

# **CHAPTER I**

## **INTRODUCTION**

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

English is an important language used by many people all over the world to communicate. It means that language is learned and mastered by people who want to transfer their ideas to others. Communication not only happens between two people in some places with same language but also in the other place with different language. Therefore, we use international language known or used by people in the world. Considering the important role of English in science, technology, and arts, it must be realized that we need to increase the quality of teaching-learning English. English influences many factors in human life, such as in social, culture, politic, economy, etc. It is used extensively as a second language and as an official language throughout the world. Recently, Indonesian students have studied English as a foreign language. It is the first foreign language taught to Indonesian students from elementary to tertiary level. The main goal of English teaching in Indonesian has been designed. It is not only for academic purpose but also for the development of science and technology as a part of program of government of Indonesian. However, it is not so easy for Indonesian learners to understand English.

Having ability of English skills is very advantageous for students, especially English students. English skills are speaking, listening, reading, and writing. By mastering all of the English skills, the students can communicate fluently in English. Listening and reading are categorized as passive skill, speaking and writing are categorized as active skill. Teaching English emphasizes the development of the language skills. These skills are used to respond or create information in social life. Therefore, English subject is directed to improve those skills in order that the graduates are able to communicate and give information in English in the certain level of literacy. In Indonesia, English is a foreign language. It is the compulsory subject which means that it must be taught. English as a

foreign language will arise some difficulties which are faced by Indonesian people/students because in learning a new language the students tend to transfer their native language habit to the new language. We know that there are four language skills which are involved in communicating through language, namely listening, speaking, reading and writing. In addition, there are language components, namely grammar, vocabulary, and pronunciation.

According to Fauziati (2010: 32), reading is one of the language skills needed to be taught in the language classroom. Students need to be able to read texts in English either for their careers, for the study, or simply for pleasure. Reading also plays an important role in language acquisition. Reading texts also provides opportunities for students to learn vocabulary, grammar, pronunciation, and even good models for English writing.

Reading comprehension is the kind of reading testing, as stated by Harris (1969:58)

“reading comprehension concerns with the testing of students who have passed beyond the purely audio-lingual state of language learning, in which reading and writing are used simply to reinforce the oral/aural learning, and have proceeded to a stage in which reading and writing are taught as skills recognized as useful in themselves.”  
(Harris, 1969:58)

Senior High School students usually are tested their reading comprehension ability in state examination held in twelfth grade. National examination is an objective test constructed in multiple-choice items. National examination for Senior High School, especially in English consist 50 numbers of reading comprehension question. The reading comprehension of Indonesian State English Examination has several types of reading comprehension test. The examples of the types are questioning about the ideas of the passage, directly answered questions, indirectly answered questions, vocabulary questions, and overall review questions.

National examination implementation from year to year is different. Because state examination in every year is always supervised by the organizer of the education institution. Based on the result of the supervision, the

implementation of the state examination should be revised. The revision includes the different model of paper from year to year. The different model of paper have purpose to get a good the implementation of Final Examination, especially to minimize some student's models of the cheat. Every year there are so many models of State Examination paper. In 2009-2010 only consist of two types of paper, namely, A and B. in 201-2012 there are five types of paper State Examination, namely, type A, type B, type C, and type D. In 2013-2014, the implementation of state examination there are twenty types of each subject study paper examination.

In this paper, the researcher wants to investigate the type of reading comprehension testing in English National Examination paper from 2011 – 2015 at Senior High School because reading comprehension is the way for testing the students' reading ability. The writer wants to know the types of reading comprehension questions in English State Examination. The tested English Examination paper published in the different types of paper examination. So the researcher identifies what the aspects in the State English Examination especially in Senior High School during five years later entitled "TYPES OF READING COMPREHENSION QUESTION IN ENGLISH NATIONAL EXAMINATION OF SENIOR HIGH SCHOOL YEARS 2011-2015".

## **B. Problem Statement**

In this research the problem statement are stated as follows:

1. What is the type of reading comprehension question in 2011-2015 English National Examination for Senior High School?
2. What is the similarity of type of reading comprehension question in 2011-2015 English National Examination for Senior High School?
3. What is the difference of type of reading comprehension question in 2011-2015 English National Examination for Senior High School?

### **C. Scope of the Study**

In this research, the researcher limits her research on the English State Examination for Senior High School Year 2011-2015. This research only focused on types of reading comprehension question based on the theory of Phillip to analyze English State Examination for Senior High School Year 2011-2015 paper.

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

In line with the statement of the problem above, the objectives of the study are to describe:

1. the type of reading comprehension tested in 201-2015 English State Examination at Senior High School.
2. the similarity of type of reading comprehension tested in 2011-2015 English State Examination at Senior High School.
3. The difference of type of reading comprehension tested in 2013 English State Examination at Senior High School.

### **E. Significance of the Study**

#### 1. Theoretical Significance

The theoretical significance of this research are:

- a. Giving contributes to the science of Language Testing especially testing reading comprehension.
- b. The result of the research paper can be used as a reference in analysing types of reading comprehension question on the national examination.

#### 2. Practical Significance

There are some practical significance namely:

- a. This study might be useful for the subject of language testing at 5<sup>th</sup> semester in Muhammadiyah University of Surakarta.
- b. The result of this study will increase the knowledge of the subject of language testing, especially testing reading comprehension.

- c. For English teachers, the result of the study might be used by the teacher as reference to make types of reading comprehension question on exercise before national examination.
- d. For students, the result of the study might be used to know the type of reading comprehension questions on national examination.

## **F. Research Paper Organization**

In this research the writer constructs the research paper into five chapters, chapter I-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 review related theory that comprises two parts. The first part of language testing consist of description of reading comprehension, microskills of reading comprehension, types of reading comprehension question and national examination.

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

Chapter IV is research finding and discussion where the researcher describes the types of reading comprehension question.

Chapter V is conclusion, pedagogical implication, and suggestion that concerns with the conclusion of the research finding made by the researcher.