TYPE OF READING COMPREHENSION QUESTION IN ENGLISH NATIONAL EXAMINATION OF SENIOR HIGH SCHOOL IN 2011-2015

Submitted as a Partial Fulfillment of the Requirements
for Getting Bachelor Degree of Education
in English Department

by

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MUHAMMADIYAH UNIVERSITY OF SURAKARTA
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APPROVAL

TYPES OF READING COMPREHENSION QUESTION IN ENGLISH
NATIONAL EXAMINATION OF SENIOR HIGH SCHOOL
YEARS 2011-2015

PUBLICATION ARTICLE

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Hence later, if it is proven that there are some untrue statements in this testimony, I will be fully responsible.

Surakarta, 29 August 2016

The Writer

Febriana Dian Yusniati
TIPE PERTANYAAN PEMAHAMAN BACAAN DALAM UJIAN NASIONAL
BAHASA INGGRIS PADA SEKOLAH MENENGAH ATAS TAHUN 2011-2015

ABSTRAK


Kata kunci: pemahaman bacaan, tipe soal dalam pemahaman bacaan, ujian nasional.

ABSTRACT

This study is carried out to describe the types of reading comprehension question in English National Examination of Senior High School years 2011-2015. It aims to describe: (1) the type of reading comprehension tested in 2011-2015 English State Examination at Senior High School, (2) the similarity of type of reading comprehension tested in 2011-2015 English State Examination at Senior High School and (3) the difference of type of reading comprehension tested in 2013 English State Examination at Senior High School. The type of this research is content analysis research. The researcher gets the data from document of English National Examination Paper. The collecting data technique is documentation. The result of this study shows that: 1) the types of reading comprehension question on 2011-2015 are consists of question about the idea of the passage, directly answered question, indirectly answered question, vocabulary question and overall review question. 2) the similarity of the types of question are about the total of type in every year and the form of the question. 3) the difference of the types of question is on the variation of question. The conclusion of this study is the dominant type of reading comprehension in English National Examination of Senior High School is directly answered question, which the percentage on 2011th 40%, on 2012th 54%, on 2013th 66%, on 2014th 37% and on 2015th 31%.

Keywords: reading comprehension, types of reading comprehension question, national examination.
1. INTRODUCTION

English is an important language used by many people all over the world to communicate. Considering the important role of English in science, technology, and arts, it must be realized that we need to increase the quality of teaching-learning English. Indonesian students have studied English as a foreign language. It is the first foreign language taught to Indonesian students from elementary to tertiary level. In Indonesia, English is a foreign language. It is the compulsory subject which means that it must be taught. English as a foreign language will arise some difficulties which are faced by Indonesian people/students because in learning a new language the students tend to transfer their native language habit to the new language. We know that there are four language skills which are involved in communicating through language, namely listening, speaking, reading and writing.

Senior High School students usually tested their reading comprehension ability in state examination held in twelfth grade. National examination is an objective test constructed in multiple-choice items. This examination as the requirement of graduation of senior high school students. National examination for Senior High School, especially in English consist 50 numbers of reading comprehension question. The question consists of 15 questions of listening comprehension and 35 questions of reading comprehension. In national examination the question form is objective multiple choice. In reading section provides some functional text then the students can answer the question based on the text. Based on the phenomena above, the researcher try to investigate the types of reading comprehension question in English National Examination of Senior High School years 2011-2015.

The researcher interested having study in types of reading comprehension question in English National Examination of Senior High School years 2011-2015. The researcher wanted to deeply know the types of reading comprehension question in English National Examination of Senior High School years 2011-2015.

The writer applies several theories related with the previous study in order to support the data of the research. There are several theories to support her research namely, notion of reading comprehension, microskills of reading comprehension, types of reandung comprehension question, and National Examination.

According to Fauziati (2010: 32), reading is one of the language skills needed to be taught in the language classroom. Students need to be able to read texts in English either for their careers, for the study, or simply for pleasure. Reading also plays an important role in language acquisition. Reading texts also provides opportunities for students to learn vocabulary, grammar, pronunciation, and even good models for English writing.

