

# CHAPTER I

## INTRODUCTION

### A. Background of the Study

Language is an important tool, which helps people to communicate others. According to Brown (1941: 6) language is acquired by all people in much the same way. People need a language to interact with the others. To communicate fluently, we must master the language. In the globalization era, English is the important language to be mastered by people in the world. As an international language, it gets a predicate as a second language in several countries. Indonesia is the one of the countries that adopts English as a second language.

As a foreign language in Indonesia, English is not used as daily conversation. Instead, Indonesian government concern to develop English as a foreign language. So the government put the English to the Indonesian education curriculum as the one of the subjects to study. English as subject study require in elementary school up to university. As Bachman and Palmer (1997: 4) state that language ability was viewed as a set of finite components grammar, vocabulary, pronunciation, spelling that we realized as four skill: listening, speaking, reading, and writing. In Indonesia English is the material served in four skills, namely listening skill, speaking skill, reading skill and writing skill.

Teaching learning English in elementary school up to university mostly emphasize on reading skill. As we know reading is a kind of activity to comprehend the writer's ideas or the way to communicate the writer that it deliver to the readers by written or printed worlds. Students must master the way to identify the idea of the writer in the reading activity. So the reading activity is the most important skill in learning English as a foreign language.

According to Jones (1971: 3) reading is one of the language skills the person in today's society used as a medium of communication. To master

reading skill, the students have to develop their ability to recognize word formation, sentence pattern and identify meaningful combination word. The students have to master vocabulary also the grammar. They also must be able to understand conformities, word classes, and choices of word. It is important for a student to do so because words have complete meaning when they are used in the context. The succes of the students in comprehending the English text depends on the result of the total efforts in mastering other skill, including the mastery of vocabulary and grammar.

Test is the one of the ways to know the student achievement. There are some types to know the student dailly achievment, namely orall test and written test.

“In any consideration of educational testing, a distinction must be drawn between the rather informal, teacher-made tests of the classroom and those formal, large scale, “standarizes” instruments which are prepared by professional testing service to assist institutions in the selection, placement, and evaluation of students”. (Harris, 1996:1).

In Indonesian the model of standardized test to graduate the level of study is named *Ujian Nasional* or State Examination. Language testing especially the second language of English include the one of State Exmination in Indonesian.

In learning English, reading comprehension is popular to be tested. Almost in every level education, English learning process is always focused on reading text. More than 50% of the examination consist of reading comprehension. It can be seen from the State English Examination in Indonesia. It has two types of test, namely reading comprehension and listening comprehension. In Indonesian State English Examination reading comprehension is the most dominant to be tested. According to Jones (1971: 184) the reader is to comprehend in the reading, it must set out with that as a goal.

Indonesian State English Examination is implemented in Junior High School and Senior High School. This test is constructed by multiple choiche

models. “ Multiple choice or selection items type were developed to overcome a number of the weaknesses of the composition test noted earlier.” ( Harris, 1996: 7). The state examination consists of 50 numbers of questions. It consists 50 numbers of question reading comprehension. In the reading comprehension of Indonesian State English Examination, it has several aspects to be tested. The example of aspects are vocabulary, determining main idea, etc.

The implementation of State Examination in every years is always supervised by the organizer of education institution. Based on the result of supervision, the implementation of the State Examination every years give transformation. The example of transformation starts from the rule of the implementation up to the type of examination. There are five types of paper State Examination in year 2011, namely, type A, type B, type C, and type D. And the years of 2013, the implementation of State Examination there are twenty types of each subject study paper examination. So every year there are some revisions to make a good result of State Examination. There are so many revisions to get a good the implementation of Final Examination, especially to minimize some student’s models of the cheat. So every year there are so many models of State Examination paper.

In this paper the researcher wants to study the reading comprehension testing in English State Examination paper from 2009<sup>th</sup> - 2013<sup>th</sup> at Junior High School because reading comprehension handles the necessary part of teaching learning process. The writer wants to know some aspects in testing reading comprehension in English State Examination. The tested English Examination paper construct in different model of paper examination. So the researcher identifies what the aspects in the State English Examination especially in Junior High School during five years later entitled “Reading Comprehension Testing in English State Examination Paper from 2009<sup>th</sup> - 2013<sup>th</sup> at Junior High School”.

**B. Problem Statement**

In this research the problem statement are stated as follows:

1. What aspects of reading comprehension are tested in 2009<sup>th</sup> English State Examination Paper at Junior High School?
2. What aspects of reading comprehension are tested in 2010<sup>th</sup> English State Examination Paper at Junior High School?
3. What aspects of reading comprehension are tested in 2011<sup>th</sup> English State Examination Paper at Junior High School?
4. What aspects of reading comprehension are tested in 2012<sup>th</sup> English State Examination Paper at Junior High School?
5. What aspects of reading comprehension are tested in 2013<sup>th</sup> English State Examination Paper at Junir High School?

**C. Limitation of the Study**

In this research, the reasearcher limits her research as follows:

1. The object of the research is the English State Examination paper of 2009<sup>th</sup> - 2013<sup>th</sup> at Junior High School.
2. The subject of this research is the reading comprehension testing in English State Examination paper of 2009<sup>th</sup> - 2013<sup>th</sup> at Junior High School.

**D. Objective of the Study**

In line with the statement of the problem above, the objectives of the study are as follows:

1. To describe the aspects of reading comprehension tested in 2009<sup>th</sup> English State Examination Paper at Junior High School.
2. To describe the aspects of reading comprehension tested in 2010<sup>th</sup> English State Examination Paper at Junior High School.
3. To describe the aspects of reading comprehension tested in 2011<sup>th</sup> English State Examination Paper at Junior High School.

4. To describe the aspects of reading comprehension tested in 2012<sup>th</sup> English State Examination Paper at Junior High School.
5. To describe the aspects of reading comprehension tested in 2013<sup>th</sup> English State Examination Paper at Junior High School.

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

1. Theoretical Benefits
  - a. The writer hopes the result of this research gives the new knowledge of study about language testing, especially testing reading comprehension
  - b. The result of this research can be used as the reference for those who want to conduct a research in second language acquisition study.
2. Practical Benefits
  - a. This research provides students a better way for the subject of language testing at 5<sup>th</sup> semester in Muhammadiyah University of Surakarta.
  - b. The result increases the knowledge of the subject of language testing, especially testing reading comprehension.

#### **F. Research Paper Organization**

The research paper organization consists of chapter I until V

Chapter I is introduction. It consists of background of the study, problem of the study, objective of the study, significant of the study, and research paper organization.

Chapter II is underlying theory comprises two parts. The first part of language testing consist of description of language testing, purpose of testing, kind of tests, basic principle of achievement tests, and state examination. The second part is reading comprehension consists of the description of reading, kind of reading, and testing on reading comprehension.

Chapter III is research method. It consist of type of the study, data and source data, technique of collecting data, technique for analyzing data.

Chapter IV is research finding and discussion

Chapter V is conclusion and suggestion