

Comprehension Questions in Bahasa Indonesia and English Textbooks

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Questions in their whole or part reading activities are mostly used to check the students' comprehension about texts. They ought to challenge all levels of the students' comprehension: literal, inferential and evaluative. They are mostly written after texts in textbooks. However, not all textbooks take these levels of comprehension into account. This study investigated what levels of comprehension were challenged in the Bahasa Indonesia and English textbooks for Junior High School students and how teachers treat the questions in text books. It was found that in the Bahasa Indonesia textbook, 19.9 % of questions challenge literal comprehension level, 45.9% check inferential level and 34% examine evaluative ones. In the English textbooks, 42.9 % challenge the students' literal comprehension level and 52.7 rate inferential and only 4.2% positive evaluative ones. It was also found that most teachers treated the questions as they were. They scarcely modified them. These findings show in the textbooks the comprehension levels are not evenly challenged. The fact that literal level was not much used in Bahasa Indonesia might lead students guess the content of the texts without reading. Meanwhile in English textbooks, neglecting evaluative comprehension level might lead students to be uncritical. Therefore, it is recommended that textbook writers as well as teachers should be more cautious in generating questions so that all levels of comprehension are well presented.

In many language lessons, textbooks help teachers teach intensive reading. This lesson is aimed to help students to comprehend texts (Auerhoid and Field 1997 in Hodgcock and Ferris, 2009). They work simultaneously with the same texts and activities like re-reading the texts by answering comprehension questions (Hodgcock and Ferris 2009 p. 172). The questions function to check students' understanding (Nunan and Lamb, 1996 in Yang 2010). The students as readers are more likely to understand what they read when they are asked comprehension questions about the texts and receive immediate feedback about their answers (Bassell and Rasinski, 2008 p. 20).

Comprehension questions are expected not only to facilitate but also to challenge at least three levels of comprehension: literal, inferential and evaluative or critical.

Literal comprehension is level of understanding of a text wherein a reader has access and can recognize and recall details in the text (Bassell and Rasinski, 2008, p. 87). It requires recognition and recall of ideas, information and happening explicitly stated in the reading selection (Clymer, 1968 in Hudson, 2007 p. 83). The examples of them are finding date of flight, who is ...; what/where did she/he ...; what happened when or during ...; find out the differences between ... and ...?

Inferential or interpretative comprehension is the level of understanding wherein readers can read meanings which are not directly stated on the texts (Bassell and Rasinski, 2008, p. 17; Alexander, 1999; Harris & Glenda, 1985 in Setiadi, 2010 p. 92; Briskin, 2005). This level requires the orchestration and the manipulation of information from the text as well as within the readers (Bassell and Rasinski, 2008, p. 17). The questions are, for example, how did she converse with ...; what was the weather like; do you think ...; what will happen next etc.

Evaluative or critical comprehension refers to the understanding of a text which requires readers to use an adequately developed knowledge base (Carr and Thompson, 1999) and new information (Briskin, 2005) including prior knowledge, intuition, and imagination to make hypotheses (Pennell, 2002), to draw conclusions, to make reasonable predictions, connections between conclusions and critical judgments about what texts (Carr and Zimmerman, 1997 in Pennell, 2002; Clymer 1968 in Hudson, 2007 pp. 84-5; Bassell & Rasinski, 2008 p. 17). The examples of the questions are what strange ideas did ... have? why was ... true?, how do you feel about this character?, what do you think ...'s attitude?

1968 Comprehension Questions Answers

Disha Experts



1968 Comprehension Questions Answers:

An Investigation of Teachers' Questions and Tasks to Develop Reading Comprehension Ghazali Mustapha, 2020-02-03

Teachers are constantly seeking ways to improve their teaching and thereby enhance the learning of their students. One method of doing this is to bring critical and creative thinking skills to the forefront of the curriculum. This has been emphasized by the Malaysian Ministry of Education via the KBSM syllabus in order to teach critical and creative thinking by considering the use of programs like Bloom's taxonomy of educational objectives in classroom practice. This study demonstrates how the higher order skills can be integrated into the secondary school reading curriculum. The main aim of the study is to investigate how teachers design reading comprehension questions (RCQs) and reading comprehension tasks (RCTs) in relation to the demands of higher order thinking to produce students with critical minds. It focuses primarily on the use of COGAFF taxonomy, a cognitive affective taxonomy adapted from Bloom's and Krathwohl's, to formulate higher order reading questions and tasks as a means to develop critical and creative thinking skills. In a pilot study in Britain with forty Malaysian teachers and in the main field study in Malaysia 150 subjects (teachers and student teachers) have yielded about one thousand RCQs and one thousand RCTs. In line with many research findings of question and task design, 91.2% of the RCQs and 83.6% of RCTs produced during the pretest were of low order types. Subjects attended a workshop emphasizing question and task designing using the COGAFF taxonomy. Dramatically during the posttest, 74.4% of the RCQs and 80.6% of the RCTs were transformed into higher order inferential forms. The other major thrust of the study is to demonstrate how higher order questions can be used to design equally higher order tasks that can be utilized as a thinking skills approach in the teaching of reading comprehension lessons in secondary schools. Thinking tools and strategies as suggested by Beyer, Guilford, Gardner and several others and their implications for the teaching of reading comprehension and training of teachers in Malaysia are also discussed.

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Internationalism, National Identities, and Study Abroad Whitney Walton,2009-12-02 This book the first long term study of educational travel between France and the United States suggests that by studying abroad ordinary people are constructively involved in international relations Author Whitney Walton analyzes study abroad from the perspectives of the students schools governments and NGOs involved and charts its changing purpose and meaning throughout the twentieth century She shows how students preconceptions of themselves their culture and the other nationality particularly differences in gender roles shaped their experiences and were transformed during their time abroad This book presents Franco American relations in the twentieth century as a complex mixture of mutual fascination apprehension and appreciation an alternative narrative to the common framework of Americanization and anti Americanism It offers a new definition of internationalism as a process of questioning stereotypes reassessing national identities and acquiring a tolerance for and appreciation of difference

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The Oxford Handbook of Computational Linguistics Ruslan Mitkov,2022-06-02 Ruslan Mitkov's highly successful Oxford Handbook of Computational Linguistics has been substantially revised and expanded in this second edition Alongside updated accounts of the topics covered in the first edition it includes 17 new chapters on subjects such as semantic role labelling text to speech synthesis translation technology opinion mining and sentiment analysis and the application of Natural Language Processing in educational and biomedical contexts among many others The volume is divided into four parts that examine respectively the linguistic fundamentals of computational linguistics the methods and resources used such as statistical modelling machine learning and corpus annotation key language processing tasks including text segmentation anaphora resolution and speech recognition and the major applications of Natural Language Processing from machine translation to author profiling The book will be an essential reference for researchers and students in computational linguistics and Natural Language Processing as well as those working in related industries

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