Reading comprehension is the kind of reading testing, as stated by Harris (1969:58) “reading comprehension concerns with the testing of students who have passed beyond the purely audio-lingual state of language learning, in which reading and writing are used simply to reinforce the oral/aural learning, and have proceeded to a stage in which reading and writing are taught as skills recognized as useful in themselves.” (Harris, 1969:58)

As stated by Snow (2002:10), reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. We use the words extracting and constructing to emphasize both the importance and the insufficiency of the text as a determinant of reading comprehension.
Microskills of reading comprehension as stated by Brown (2000: 322)

“Microskills of reading comprehension are: discriminate among the distinctive graphemes and orthographic patterns of English. Retain chunks of language of different length in short-term memory, process writing at an efficient rate of speed to suit the purpose, recognize a core of words, and interpret word order patterns and their significance, recognize grammatical word classes (nouns, verbs, etc.), system (e.g., tense, agreement), patterns, rules, and elliptical forms. Recognize that a particular meaning may be expressed in different grammatical forms...” Brown (2000: 322)

Senior High School students usually tested their reading comprehension ability in state examination held in twelfth grade. National examination is an objective test constructed in multiple-choice items. National examination for Senior High School, especially in English consist 50 numbers of reading comprehension question. Phillips (2001:368) stated that there are five types of reading comprehension questions namely question about the ideas of the passage, directly answered question, indirectly answered question, vocabulary question and overall review question.

National examination implementation from year to year is different, because state examination in every year is always supervised by the organizer of the education institution. Based on the result of the supervision, the implementation of the state examination should be revised. The revision includes the different model of paper from year to year. The different model of paper have purpose to get a good the implementation of Final Examination, especially to minimize some student’s models of the cheat. Every year there are so many models of State Examination paper. In 2009-2010 only consist of two types of paper, namely, A and B. in 2011-2012 there are five types of paper State Examination, namely, type A, type B, type C, and type D. In 2013-2014, the implementation of state examination there are twenty types of each subject study paper examination.

Based on the review above, the researcher is interested in describing types of reading comprehension question in English National Examination of Senior High School years 2011-2015. To prove the originality of this research, the writer takes some previous studies related to English reading tested. There are Palupiningsih (2011), Egilsdóttir (2012), Al-Jamal and Al-Hawamleh (2013), Hendra (2014), and Lestari (2015).

In Palupiningsih’s study, there is different focus of study compares to the writer’s research. Palupiningsih focus to describe the result of the students reading comprehension tested by using Cloze Test and Cloze-Elide Test, to find out whether there is a significant difference and positive correlation between the result of Cloze Tests and Cloze-Elide Tests. Second is Egilsdóttir’s study, there is different focus of study compares to the writer’s research. Egilsdóttir focus on exploring how students’ English reading comprehension has evolved in Iceland primary schools. Then in Al-Jamal and Al-Hawamleh’s study, they applied different focus of study compares to the writer’s research. This study focus on assessing the level of reading comprehension proficiency of EFL Jordanian readers with regard to the relationship between identifying the main idea in a paragraph and language proficiency in expository texts. Next is Hendra’s study, there is different objective of study compares to the writer’s research. The objective of this research is to find out the extent of the acquisition of the reading comprehension of the seventh grade students of SMPN 2 Tampaksiring in academic year 2013 /2014 which assessed by using multiple choice test
items. And in Lestari’s study, there is different object of study compares to the writer’s research. This research aims at analyzing the reading skill tested in English state examination paper for Junior High School year 2009th – 2013th. It is conducted to know the aspects question of reading comprehension tested in English state examination paper from 2009th – 2013th at Junior High School.

From the review above, the researcher is interested in describing types of reading comprehension question in English National Examination of Senior High School in 2011-2015. Because there is no researcher that focus on the types of reading comprehension question in English National Examination of Senior High School in 2011-2015. And the researcher wanted to deeply know the types of reading comprehension question in English National Examination of Senior High School in 2011-2015. This study focuses on the types of reading comprehension question in English National Examination of Senior High School years 2011-2015, the similarity of types of reading comprehension question in English National Examination of Senior High School in 2011-2015 and the difference of types of reading comprehension question in English National Examination of Senior High School in 2011-2015. So, this study can extend the previous study and in other research field.

