

TABLE OF CONTENTS

| | Page |
|-------------------------------------------------------------------|------|
| Approval | i |
| Declaration | ii |
| Acknowledgments | iii |
| Dedication | v |
| Abstract | vi |
| Table of Contents | vii |
| List of Tables | viii |
| List of Figures | ix |
| List of Appendices | x |
| CHAPTER I INTRODUCTION | |
| 1.1 Background of The Study | 1 |
| 1.2 Statement of The Problem | 3 |
| 1.3 Purpose of The Study | 4 |
| 1.4 Methodology | 4 |
| 1.5 Significance of The Study | 5 |
| 1.6 Definition of Key Terms | 5 |
| 1.7 Organization of The Thesis | 6 |
| 1.8 Concluding Remarks | 6 |
| CHAPTER II LITERATURE REVIEW | |
| 2.1 Reading Comprehension | 8 |
| 2.1.1 Definition of Reading Comprehension | 8 |
| 2.1.2 Model of Reading Process | 12 |
| 2.1.2.1 Bottom-up Model | 12 |
| 2.1.2.2 Top-down Model | 13 |
| 2.1.2.3 Interactive Model | 14 |
| 2.1.3 Reading Comprehension Strategies | 15 |
| 2.1.4 Reading Activities at Madrasah Tsnowaiyah | 16 |
| 2.1.5 Related Research Studies | 17 |
| 2.2. Questioning | 23 |
| 2.2.1 The Nature of Questioning | 26 |
| 2.2.2 The Stage of Questioning Process | 26 |
| 2.2.3 Types of Question | 28 |
| 2.2.3.1. Literal Comprehension | 30 |
| 2.2.3.1.1 Recognition | 30 |
| 2.2.3.1.1.1 Recognition of Detail | 31 |
| 2.2.3.1.1.2 Recognition of Main Ideas | 31 |
| 2.2.3.1.1.3 Recognition of Sequence | 32 |
| 2.2.3.1.1.4 Recognition of Comparison | 32 |
| 2.2.3.1.1.5 Recognition of Cause and Effect Relationship | 32 |

| | | |
|-------------|-----------------------------------------------------------|----|
| 2.2.3.1.1.6 | Recognition of Character Traits.... | 33 |
| 2.2.3.1.2 | Recall | 33 |
| 2.2.3.1.1.1 | Recall of Details | 33 |
| 2.2.3.1.1.2 | Recall of Main Ideas | 34 |
| 2.2.3.1.1.3 | Recall of Sequence..... | 34 |
| 2.2.3.1.1.4 | Recall of Comparison | 35 |
| 2.2.3.1.1.5 | Recall of Cause and effect Relationships | 35 |
| 2.2.3.1.1.6 | Recall of Character Traits | 35 |
| 2.2.3.2 | Reorganization Comprehension..... | 36 |
| 2.2.3.2.1 | Classifying | 36 |
| 2.2.3.2.2 | Outlining | 37 |
| 2.2.3.2.3 | Summarizing | 37 |
| 2.2.3.2.4 | Synthesizing | 37 |
| 2.2.3.3 | Inferential Comprehension | 38 |
| 2.2.3.3.1 | Inferential Supporting Details..... | 39 |
| 2.2.3.3.2 | Inferring Main Idea | 39 |
| 2.2.3.3.2 | Inferring Sequence | 39 |
| 2.2.3.3.4 | Inferring Comparison..... | 40 |
| 2.2.3.3.5 | Inferring Cause and Effect Relationship | 40 |
| 2.2.3.3.6 | Inferring Character Traits | 41 |
| 2.2.3.3.7 | Predicting Outcomes | 41 |
| 2.2.3.3.8 | Interpreting Figurative Language | 41 |
| 2.2.3.4 | Evaluation Comprehension..... | 42 |
| 2.2.3.4.1 | Judgments of Reality or Fantasy | 42 |
| 2.2.3.4.2 | Judgments of Fact or Opinion | 42 |
| 2.2.3.4.3 | Judgments of Adequacy and Validity.. | 43 |
| 2.2.3.4.4 | Judgments of Appropriateness | 43 |
| 2.2.3.3.5 | Judgments of Worth, Desirability, and Acceptability | 43 |
| 2.2.3.5 | Appreciation Comprehension..... | 44 |
| 2.2.3.5.1 | Emotional Response to the Content | 44 |
| 2.2.3.5.2 | Identification with Characters or Incidents | 45 |
| 2.2.3.5.3 | Reaction to the author's use of Language | 45 |
| 2.2.3.5.4 | Imagery | 45 |
| 2.2.4 | Questioning Strategies | 49 |
| 2.2.5 | Questioning Interaction in Reading Class | 51 |
| 2.2.6 | Concluding Remarks | 56 |

