

## **CHAPTER I**

### **INTRODUCTION**

This chapter describes the background of the study, the limitation of the study, the problem statement, the objective of the study, the benefit of the study, theoretical review, theoretical framework and research paper organization.

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

Education in Indonesia is under the responsibility of the Ministry of Education and Culture (Kementerian Pendidikan dan Kebudayaan or Kemendikbud) and the Ministry Religious Affairs (Kementerian Agama or Kemenag). In Indonesia, all citizens must undertake nine years of compulsory education which consists of six years at elementary level and three in secondary level. Islamic schools are under the responsibility of the Ministry of Religious Affairs.

Education is defined as a planned effort to establish a study environment and educational process so that the student may actively develop his/her own potential in religious and spiritual level consciousness, personality, intelligence, behavior and creativity to him/herself, other citizens and the nation. The Constitution also notes that there are two types of education in Indonesia: formal and non-formal. Formal education is further divided into three levels: primary, secondary and tertiary education. School in Indonesia are run either by the

government (negeri) or private sectors (swasta). Some private schools refer to themselves as “national plus schools” which means that they intend to go beyond the minimum government requirements, especially with the use of English as medium of instruction or having an international-based curriculum instead of the national one.

The vision of Indonesia education is the realization of educational system as a solid and authoritative social institution to empower Indonesian citizen to become intelligent persons that are able and proactive to stand facing the ever changing challenges of the era. They are bright (spiritually, emotionally, socially, intellectually, and kinesthetically) and competitive citizens. The educational system encompasses all form, type, and level of education: formal, non-formal, and in-formal.

Basic education in Indonesia provides nine years learning experience in both formal and non-formal education for 7-15 school age children. The goal of basic education is to develop learners basic intelligence, knowledge, personality, noble character, as well as skills live independently and to continue their education.

Despite the fact that English is foreign language, in Indonesia English has become one of compulsory subjects for several education levels, including Junior High School. There are four basic skill on English Competence Standard; Reading, Speaking, Listening and Writing. All the skills are not easy for student to master them in one go. They need to step

by step learn the skill and using it for daily activities. We know how important the fact to master English for communicating with global activities. However, the urge to master English has become an obligation for student to the point that the parent need to send their children to learn more through private course. Some parents even think that addition learning from private course is more efficient for their children than learning from School. In the end the result of their studies are measured through evaluation exam. Whether there is any significant progress or contrary progress of their study.

The success of education evaluation system can be shown from its instrument. Whether the instrument is appropriate and can measure the particular purpose. Using irrelevant instrument leads inaccurate measurement and cause untrustworthy result. One of the instrument for evaluate the education system is using test. National Final Exams or also called *Ujian Akhir Nasional* (UAN) is one of the instruments held by Indonesian Government in order to evaluate students' achievement of their competencies under guidance of The Education National Standard Board (*Badan Nasional Standar Pendidikan* or BSNP). The test is also used to measure the level of education's purpose and even to measure education quality. The indicators of achievement's objective stated in KTSP (*Kurikulum Tingkat Satuan Pendidikan* or Education level Curriculum) can be seen from the result of the UAN for junior high school in 2010 till 2014 that cover 4 subjects; Bahasa Indonesia, English, Mathematic, and

Science. The indicators are spread to all same education level school in all over Indonesia. It makes all the students take the same examination material. English UAN for Junior High School in 2010-2014 are delivered in multiple choice forms. In this examination test, the UAN must cover the material on syllabus that is guided through the curriculum. Therefore all the items of UAN test should match with KTSP.

Teaching English in Junior High School covers four basic language skills. They are listening, speaking, reading and writing (Brown, 2003: 117). One of the English language skills that should be mastered and pressured in Junior High School is reading since it is a crucial part of second language learning and teaching. Those statements are supported by Carrel et al (1988: 1), they say that reading is by far the most important of four skills in second language, particularly in English.

Prasetyarini (2007: 67) says that reading is a prominent language skill which influences learner's achievement. While, Rahmawati (2006: 61) says that reading is one of the most important foreign language skills. Reading has various abilities or skills that involve some aspects of language such as vocabulary, structure, spelling, pronunciation and meaning. In term of reading comprehension it must be emphasized especially in vocabulary which consist of spelling and meaning. Reading requires understanding or comprehending the means. Through reading we acquire new ideas, obtained needed information and broaden our interest.