So in this article, the researcher could describe three objectives to obtain. There are (1) to describe the type of reading comprehension tested in 2011-2015 English State Examination at Senior High School, (2) to describe the similarity of type of reading comprehension tested in 2011-2015 English State Examination at Senior High School and (3) to describe the difference of type of reading comprehension tested in 2013 English State Examination at Senior High School.

2. RESEARCH METHOD

In this study, the researcher uses content analysis research. According to Hancock (2007), content analysis refers to a technique rooted in quantitative approaches. The emphasis in the conventional content analysis is on counting or frequency, where researchers would count occurrences of a word, phrase or theme. They would devise very specialised rules for coding. Content analysis is particularly suitable when analysing documents such as newspaper texts, responses to open-ended questions. This analysis is designed to “code” the content as data in a form that can be used to address research questions. In this study, the researcher is conducted to code the type of reading comprehension test for Senior High School State Examination in 2011 – 2015.

The researcher gets the data from English state examination paper for senior high school in 2011 – 2015. The methods of collecting data in this research is documentation. The technique of analyzing the data are reading the data, identifying the data, classifying the data, calculating the data and drawing conclusion. The object of the study is English state examination paper for Senior High School in 2011 – 2015. There are five types of English state examination paper for senior high school in 2011 – 2015.

3. FINDING AND DISCUSSION

The research focuses on the question of problem statement such as: (1) Type of Reading Comprehension Question in 2011-2015 English State Examination at Senior High School; (2) Similarities of Type of Reading Comprehension Question in 2011-2015 English State Examination at Senior High School; (3) Differences Of Type of Reading Comprehension Question in 2011-2015 English State Examination at Senior High School.
### 3.1 Type of Reading Comprehension Question in 2011-2015 English State Examination at Senior High School

After collecting the data, the researcher categorizing the types of reading comprehension based on the theory of Phillip (2001:368-441) namely, question about the idea of the passage, directly answered question, indirectly answered question, vocabulary question and overall review question. Below are the descriptions of the research result based on theory of Phillip (2001:368-441):

<table>
<thead>
<tr>
<th>No</th>
<th>Type of Reading Comprehension Question</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total</td>
<td>%</td>
<td>Total</td>
<td>%</td>
<td>Total</td>
<td>%</td>
</tr>
<tr>
<td>1</td>
<td>Question about the idea of the passage</td>
<td>10</td>
<td>29</td>
<td>6</td>
<td>17</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>Directly answered question</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Indirectly answered question</td>
<td>14</td>
<td>40</td>
<td>19</td>
<td>54</td>
<td>23</td>
</tr>
<tr>
<td>4</td>
<td>Vocabulary question</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Overall review question</td>
<td>2</td>
<td>6</td>
<td>1</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>35</td>
<td>100</td>
<td>35</td>
<td>100</td>
<td>35</td>
</tr>
</tbody>
</table>

Below are the explanations of the finding above:

1) **Question about the Idea of the Passage**

Question about the idea of the passage is very usual question in reading comprehension test. This question usually asks about the topic of the passage, main idea, title, or subject. In English National Examination 2011 there are 10 questions about the idea of the passage. In 2012 there are 6 questions, in 2013 there are 3 questions, in 2014 there are 10 questions, and in 2015 there are 12 questions. Below the example of the question about idea of the passage from English National Examination:

Dear Big Meal’s representative

I’m writing to inform you that I had a negative bad experience at your location in Columbus, New Jersey on August 4. My receipt number is 512, and the person who handled my order was Alex.

First of all, I recognize that you, as the leader of this letter, are not responsible for my bad experience, but I am still upset about the situation.

I went to the drive through and ordered seven meals with no pickles. When I received my order, I checked that all of the sandwiches were in the bag paid and drove away. When I got home, I realized my number seven had pickles on it. I’m allergic to pickles, and I didn’t want to waste the sandwich, so I drove back to the drive through to explain the situation and get it fixed.

I fell very disappointed with this interaction, as I usually enjoy my experiences at your restaurant. To fix this situation, I would like a coupon for a free meal of my choice. I think an apology from Alex is also appropriate.