CHAPTER III RESEARCH METHODOLOGY

| | | |
|-------|--------------------------------------|----|
| 3.1 | Research Design | 57 |
| 3.2 | Research Site and Participants | 58 |
| 3.3 | Data Collection Procedures | 60 |
| 3.4.1 | Classroom Observation | 61 |

| | |
|----------------------------------------|-----|
| 3.4.1.1 Non Participant Observer | 61 |
| 3.4.1.2 Seating Arrangement | 62 |
| 3.4.1.3 Recording | 63 |
| 3.4.2 Interview | 63 |
| 3.5 Data Analysis Method | 64 |
| 3.6 Validity | 66. |
| 3.7 Concluding Remarks | 67 |

CHAPTER IV FINDINGS AND DISCUSSIONS

| | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| 4.1 Types of Questions | 69 |
| 4.1.1 Five Question Levels of Barrett Taxonomy | 69 |
| 4.1.1.1 Literal Comprehension Questions | 78 |
| 4.1.1.2 Reorganization Comprehension Questions | 83 |
| 4.1.1.3 Inferential Comprehension Questions | 86 |
| 4.1.1.4 Evaluation Comprehension Questions | 95 |
| 4.2 The Questioning Strategies | 99 |
| 4.3 The Influence of Question Types and Questioning Strategies Used by Teachers on Class Interaction in The Process of Teaching Reading | 110 |
| 4.4 Concluding Remarks | 122 |

CHAPTER V CONCLUSIONS AND SUGGESTIONS

| | |
|----------------------|-----|
| 5.1 Conclusion | 125 |
| 5.2 Suggestion | 127 |
| REFERENCES | 130 |
| APPENDICES | |

LIST OF TABLES

| | |
|-----------------------------------------------------------------------------------------|----|
| Table 2.1 Level of Comprehension of Barrett's Taxonomy | 47 |
| Table 3.1 Teacher Profile | 61 |
| Table 3.2 Data Categorization | 67 |
| Table 4.1 Number and Percentage of Question levels based on Barrett's Taxonomy | 71 |
| Table 4.2 Classifications and Percentage of Questioning Strategies | 99 |



LIST OF FIGURES

| | |
|--------------------------------------|----|
| Figure 3.1 Research Methodology..... | 69 |
|--------------------------------------|----|



LIST OF APPENDICES

| | |
|------------------------------------------------------------------------|-----|
| Appendix 1 : The Teachers' Transcriptions | 130 |
| Appendix 2 : The Analysis of Teacher A's Questions | 156 |
| Appendix 3 : The Analysis of Teacher B's Questions | 168 |
| Appendix 4 : The Analysis of Teacher C's Questions | 179 |
| Appendix 5 : The analysis of Teacher A's Questioning Strategies | 191 |
| Appendix 6 : The analysis of Teachers B's Questioning Strategies | 190 |
| Appendix 7 : The analysis of Teachers C's Questioning Strategies | 206 |
| Appendix 9 : The Interview Transcription | 213 |
| Appendix 10: The Seating Arrangement | 238 |