Reading is one of the language skills which is needed to be taught in language classroom. Students need to be able to read texts in English. When reading texts are very interesting and engaging, the acquisition process to learn vocabulary, grammar, and so on will be more successful.

Furthermore, reading comprehension means understanding what has been read or the text. Grellet (1981: 1) defines that reading comprehension skills as abilities to extract the required information from written text as efficacy as possible. By mastering English well, the students should develop their competence. They have to improve their reading comprehension in order to get information or idea from the text. It means they have to learn about vocabulary first and also another aspects that supports in reading comprehension.

Fauziati (2008: 159) states that one of the aspects that influences students' reading comprehension is vocabulary mastery. She also says that vocabulary is central to language and of critical importance to typical language learner. Vocabulary is a core component of language proficiency and provides much of basis for how well learner speak, listen, read and write. It is one of the most important and factors in all language teaching (Fauziati, 2008: 155). So, vocabulary is necessary to master in language learning. By having and mastering vocabulary we will know the context and the content that we read.

Moreover, Dawson and Bamman (1963: 220) state another factors that can influence students' reading comprehension is interest and interest

span. Interest is a fundamental factor in learning. Smith and Dechant (1961: 274) says that interest is powerful factor for increasing reading comprehension, promoting the reading habit, and producing a generation book of lovers. Students' interest in and excitement about what they are learning is one of the most important factor in education. So, the higher interest will make the readers more creative so that the readers are reading actively and thinking about the material.

In Junior High School, reading lesson can not be neglected on their English study. Since the materials are English texts. English text is a text spoken or written in English. Rodgers (2001) in Fauziati (2009: 208) states that genre based as major trend in English language teaching in this era. The students in Junior High School are taught 5 genre, namely: (1) recount, (2) narrative, (3) procedure, (4) descriptive, (5) report.

In testing reading activities, these are advisable for testing the skills by answering questions to evaluate how student can comprehend the message through multiple choices or true/false question, completing the text, and then write text related to the passage as the follow up of the reading activities. In writing the summary, student can be guided using several questions and associate the information into some passage. Another follow up of reading activities are enhancing speaking activities through debate, discussion, interview, etc.

Chomsky (2002) also stated that reading is important skill to develop second language competence significantly. Throughout reading

activities, student can have larger vocabulary from the text or passage they read. The activities lead to the result that they can do better on test of grammar, write with various words and even spell better (Krashen, 1993). In simple words, reading ability affects the other skills. The fact is supported by the research done by Kirn and Krashen (1997). The study shows that the success of learning second language from five female adults sample is by taking the power of reading. So by the influence of reading, student can improve their English. The activities need strong willing from the student to read more often and make effort to keep the pace in daily activities until they become engaged in reading (Gee, 1999). Successful readers should have positive attitude toward reading and even read more to become better reader. The habit will make student be more familiar with the syntactical structure of the language and even get broader knowledge. Teacher motivations are needed to encourage student read more.

Common people think that reading is an activity of looking at and understanding written form. On the other hands, an expert gives more complex definition of reading. In a book with the title, "Reading English as a Foreign Language" Bouchard, et al (1979) defines reading as a complex activity dependent upon the thinking and language skills of readers. Reading is one of the ways to grasp and interpret the written information. By reading understanding, students will obtain information news and technology easily. There are at least two basic reasons why reading is essential. First, through reading student can get the information

they need. Second, by reading activity student can get support in their academic achievement (Nuttal, 1996). In final exam, with the total fifty numbers of the test, fifteen numbers are for listening test and thirty five numbers for reading test, so total number of reading test is 70%. It means that reading skill is the largest focus to achieve the final exam. The function of teacher should be creative enough to make enjoyable and interesting learning process and make good instructional design to enhance the skill.

Preparing for an examination can be very hard, especially if a learner start too late. Being able to prepare in a proper manner will achieve the best result.

The teachers must be prepared the things to do examination. The teachers agreed that the first to do prepare more materials based on the competency standards of graduate (SKL). The competency standard of graduate (SKL) refers to the ability of graduates possessing the intellectual, spiritual and physical resources required for further education or earn a living in a community. This means that (junior high school) graduates must have sufficient life skills to enable them to pursue these alternatives.