Please contact me at 555.555.5555 or email me back at jkorkell@email.com. I would like this situation to be resolved so I can continue to be a loyal Big Meal’s patron.
What is the letter about?

A. Applying for a job.
B. Complaining bad service.
C. Ordering a certain item.
D. Inquiring Mr. Jim Korkell.

(Source: English National Examination for Senior High School 2014, 16)

The data above is categorized as question about the ideas of the passage. It can be seen from the direction of the question that the direction asks to find the main idea of the text. The conclusion of the text is can be seen by exploring the text. The point of the text above can be seen in the first sentence in the all paragraph. Based on the first sentences have a significant clue to answer the category aspect of answering main idea question correctly. The first paragraph in first sentence of the text is determining the statement to give complaining about the bad service. By getting the conclusion from all paragraphs, it can found the main idea of the text.

In this case, to determine the main idea of the text is by concluded all paragraph. So the direction of the question above is a kind of aspect question answering main idea question correctly category.

2) Directly Answered Questions

Directly answered questions will require answers that are directly stated in the passage, the test takers should be able to find the answer to this type of question without having to draw a conclusion. The directly answered question usually asks about stated detail questions, unstated detail questions, and pronoun reference questions. In English National Examination 2011 there are 14 questions about directly answered question. In 2012 there are 19 questions, in 2013 there are 23 questions, in 2014 there are 13 questions, and in 2015 there are 11 questions. Below the example of the directly answered question from English National Examination:

| Hotel Work : |
| One Month Training Course |
| Suitable young men and women are invited to apply for places on the one month training course on hotel work organized by Hong Kong Institute of Hotel Management. Tuition is free of charge and students who successfully complete the course will be offered employment in the Colony’s leading hotels. |
| The Training Course will take place from Monday 21st July to Friday 22nd August, from 9 a.m to 4.30 p.m. daily, except Saturdays and Sundays. |
| Applications for places on the course are welcome for students now in their third year at secondary school, who have good knowledge of English, and have interest in hotel work. Application forms may be obtained from : The Hong Kong Institute of Management, Box 948, The South China Times. |

The closing date for applications is April 29th
What requirement is needed by an applicant to apply for the hotel work training?

A. Able to speak Mandarin.
B. Secondary school graduate.
C. Good knowledge of English.
D. Reputable university graduate.
E. 2-year experience in hotel work.

(Source: English National Examination for Senior High School 2013, 19)

The datum of 19 is categorized directly answered question. It can be seen from the direction of the question that the direction unmentioned information. Based on the question above the direction asks to find the requirement that needed by an applicant. It can find the answer from the first paragraph. Based on the example question above, the text tells about the training course. And the question above asks the detail information of the text. To find the answer, the readers must comprehend the steps of procedure text. The clue to answer the question is stated in the third paragraph. The direction of the question above is kinds of directly answered question category.

3) Indirectly Answered Questions

Indirectly answered questions will require answer that are not directly stated in the passage, to answer this questions correctly the test takers will have to draw conclusions from information in the passage. In English National Examination 2011 there are 3 questions about indirectly answered question. In 2012 there are 5 questions, in 2013 there are 2 questions, in 2014 there are 1 question, and in 2015 there are 6 questions. Below the example of the indirectly answered question from English National Examination:

Victoria Caroline Beckham is an English singer-songwriter, dancer, model, actress, fashion designer and business woman. She was born on April 17, 1974, in Essex, England. She became famous in the 1990's with the pop group "The Spice Girl" and was known as Posh Spice. In 1999, she married the Manchester United and England footballer, David Beckham. They have four children, three sons and a daughter.

After The Spice Girl split up, she pursued a solo singer career, but also started her own fashion range called dVb Style. Since this initial foray into fashion Victoria Beckham has brought out her own range of sunglasses and fragrance, entitled "Intimately Beckham" and a range of handbags and jewelry.

In addition she had written two best-selling books: one her autobiography and the other, a fashion guide.

