

CHAPTER I

INTRODUCTION

A. Background of the Study

Every country has different language as the original language, but they also have the second or foreign language to interact with other people from different country. And the most influence language in the world is English. It usually becomes the popular foreign language which is used in many countries. English language has an important role in our lives. Because there are many aspects of human life need English as the media to communicate such as technology, science, education culture etc. Because of that, almost all schools especially in Indonesia put English as the subject for learner in teaching learning process either in a formal or informal school.

In learning English as the second language, there are four basic language skills which must be mastered by the learners or students, they are speaking, listening, reading and writing. All the four basic language skills are very important aspect in learning English, especially reading. Reading is something that we had done since we were child until now. But, people rarely realize that reading is not only stringing up letter by letter become a word, words become sentence and gain meaning. Reading, in the wider scope is intensive dialogues which happen between the reader and the book or text. Because of that, we need some specific techniques to get the purpose of reading.

Kennedy (1981:5) states that:

Reading is the ability of an individual to recognize a visual form associate the form with the sound and/or meaning acquired in the past, and, on the past experience, understand and interpret its meaning.

By reading, many people can get much information, increase their grammar ability, increase their spelling of English and also increase their vocabularies. So, there is no reason for the learners or students to dislike the activities of reading. But, for some learners, reading is often deemed as the unimportant thing.

Reading skill in English language is applied to any levels of education in Indonesia, without exception to junior high school students. In junior high school, reading skill begins to be taught deeper than in elementary school. The students are guided step by step to read and understand a passage or a text. So, in order to understand the content of the whole passage the learners have to teach about reading comprehension.

Reading comprehension is a thought process through which reader become aware of an idea, understand it in terms of their experiential background, and interpret in relation to their own needs and purposes (Kennedy, 1981:192)

Every learner has the different ability to achieve the reading goal. Due to the fact, in reading comprehension, the students must have a lot of background knowledge and background experiences especially on their vocabulary.

The pupil's background can be compared to the trunk of tree. In the same way the trunk supports the limbs, foliage, and fruit of the plant, the experiences which make up a child's background support growth in all steps in reading. If the trunk of the tree is weak, the amount of foliage and fruit will be reduced. Similarly, a child whose background

experiences are insufficient or inadequate will be unable to read on a level commensurate with her or his mental ability (Kennedy, 1981:6)

To measure the ability of student and to comprehend the passage, one of the ways is giving a test.

A test is a systematic procedure in which the individual tested is presented with a set of constructed stimuli to which he responds enabling the tester to assign the testee numeral or set of numerals from which inference can be made about the testee's possession of whatever the test is supposed to measure. (Karliger, 1973:492)

Commonly, in doing the test especially to answer the questions from reading passage, they certainly have difficulties. To minimize the difficulties in answering the question of reading passage, the students have to know the reading technique. There are some reading techniques to comprehend a whole passage. The techniques are skimming, scanning, reading between line, reading for main ideas and using context of vocabulary. Skimming means reading fast to get the core of the text or passage. Scanning means reading fast to get information needed from the text or passage. Reading for main ideas has a purpose to find the main idea of the text or passage. And using context of vocabulary means when we read a passage without knowing the meaning of a word, we can find the meaning by relating the word before or after it.

The kinds of test which are given to the learners about a passage can be oral or written test. When using oral test, the teacher can ask the students to understand the passage and retell it in the front of the class. While the written test can be multiple choice, true or false, matching, resuming etc.

In this study, the writer only focuses on multiple choice tests that are given to the students of MTs Darul Hijroh the Third Grade. Multiple choice test is a kind of test that have two or more alternative answers, students ask to choose one of the alternative answers (Kasiram, 1984:24). Multiple choice tests have two parts. The first part is “*stem*” and the other is “*distactor*”. *Stem* is the introduction statement about the problem then followed by the alternative answer which is called “*options, choices or alternatives*”. One of the choices is true answer which is called “*answer*”. *Distractor* called as “*fails*” or “*decay*”, that is the wrong answers. Multiple choice is good if the students mastery the learning materials and can answer and choice the correct answer. Otherwise, if the students don’t mastery the learning materials they will find the difficulty to get the correct answer. So, the correct answers from the students are not merely from the guessing result, but it is because the students have the capability to do it.

