

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 :

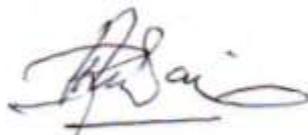
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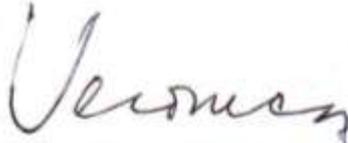


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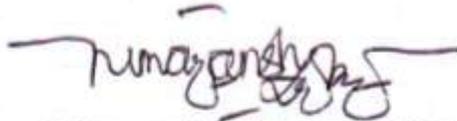
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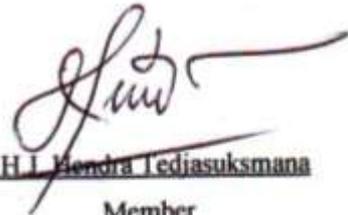
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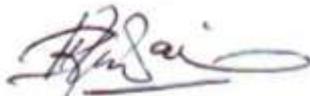
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ABSTRACT

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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.