Based on the text, what do we know about Victoria?
A. She is an ordinary woman
B. She is a multi-talented woman
C. She designed The Spice Girls
D. She married to an ordinary person
E. She arranged many songs for The Spice Girls

(English National Examination for Senior High School 2013, 28)

The datum above in the reading comprehension tested in English Examination Paper is categorized indirectly answered question. It can be seen from the direction of the question that the direction need well comprehension skill. Based on the question above the direction asks to find the implicit meaning of the text.

Based on the example question above, the text tells about Victoria Caroline Beckham. This text is kinds of descriptive text. The purpose of this text is to presents information about something. And the question above asks the implicit information of Victoria. To find the answer of question, the readers must comprehend the content of this report text. The clues which can help the readers to answer the question above is located in whole text. So to find the best answer the readers must read carefully concern on the clues in the text. The direction of the question above is kinds of aspect question indirectly answered question.

4) Vocabulary Question

Vocabulary questions usually asked the test takers to know the meaning of the word that is being tested. The common types of vocabulary questions are finding definition from structural clues, determining meanings from word parts, and using context clues to determine meanings. In English National Examination 2011 there are 6 questions about vocabulary question. In 2012 there are 5 questions, in 2013 there are 6 questions, in 2014 there are 10 questions, and in 2015 there are 5 questions. Below the example of the vocabulary question from English National Examination:

"...for the H5N1 Avian Influenza virus to trigger a human pandemic"(line 4-5)

The underlined word is closest in meaning to.......  
A. to impact  
B. to share
C. to increase
D. to immune
E. to cause

(Source: English National Examination for Senior High School 2012, 20)

The datum of 20 is categorized vocabulary question. It can be seen from the direction of the question that the direction need comprehending in vocabulary skill. Based on the question above the direction asks to find the synonym of the part sentence in the second paragraph especially at first sentence. It can find the answer by understanding the content paragraph of the text. And it needs well comprehension of vocabulary referents.

Based on the example question above, the text tells about the announcement of call for paper. The question of the text above is asking to find the synonym of word “to trigger”. That the word “to trigger” is describing about the human pandemic. To find the answer of question, the readers must comprehend the next paragraph. It also has many vocabulary referents.

The readers must find the synonym of “to trigger”, in the next sentence above can help the readers to seek the best answer. So choose the best answer that closed with all things about these some clues. So to find the best answer the readers have to many vocabulary referents.

5) Overall Review Question

Overall review question ask about the passage as a whole rather than one small detail. The common questions are determine where the specific information is found, and determine the tone, purpose, or course. In English National Examination 2011 there are 2 questions about overall review question. In 2013, 2014, 2015 there is 1 question about overall review question. Below the example of the overall review question from English National Examination:

Internet has been the most outstanding innovation in the history of mankind. As with every single innovation, the internet has its own advantages and disadvantages.

The target of the internet has always been the communication. By the beginning of computer's internet, our earth has reduced and has attained the form of a global village. Now we can communicate in a fraction of second with a person who is sitting in the other parts of the world. Today, for better communication, we can avail the facilities of e-mail and we can chat for hours with our loved ones. There are plenty messenger services in offering. With the help of such services, it has become very easy to establish a kind of global friendship.

However, the internet also has disadvantages. One of them is the wide spread of unsuitable contents for kids. It is a very serious issue and related to children's healthy mental life. There are thousands of such inappropriate contents on the internet which can be easily found. Though, the internet can also create havoc, destruction and its misuse can be very fatal, the advantages of it out-weigh its disadvantages.

All in all, the writer believes that the internet is . . .

A. Very harmful
B. Inappropriate
C. Very useful
D. Destructive
E. Cheap
The datum of 41 is categorized the overall review question. It can be seen from the direction of the question that the direction need comprehending all of the text. Based on the question above the direction asks to find the author believe of internet. Based on the example question above, the text tells about internet. To find the best answer, also the reader must take their assumption towards the text. Exploring the text can help the readers to conclude the author believe of the text.

