

# **CHAPTER I**

## **INTRODUCTION**

### **A. Background of the Study**

Reading is a basic life skill. It is a cornerstone for a child's success in school, and, indeed, throughout life. Without the ability to read well, opportunities for personal fulfillment and job success inevitably will be lost. According to Brown (2004:185) reading is a complex cognitive process of decoding symbols in order to construct or derive meaning (reading comprehension). It is a means of language acquisition, of communication, and of sharing information and ideas. Language is a complex interaction between the text and the reader which is shaped by the reader's prior knowledge, experiences, attitude, and language community which is culturally and socially situated. The reading process requires continuous practice, development, and refinement.

According to Anderson (1956:56) readers use a variety of reading strategies to assist with decoding (to translate symbols into sounds or visual representations of speech) and comprehension. Readers may use morpheme, semantics, syntax and context clues to identify the meaning of unknown words. Readers integrate the words they have read into their existing framework of knowledge or schema (schemata theory). Other types of reading are not speech based writing systems, such as music notation or pictograms. The common link is the interpretation of symbols to extract the meaning from the visual notations.

In teaching-learning English, there are four skills should be conducted when teacher will teach in learning English, they are listening skill, speaking skill, reading skill and writing skill. In teaching-learning process, there are many materials to support English subject such as textbook, etc. *English Assessment test* is one of many textbook that published to learning English in the school. Brown (2004:185) states that “Reading skill is the most essential skill for success in all educational contexts; reading is also a paramount importance as we create assessment of general language ability”. After teaching- learning process the teacher need to know how far their students achievement. So it need test to measure students ability. “The terms of test is a method to measure a person’s ability, knowledge, or performance in given a dominant” (Brown, 2004:3). Heaton (1974:103) states that “Reading comprehension test is material is very closely related to the type of practice material used by the teacher to develop the reading skills”.

Heaton (1974:103) states that “reading comprehension test is material is very closely related to the type of practice material used by the teacher to develop the reading skills”. Testing reading comprehension has some variant. There are:

The nature of the reading skills, initial stages of reading: matching tests, true/ false reading tests, multiple choice item (1): short texts, multiple choice item (2): longer texts, completion items, cloze procedure, cursory reading.

Based on the criteria above, the topic in this research is reading test. The writer is interested in this topic to measure the suitability of textbook reading test in the book *English Assessment Test* for Senior High School grade XII Published by Erlangga, 2012 with school level-based curriculum. Based on the explanation above, the writer is interested in conducting the research entitled ***AN EVALUATION OF READING TEST IN “ENGLISH ASSESSMENT TEST” BASED SCHOOL LEVEL-BASED CURRICULUM.***

#### **B. Limitation of the Study**

In this research, the writer concerns and limits her research on the reading test on the student's textbook *English Assessment Test* for grade twelve of Senior High School. The data are all reading test that found in *English Assessment Test* for grade XII of Senior High School as the textbook that use in the SMAN 1 Wonogiri.

#### **C. Problem Statement**

Based on the background of the study, the writer states the research problems as follows:

1. Are reading test compatible with those required in School Level-based Curriculum?
2. Do the reading tests facilitate the students to achieve the competency?

#### **D. Objective of the Study**

Based on the problem statement above, they are two objectives of the study they are as follow:

1. To clarify reading test are compatible or not with School Level-based Curriculum.
2. To describe the reading tests can facilitate the students to achieve the competency or not.

#### **E. Benefit of the Study**

##### **1. Theoretical Benefit**

The result of this research can be used as reference to conduct a research in evaluation of reading test on the student's textbook. The outcome of this study can be an alternative material for conducting reading tests on student's textbook. The result of this study can be used as additional knowledge in teaching-learning process.

##### **2. Practical Benefit**

The result of this study can be as additional reference and give more knowledge for other researcher about reading test.

## **F. Research Paper Organization**

The writer divides this chapter into five parts. They are as follows:

Chapter I, introduction, consists background of the study, limitation of the study, problem statement, objective of the study, benefit of the study, and research paper organization.

Chapter II is review of related literature. It deals with previous study, school level-based curriculum, reading, reading skill, reading test, and type of reading.

Chapter III is research method presenting type of the research, object of the research, data and data source, method of collecting data, and technique for analyzing data.

Chapter IV is research finding and discussing. It presents the data analysis and discussion.

Chapter V is conclusion and suggestion. After chapter V, the writer presents bibliography and appendix.