

**TEACHING READING THROUGH STUDENTS
GENERATED QUESTIONS WITH SPECIAL
REFERENCE TO PRE-READING
ACTIVITIES**

A THESIS

**In a Partial Fulfilment of the Requirement
for the Sarjana Pendidikan Degree
in English Language Teaching**



by :

Sunarsih
1213084053

No. INDUK	3741/95
TGL. TERIMA	23. 8. 95
B E T HADI-H	
No. BUKU	FK-19 sun t-1
KCPI KE	1(SAM)

**UNIVERSITAS KATOLIK WIDYA MANDALA SURABAYA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
JURUSAN BAHASA DAN SENI
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
JUNE 1995**

APPROVAL SHEET

(1)

This thesis is entitled TEACHING READING THROUGH
STUDENTS' GENERATED QUESTIONS WITH SPECIAL REFERENCE TO
PRE-READING ACTIVITIES

and prepared and submitted by SUNARSIH
has been approved and accepted as a partial fulfillment
of the requirement for the Sarjana Pendidikan Degree in
English Language Teaching by the following advisors:



Drs. Agus Nadin, M.Pd.

First Advisor



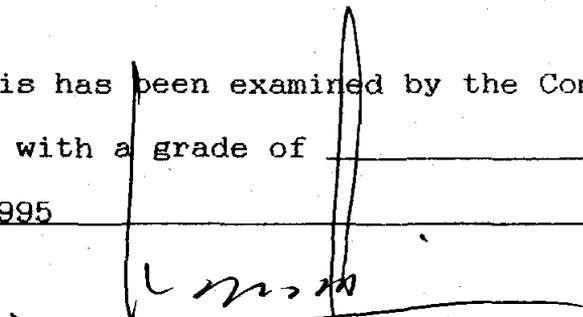
Drs. Stefanus Laga Tukan, M.Pd.

Second Advisor

APPROVAL SHEET

(2)

This thesis has been examined by the Committee on
Oral Examination with a grade of _____
on June 6, 1995


Drs. M.P. Soetrisno, M.A.

Chair Person


Drs. Agustinus Ngadiman, M.Pd.

Member


Drs. B. Budiono, M.Pd.

Member


Drs. Stefanus Laga Tukan, M.Pd.

Member


Dra. Magdalena I. K.

Member




Drs. Antonius Gurito

Head of
The Teacher Training College

Approved




Dra. Magdalena I. Kartio

Head of
The English Department

ACKNOWLEDGEMENTS

First of all, the writer would like to adore God for His blessing, so that she is able to accomplish writing this thesis. It is impossible to finish it without His grace. This thesis is submitted as a partial fulfillment of the requirements for the Sarjana Pendidikan Degree in English Language Teaching, Jenjang Program S-1, Fakultas Keguruan dan Ilmu Pendidikan, Jurusan Bahasa dan Seni, Program Studi Pendidikan Bahasa Inggris, Universitas Katolik Widya Mandala Surabaya.

In this occasion, the writer would like to express her gratitude and appreciation to Drs. Agustinus Ngadiman, M.Pd., as the first advisor and Drs. Stefanus Laga Tukan, M.Pd., as the second advisor, who have given their valuable time to guide her in finishing this thesis.

Her gratitude also goes to all lecturers of the English Department for the Teacher Training College of Widya Mandala University for their encouragement and kind guidance during her study in this department, her loving family and friends for their prayers, love and care and also to all those who have contributed to the completion of this thesis.

The writer realizes that this thesis is far from being perfect, therefore valuable suggestions from the readers are very expected to make this thesis better.

The writer

TABLE OF CONTENT

	page
APPROVAL SHEET (1)	i
APPROVAL SHEET (2)	ii
ACKNOWLEDGEMENTS	iii
TABLE OF CONTENT	v
ABSTRACT	vii
CHAPTER I : INTRODUCTION	1
1.1 Background of the Study	1
1.2 Statement of the Problem	5
1.3 The Objective of the Study ..	5
1.4 The Significance of the Study	5
1.5 The Scope and Limitation	6
1.6 The Definition of Key Terms .	7
1.7 Organization of the Thesis ..	7
CHAPTER II : REVIEW OF RELATED LITERATURE	9
2.1 What is Reading?	9
2.2 Schematic View of Reading	
Process	14
2.3 Questioning in Reading	18
CHAPTER III : STUDENTS' GENERATED QUESTIONS	23
3.1 The Nature of Students'	
Generated Questions	23

3.2	Questions' Stimuli	24
3.2.1	The First Sentence Stimulus	25
3.2.2	The Thematic Stimulus	25
3.2.3	The Picture Stimulus .	26
3.1.4	The Reading Stimulus .	28
3.3	Some General Activities	28
3.4	Summary	30
CHAPTER IV	: THE APPLICATION	31
4.1	Preparation	31
4.2	Presentation	32
4.2.1	Pre-Reading Activities	32
4.2.2	Whilst Reading Activities	43
4.3	Evaluation (Post Reading Activities	44
CHAPTER V	: CONCLUSION AND SUGGESTION	47
5.1	Summary and Conclusion	47
5.2	Suggestions	49

BIBLIOGRAPHY

APPENDIX

ABSTRACT

Realizing that reading can play an important role in the process of education, the reading teachers are highly advised to design appropriate technique to teach reading comprehension. It is assumed that taught with appropriate technique, students will be more active in learning to read English text.

In fact, many SMTP students often complain when they are given a reading passage. They do not understand what they are reading. They say that the reading class is too boring because the teacher does not use appropriate techniques in teaching them.

This thesis suggests some ideas about teaching Reading Comprehension through Students Generated Questions with Special Reference to Pre-Reading Activities. Through this technique it is expected that the teacher can help the students comprehend English text better.

With this technique, students are forced to be active throughout the three major steps of a reading class (Pre-reading, Whilst reading and Post reading). In the Pre-reading step, the students have to answer pre-reading questions they themselves have made. The questions should be based on the first sentence, the theme of the reading, pictures or any reading stimulus given by the teacher. The students have to answer these questions after the teacher has distributed the actual reading text to them.

In the whilst reading step, the students should read the text and study the difficult words and vocabularies of the text. Then, the students should find the correct answers to their own questions (made in the Pre-reading step) while reading the whole passage. After that the teacher asks the students only a few questions about the content of the reading passage such as "What is the title of the reading passage 1, 2, 3 etc?" or "What is the passage all about?" etc.

Then in post reading step, the students are asked to answer the teacher's questions based on the passage. The questions can be in the form of Direct and indirect Referential Questions, Direct Inferential and Vocabulary Questions.

The Direct Referential Questions belong to factual questions and have the same wordings as the passage; the students can copy the answers without any change of the

structure or vocabulary. Indirect Referential Questions are the questions which may not include the words from the text; the students' search for the relevant information is slightly more difficult. Direct Inferential Questions are the questions which usually require the students to relate two or more items in the questions which deal with the ability to find the correct synonyms or antonyms of the words taken directly from the selection. Vocabulary question deals with the ability to find the correct synonym or antonym of the word taken directly from the selection.

It is expected that this suggested technique gives some contribution to SMTP teachers in their efforts to increase the students' reading ability and to eliminate boredom in reading classes. Consequently, in this technique the teacher should be active because she should control the activities of the class, should prepare the exercises for her students and also be prepared to answer the questions that might arise or to explain things that the students do not understand.

Since the ideas presented here are quite theoretical, it is expected that other thesis writing students do some experiments to see whether these ideas can work in real teaching or not.