MTs Darul Hijroh is one of the new formal schools which has just got its status as formal school under the auspices of the Ministry of Religious Affairs. It is located in Candan Rt02/01, Rejosari, Polokarto, Sukoharjo. It has only three classes they are first, second and third class. The first class consists of fifteen students, second class twenty five students and third class consist of twenty two students. It is interested to do the research there because the school is still fresh as a formal school, so the writer wants to know the ability of the third students especially by doing this research.

Based on this explanation above, the writer is interested in doing a research entitled “*Students’ Capability in Answering Multiple Choice Question of Reading Text at Third Grade of MTs Darul Hijroh Candan, Rejosari, Polokarto*”

B. Limitation of the Study

In this research, the writer limits it on the capability of the third grade students of *MTs Darul Hijroh* to answer the multiple choice questions of reading text. Then the writer wants to know what are the problems faced by students in answering the multiple choice question of reading passage and also the sources of it problem.

C. Problem Statement

Based on the background of the study the writer formulates the problem of study as follows:

1. How is the students’ capability to answer the multiple choice question of reading text at third grade of *MTs Darul Hijroh* Candan, Rejosari, Polokarto?
2. What are the problems faced by the students to answer the multiple choice question of reading text at third grade of *MTs Darul Hijroh* Candan, Rejosari, Polokarto?
3. What are the sources of the problems to answer the multiple choice question of reading text at third grade of *MTs Darul Hijroh* Candan, Rejosari, Polokarto?

D. Objective of the Study

Based on the problem statement, the objectives of this research are:

1. To describe the students' capability to answer the multiple choice question of reading text at third grade of *MTs Darul Hijroh* Canden, Rejosari, Polokarto.
2. To describe the problem faced by students to answer the multiple choice question of reading text at third grade of *MTs Darul Hijroh* Canden, Rejosari, Polokarto.
3. To describe the sources of problem faced by students to answer the multiple choice question of reading text at third grade of *MTs Darul Hijroh* Canden, Rejosari, Polokarto.

E. Benefit of the Study

The writer wishes that this research will be useful either theoretically or practically:

1. Theoretically

This research might be useful for reference to other researcher who wants to make a research about multiple choice question of reading text

2. Practically

a. Teacher

The results of this research can give the overview to the teacher about the students' capability, problem and source of problem in answering the multiple choice question of reading text.

b. Students

The result of this research can give knowledge to students about kinds and strategies to answer the multiple choice question of reading text. And may be it can help the students of third grade MTs Darul Hijroh facing the National Exam that will be held later. Consider that almost 80 % of National Exam material in English subject for junior high school consists of reading passage.

F. Research Paper Organization

This research paper is divided into five parts. They are:

Chapter I is introduction consists of background of the study that discusses why this research is being done by the writer, limitation of the study that discusses the limitation of this study, problem statement that discusses some problems will be analyzed in this study, objective of the study that discusses the purpose of this study, benefit of the study that discusses about the outcome of this study, and research paper organization that presents about the series of each chapter in this study.

Chapter II is underlying theory which consists of some previous studies that deal with some researches that were done before this research. It discusses where those researches have relating with this research, the notion of the underlying theories in doing this research that consist of notion of capability, notion of reading, the components of reading, reading strategies, reading techniques, notion of multiple choice question, types of the content of

multiple choice question, and strategies for answering multiple choice questions.

Chapter III is research method that discusses the type of the research which is descriptive qualitative research; place and time of the research that is in MTS Darul Hijroh, Candan, Rejosari, Polokarto, Sukoharjo at March – April 2013; subject of the research that is the students of third grade of MTS Darul Hijroh; data and data source of this research they are event, informant, and document; methods of collecting data they are observation, interview, document, and test; and techniques of analyzing data that present how is the data of this study will be analyze to get the result.

Chapter IV is research finding and discussion. The research finding will be elaborated into three points. First, the students' capability in answering multiple choice question of reading text. Second, the problems faced by the students in answering multiple choice question of reading text. Third, the causes of the problems faced by the students in answering multiple choice questions of reading text. The discussion will elaborate the question from the problem statements.

Chapter V is the last chapter. It consists of conclusion and suggestion. The conclusion shows that the capability of the students to answer the multiple choice question of reading text is *low* or *less*.