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
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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 I_1, I_2, I_3. 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.