1. Similarities Of Types Of Reading Comprehension Question In 2011-2015 English State Examination At Senior High School

   Based on the result, the types of reading comprehension question in 2011-2015 English State Examination at Senior High School have some similarities. There are following similarities:

   a. The Number of Type of Reading Comprehension Question

      Based on the research, the type of reading comprehension question from 2011 till 2015 have some types. The type based on the theory of Phillip (2001:368-441), the types are question about the idea of the passage, directly answered question, indirectly answered question, vocabulary question and overall review question. There are the following types of reading comprehension question:

      1) Question about the idea of the passage

         Question about the idea of the passage is very usual question in reading comprehension test. This question usually asks about the topic of the passage, main idea, title, or subject. In English National Examination 2011 there are 10 questions about the idea of the passage. In 2012 there are 6 questions, in 2013 there are 3 questions, in 2014 there are 10 questions, and in 2015 there are 12 questions.

      2) Directly answered question

         Directly answered questions will require answer that are directly stated in the passage, the test takers should be able to find the answer to this type of question without having to draw a conclusion. The directly answered questions usually asks about stated detail questions, unstated detail questions, and pronoun reference questions. In English National Examination 2011 there are 14 questions about directly answered question. In 2012 there are 19 questions, in 2013 there are 23 questions, in 2014 there are 13 questions, and in 2015 there are 11 questions.

      3) Indirectly answered question

         Indirectly answered questions will require answer that are not directly stated in the passage, to answer this questions correctly the test takers will have to draw conclusions from information in the passage. In English National Examination 2011 there are 3 questions about indirectly answered question. In 2012 there are 5 questions, in 2013 there are 2 questions, in 2014 there are 1 question, and in 2015 there are 6 questions.

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      5) Overall review question
Overall review question ask about the passage as a whole rather than one small detail. The common questions are determine where the specific information is found, and determine the tone, purpose, or course. In English National Examination 2011 there are 2 questions about overall review question. In 2012-2015 there is 1 question about overall review question.

b. Form of the Question

The second similarity is about how to ask question. Every type has the way to ask question. The way how to ask questions in one type maybe same with other question in one type. There are three types that have similarity in how the question asked, namely question about the idea of the passage, indirectly answered question, and vocabulary question.

There following table show the similarities on how to ask question in English national examination.

**Similarity of Form of the Question**

<table>
<thead>
<tr>
<th>No</th>
<th>Type</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Question about the idea of the passage</td>
<td>What is the text about?</td>
<td>What is the text about?</td>
<td>What is the text about?</td>
<td>What is the text about?</td>
<td>What is the text about?</td>
</tr>
<tr>
<td>2</td>
<td>Indirectly answered question</td>
<td>From the text we know that…</td>
<td>From the text we know that…</td>
<td>From the text we know that…</td>
<td>From the text we know that…</td>
<td>From the text we know that…</td>
</tr>
<tr>
<td>3</td>
<td>Vocabulary question</td>
<td>The underlined word is closest in meaning to …</td>
<td>The underlined word is closest in meaning to …</td>
<td>The underlined word is closest in meaning to …</td>
<td>The underlined word is closest in meaning to …</td>
<td></td>
</tr>
</tbody>
</table>

2. Difference Of Types Of Reading Comprehension Question In 2011-2015 English State Examination At Senior High School

Based on the result, the types of reading comprehension question in 2011-2015 English State Examination at Senior High School have difference in the variation of interrogative sentence. There is the following similarity:

**Variation of Interrogative Sentence**

Based on the finding, the types of reading comprehension question in 2011-2015 English State Examination at Senior High School have difference in variation of interrogative sentence. In every type have some variation in using interrogative sentence. One type of reading comprehension question has variation of interrogative sentence, but from the variation maybe has same meaning. There five types that have variation of
interrogative sentence, namely question about the idea of the passage, directly answered question, indirectly answered question, vocabulary question, and overall review question. The following table shows the variation of interrogative sentence in five types.