Examinations (or exams for short) are tests which aim to determine the ability of a student. Exams are usually written tests, although some may be practical or have practical component, and vary greatly in



structure, content, and difficulty depending on the subject, the age group of the tested person.

Examination is a special test to see how good somebody is at something. Examination is a formal test to show the ability of a student. A student who passes an exam may get a certificate or diploma.

National Examination (Indonesian: Ujian Nasional, commonly abbreviated as UN or UNAS) is a standard evaluation system of primary and secondary education in Indonesia and the equation of quality of education levels among the areas that are conducted by the Center for Educational Assessment, The Department of Education. The Law of the Republic of Indonesia number 20 of 2003 states that, in order to control the quality of education nationwide to be evaluated as a form of accountability of education providers to the parties concerned. Further stated that the evaluations conducted by independent agencies on a regular basis, comprehensively, transparently, and systematically to assess the achievement of national education standards and the monitoring process evaluation should be done continuously. Evaluation of the monitoring process is carried out continuously and continuous in the end will be able to fix the quality of education. Improving the quality of education begins with the determination of the standard. Determination standards continue to rise is expected to encourage increased quality of education, which is the determination of educational standards is the determination of the limit value (cut-off score). One is said to have passed the examination when it

has passed the limit value of the boundary between learners who have not mastered certain competencies. When that happens on the national exam or school then the boundary the students who graduated and did not pass is called the limit of graduation, graduation delimitation activities called standard setting. Benefits of standard setting final examination are the limit of graduation each subject in accordance with the demands of minimum competency, the same standards for each subject as a minimum standard of competency achievement.

There are many types of reading test, which can be used in test reading as matching, true false, rearrangement items, cloze procedure, gap filling and multiple choice test. Grondlun (2003: 60) states that multiple choice items are the most widely used and highly regarded of the selection-type items. They can be designed to measure a variety of learning outcomes, from simple to complex, and can provide to highest quality items. Multiple choice test items can be used to measure knowledge outcomes and various types of complex learning outcomes. The single item format is probably most widely used for measuring knowledge, comprehension and application outcomes. Multiple choice test items is really effective, that's way the writer interested in doing research entitled, "Types and Micro Skills of Reading Comprehension Test of National Examination for Junior High School Year 2010-2014: a Content Analysis.

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

The writer focuses on types and micro skills of reading comprehension test of national examination for junior high school year 2010 – 2014: a content analysis.

## **C. Problem Statement**

1. What are the types and micro skills of reading comprehension test in national examination?
2. What is the frequency of types and micro skills reading comprehension test of national examination?
3. What the dominant micro skills of reading comprehension test of national examination?

## **D. Objectives of the Study**

In the line with the formulation of the problems above this study have three objectives to obtain. They are:

1. To describe the types and micro skills of reading comprehension test of national examination.
2. To find the frequency of types and micro skills reading comprehension test of national examination.
3. To find the dominant micro skills of reading comprehension test of national examination.

## **E. Benefits of the Study**

The important of national examination served many important quality assurance functions. Examination used for monitoring and for selection are necessary to all modern nations.

By conducting this research, the writer hopes she can give contribution in the materials development theoretically and practically.

They are:

### **1. Theoretical Benefits**

The theoretical benefits of this research are:

- a. Giving contribution to develop types and micro skills of reading comprehension test of national examination in Junior High School.
- b. As a reference to analyze types and micro skills of reading comprehension test of national examination in Junior High School.

### **2. Practical Benefits**

- a. For English Teachers, the result of the study might be used by the teachers as a reference to make types and micro skills of reading comprehension test of national examination for Junior High School.
- b. For the students, the result of the study might be used by the students to know the form types and micro skills of reading comprehension test of national examination.
- c. For future writer, other writers are needed to develop this study.

