Structural Question, (6) Vocabulary Question, I am interested in finding out how far the reading comprehension question types have helped the first year students of S.M.A.K. Santo Stanislaus in their reading comprehension. Therefore, I decide to conduct a study on reading comprehension question types and reading comprehension proficiency of the first year students of S.M.A.K. Santo Stanislaus to see whether they really correspond to each other.

Different expert suggests differently about the types of reading comprehension question. Types of question that I use in this study are suggested by: Aliyah Abdul Karim, Desmond R. Burton, William E. Norris. Some considerations in selecting the types of question used in this study are:

1. The types of question should have been used repeatedly in class.
2. The question should be suitable for the first year students' level

The questions that fulfill some considerations above are:

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

The subjects of this study are all the students of S.M.A.K. Santo Stanislaus who during 1986-1987 school year belong to classes I₁, I₂, I₃. The method used in carrying out this research is descriptive method i.e. correlation in case study.

To obtain the data for this research, I conduct a reading comprehension test. The procedures in constructing the test are: (1) the planning, (2) the trying out of the test, (3) the analyzing of the result of testing, (4) the improving of the test. The result of the test after it was improved has the coefficient of reliability .73. As a homemade test, it may be regarded as satisfactory. In future this test can be used directly since it has fulfilled the validity and the reliability of a good test. 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 are four reading comprehension question types which are significantly account for the first year students' reading comprehension proficiency. They are as follows:

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

However, the two others i.e. the Structural Question and the 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

Three kinds of suggestions were given. First, for the English teacher of the first year students of S.M.A.K. Santo Stanislaus where the study was carried out. Second, for the future English curriculum designers. Third, for future studies in the same field.