AN EVALUATION OF READING TEST
IN ENGLISH ASSESSMENT TEST
BASED ON SCHOOL LEVEL-BASED CURRICULUM

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

by
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SCHOOL OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF SURAKARTA
2013
APPROVAL

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TESTIMONY

Herewith, I testify that in this research paper, there is no plagiarism of previous literary work which has been raised to obtain bachelor degree of a university, nor there are opinions or masterpieces which have been written or published by others, expect those in which the writing are referred in the manuscript and mentioned in literary review and bibliography. Hence, later if it is proven that there are some untrue statements in this testimony, I will be fully with responsible.

Surakarta, 4th April 2013

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MOTTO

Be patient doing something believe in Allah that you will get the best

(NN)

Sesungguhnya sesudah kesulitan itu ada kemudahan, maka apabila kamu telah selesai (dari sesuatu urusan) kerjakanlah dengan sungguh-sungguh (urusan) yang lain, dan hanya kepada Tuhanmulah kamu berharap.

(Q.S. AlamNasyrah: 6-8)
DEDICATION

This research paper is proudly dedicated to:

1. My greatest mother,
2. My greatest father,
3. My grandmother,
4. My dearest brother, Hartanto, A.Md.
5. My new family member, Mbak Siti Nurohmah, and
6. All of the people who help the writer in finishing the research paper.
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The writer realizes that this research paper is still far from being perfect, so all suggestions and criticism for improving this research are accepted happily.

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Surakarta, 2013

The Writer
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SUMMARY


The purpose of this research is to know the compatibility of reading test in *English Assessment Test* for Senior High School grade XII Published by Erlangga, 2012 with School Level-based Curriculum and facilitate students or not. To describe the compatibility and facilitating students or not of reading tests for Senior High School grade XII, the writer uses descriptive research as the research method and the data are reading test taken from *English Assessment Test* textbook. The writer collects the data by reading the English textbook and classifies the reading test. The collected data are analyzed by: (1) finding out the reading test provided in *English Assessment Test*, (2) Coding the reading test, (3) comparing reading test developed in the textbook and reading skill demanded by the School-based Curriculum, (4) giving the percentage to the total of the reading test developed in the textbook, (5) describing whether the reading tests developed in the textbook is compatible or not with reading skill suggested by School-based Curriculum. (6) determining whether of reading test in the English textbook can facilitate the students to achieve the competency or not. The result from the research finding, it is found that the compatibility of reading test with school level based of curriculum based schema of quality classification as proposed by Suharsimi (1993) is 87.5%. It means that the textbook is fair or less appropriate with the reading test in school level-based curriculum. Here, it is also found that there are many types of the reading test questions that appear, those are matching test, true false reading test, multiple choice test, completion items, and cursory reading. In other word, the reading test can facilitate student to achieve the competency.