**Variation of Interrogative Sentence**

<table>
<thead>
<tr>
<th>No</th>
<th>Type</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Question about the idea of the passage</td>
<td>• Which of the following titles is suitable for the text above?</td>
<td>• The text is about ...</td>
<td>• What is the text about?</td>
<td>• What is the letter about?</td>
<td>• What is the text about?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• What is the text about?</td>
<td>• What is the main idea of second paragraph?</td>
<td>• What is the text about?</td>
<td>• What is the main idea of paragraph 2?</td>
<td>• What is the main idea of paragraph 2?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• This text tells us about ...</td>
<td>• What is the main idea of paragraph 3?</td>
<td>• The text tells about ...</td>
<td>• The text reports ...</td>
<td>• The text is about ...</td>
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<td></td>
<td>• What is the main idea of paragraph 3?</td>
<td>• The main idea of paragraph 3 is ...</td>
<td>• What is the main idea of paragraph 3?</td>
<td>• What is the main idea of third paragraph?</td>
<td>• What is the main idea of fifth paragraph?</td>
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<td>• The text is about ...</td>
<td>• The text reports ...</td>
<td>• The text is about ...</td>
<td>• The text is about ...</td>
<td>• The third paragraph discusses ...</td>
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<td>• The text is about ...</td>
<td>• The third paragraph discusses ...</td>
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<tr>
<td>2</td>
<td>Directly answered question</td>
<td>• Where do the kids usually ride the skateboard?</td>
<td>• Where is Kapoposan located?</td>
<td>• Marvin will register for the class by ...</td>
<td>• The good point about the office suits is ...</td>
<td>• Based on the text, Kristin has certified from...</td>
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<td></td>
<td></td>
<td>• Which of the following you agree…?</td>
<td>• What can possibly prevent the rivers and lakes from overflowing?</td>
<td>• In Wimbledon, Rafael Nadal ...</td>
<td>• Why does water return to earth’s surface in fresh water form?</td>
<td>• What is the advantage of soil with a pH less than 7.0?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• What is the main idea of paragraph 3?</td>
<td>• Why did the research use mice? Because...</td>
<td>• Why does water return to earth’s surface in fresh water form?</td>
<td>• Evapo-</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Indirectly answered question</td>
<td>From the text we know that …</td>
<td>We know from the text that …</td>
<td>Based on the text, what do we know about Victoria?</td>
<td>According to the novel reviewed, the characteristic of Noah is…</td>
<td>From the text, we infer that …</td>
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</table>

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<tr>
<th>4</th>
<th>Vocabulary question</th>
<th>What is the synonym of the underlined word?</th>
<th>The underlined word means …</th>
<th>The word “saturated” has the same meaning as …</th>
<th>The underlined word is closest in meaning to …</th>
<th>The underlined word is closest in meaning to …</th>
<th>The underlined word is closest in meaning to …</th>
<th>The underlined word is closest in meaning to …</th>
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<tr>
<th>5</th>
<th>Overall review question</th>
<th>The writer’s purpose in writing the text is …</th>
<th>What does the writer think to be “the highest form of behavior”?</th>
<th>All in all, the writer believes that the …</th>
<th>What is the writer’s position in the controversy of…?</th>
<th>What is the writer’s suggestion?</th>
</tr>
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</table>

transpiration is a process when water was released into the atmosphere by…
4. CONCLUSION

The types of reading comprehension question in English National Examination consists of five types. The types of reading comprehension question in English National Examination for Senior High School years 2011-2015 are question about the ideas of the passage, directly answered question, indirectly answered question, vocabulary question and overall review question. The similarity in the types of reading comprehension question in English National Examination the similarities are about the type of question in every year, and the form of the question. The types of question based on the taxonomy of Phillip namely, question about the idea of the passage, directly answered question, indirectly answered question, vocabulary question and overall review question. Then, the form of question is about the form question in the same type with similar questions, the types are question about the idea of the passage, indirectly answered question and vocabulary question. The difference in the types of reading comprehension question in English National Examination the difference is about the variation in interrogative sentence. The five types of reading comprehension question have variation in interrogative sentence.

Based on explanation above, shows that the type of reading comprehension question in English National Examination for Senior High School years 2011-2015 are question about the ideas of the passage, directly answered question, indirectly answered question, vocabulary question and overall review question. From the data, the researcher can conclude that the dominant type of reading comprehension question in English National Examination for Senior High School years 2011-2015 is directly answered question, which the percentage on 2011th 40%, on 2012th 54%, on 2013th 66%, on 2014th 37% and on 2015th 31%.

BIBLIOGRAPHY