## **F. Theoretical Review**

There are two major theories in this research. They are:

### **a. Testing Reading**

Reading is one of the language skills which needed be taught in language classroom. Students need to be able to read text in English either for their careers, for study, or simply for pleasure. Reading is also plays an important role for language acquisition. When students are provided with comprehensible linguistic inputs, some of the language will stick in their minds as part of the language acquisition process. When reading text are very interesting and engaging, the acquisition process will be more successful. Reading texts also opportunities for students to learn vocabulary, grammar, pronunciation and even good models for English writing- the way sentences paragraphs, or texts are constructed. Last but not the least, reading texts can introduce interesting topics and stimulate discussion. (Harmer, 2005: 68)

The schema theory discussed by Carrell and Eisterhold (1987) in Fauziati (2010: 32) provides a clear picture of the nature or the process of reading in the reader's mind. In the other words, it stated that comprehending text is an interactive process between background knowledge of the reader to comprehend the text. For efficient comprehension requires the ability to relate the textual material to own information (schemata). Improving students'

ability to comprehend the text, teacher has to help student change inefficient in reading habits (reading word, focusing too much on form, depending severely on dictionary etc.) With guided reading, provide the effective way to help student how to read in different ways, different speeds and different purposes.

As we design reading tasks, we have to keep in mind that complete recall of all the information in a text is an unrealistic expectation even for native speakers. Reading activities in class should increase the communicative competence and success oriented in building up student's confidence in reading ability. The fully-developed reading activity provides support for student in pre-reading, while reading and post reading activities. (Fauziati, 2010: 40)

Post-reading activities function as a closing mark for a reading class. The followings are advisable activities for post-reading:

- (1) Answering questions to show comprehension of messages to multiple-choice or true/false questions.
- (2) Students are given several possible summary-sentences and asked to say which of them fits to the text.
- (3) Writing as a follow up to reading activities related to passages.

We can also ask students to write a summary with several guided questions.

- (4) Speaking output as other follow up activities of reading; for instance, interview, discussion, debate, role-playing, etc. and associate it with the passage they have read.

#### **b. Micro skills of Reading Comprehension**

To become efficient readers, one should follow Richards' suggestions (1983: 230) about the models of micro skills of reading comprehension in the form of report text, as follows:

- 1) Recognize a core of words, and interpret word order patterns and their significance of report text.
- 2) Recognize the grammatical word classes (adverbs, verbs, nouns, etc.), The systems (e.g.tense, agreement, pluralization), patterns, rules, and elliptical forms.
- 3) Recognize word with particular meaning may be expressed in different grammatical forms.
- 4) Recognize the rhetorical forms and their implication for interpretation.
- 5) Conjecture the context that is not unequivocal by using background knowledge.
- 6) Conclude links and connections between events, ideas, etc. assume the causes and effects and detect relation as main idea, supporting idea, new information, given information, generalization and exemplification.

- 7) Improve and use the reading technique such as skimming, scanning, detecting discourse markers, guessing meaning, and activating prior knowledge for the interpretation of the report.

## **G. Theoretical Framework**

In academic contexts, reading is considered the dominant means for learning new information and gaining access to alternative explanations and interpretations. Also, reading plays a primary role in independent learning whether the goal is performing better on academic tasks, learning more about a subject matter, or improving language abilities (Grabe & Stoller, 2001).

Every macro-skills (including reading) builds on several micro-skills as mentioned by Richards and Schmidt (2002: 444): discerning main ideas (skimming), noticing specific details (scanning), making inferences (noticing contextual clues), making predictions (reading critically).

This research is to describe types and micro-skills of reading comprehension tested in national examination for junior high school year 2010-2014: a content analysis. This is the reason of why the two principles ( testing reading and micro-skills of reading) are used in the center of this research. All data will find are comprehend by these principles.

The writer will employ the framework proposed by Harmer, Carrell and Eisterhold, Celce-Murcia and Richards. The framework of



this research uses the main notions of the four because they are applicable and suitable for this research's objectives. The result of this research hopefully will be able to give a new point of view how to learn the materials should be developed.

#### **H. Research Paper Organization**

The research paper organized in five chapters. The first chapter is introduction which explain the background, limited of the study, problem statement, objective of the is related literature review consisting of previous study, theoretical review, and theoretical framework. The third chapter contains research method which consists of research type, research object, data and data source, technique of collecting data, data validity, and technique of analyzing data. The fourth chapter is research findings and discussions. The fifth chapter is closing which consists of conclusions and suggestions.