CHAPTER I

INTRODUCTION

This chapter presents the background of the study, the research problems, the purpose of study, hypothesis, the scope and limitation, the significance of the study, and the definition of key terms.

1.1. Background of The Study

Testing becomes important at every stage of human lives, as well as in the language learning. McNamara in Razi (2005: 1) argues that there are some reasons for administering language tests, which plays a powerful role in an individual's social and working life. Language teachers work with language tests since they need to evaluate their students. In language learning, testing is important to find out where students have difficulties in a language course, to explore progress or to reflect how well the students are in learning a particular subject (students’ achievement), and to give general idea about students' proficiency in the target language. It means that a test can be a tool to measure how successful a language teaching had been held.

In line with the status of English language in Indonesia as a foreign language, reading gets more proportion in teaching and learning process. According to Askey in Hinkel (2005:416), despite the lack of daily language exposure applied by EFL students, reading might still necessarily be needed to access the wealth information which is exclusively recorded in the language. Therefore, a measurement of student’s reading comprehension ability is to monitor the student's difficulties, student's
achievement, and student’s proficiency dealing with English text. That measurement is generally called a test.

However, there are some problems that many English language teachers have in testing the students’ English language achievement. One of the problems is how to determine and choose appropriate testing techniques based on what skills and what aspects that need to be measured. Some teachers are still confused on what techniques should be applied in their class. Some teachers only use monotonous or single technique or even the testing techniques that are commonly used now give students opportunities to cheat and to guess easily, or even to gamble.

Based on Abdullah (2008) in his thesis “Testing Technique used by English Teacher of The First Year at SMP Negeri Batu on Reading Subject”, such problems need careful planning in terms of the alternative solution. Based on the description above, it can be inferred that it is important to have a kind of tools to measure the students’ language mastery in education. In order to arrive at the best solution for any particular situation- the most appropriate test or testing system- it is not enough to have at one’s disposal a collection of test techniques from which to choose. It is also necessary to understand how they can be applied. Therefore, it is important for teachers to plan what kind of testing techniques that should be appropriately applied in their English teaching learning process by considering the validity, reliability, and practicality of the tests.

This study mainly deals with one of the language skills, that is the reading skill, particularly it deals with testing techniques for reading skills. Related to reading skill, Brown (2004: 190) classifies some testing-techniques; those are reading aloud, written
response, multiple-choice, picture-cued items, matching test, editing, gap filling test, cloze test, C-test, cloze-elide test, short-answer test, ordering test, and summarizing test. This study tries to investigate how teacher implement a quiz and the students’ response toward teachers’ assessment that is applied in a particular language skill, that is reading comprehension.

In the previous research, Abdullah (2008) in his thesis “Testing Technique used by English Teacher of The First Year at SMP Negeri Batu on Reading Subject” found that in testing reading, teacher can use several testing techniques, they were; true-false, completion, multiple-choice and simple question (short answer test). Those techniques belong to objective technique. Moreover, the techniques used above were not always suitable for every class, although the students were the same in the first grade. Sometimes the teacher got some problems in applying the techniques because those are not suitable with class situation. Furthermore, those techniques used were not always effectively applied in class. Because the teacher teach six classes of the first grade, each of them has different class situation and different characteristic of the students. In addition, he concluded that in testing reading the teacher should apply the techniques which were appropriate with the class situation and the characteristic of the students. Meanwhile, Hamra & Syatriana (2010) in their research in five SMAs (senior high schools) in South Sulawesi, stated that the reading comprehension of their students in senior high school was poor. Besides, all students had difficulties in reading English text because of different reasons: (a) lack of vocabulary, (b) lack of learning support, (c) lack of language knowledge, (d) pronunciation difficulties, (e) lack of knowledge of words, phrases, paragraphs, and passage or texts, (f) lack of the application of reading
strategies, (g) lack of reading skills and reading interest, (h) lack of reading amount, and (i) lack of reading motivation.

From the above phenomenon and based on the researcher’s observation, when she was conducting learning process at junior class in English Department in UMM, she found that the result of reading test or quiz were not satisfying. The researcher assumed that the unsuccessful test results are caused by three possibilities; first, the reading test is too difficult and second, the reading test is moderate but the students have not acquired the reading comprehension well, and third is about the testing technique itself. In order to learn the right reasons of the results of the students’ test achievement, the researcher is interested to investigate a testing technique which belongs to a quiz that used by the teacher in assessing students’ reading comprehension in order to contribute a great deal to assist students in mastering reading skill.

This study tries to describe how the teacher implement a quiz as testing technique, which is commonly used by teacher in assessing students in reading comprehension class and to study the students response toward teachers’ assessment in improving students’ reading comprehension at English Department in UMM. The choice of the class is the first semester students which is 1 D class.

1.2. Research Problems

As mentioned in the background of the study above this study is intended to analyze teaching reading by using a quiz in assessing reading comprehension in English Department in UMM. There are several problems needed to be answered and formulated, they are as follow;
1. How does the teacher implement a quiz in reading comprehension class at English Department in UMM?

2. How are the students’ responses toward teachers’ assessment through quizzes in reading comprehension class at English Department in UMM?

1.3. Purpose of Study

Related to the problem above this study has objective as follow:

1. To describe how the teacher implements a quiz, which is commonly used by teacher in assessing students in reading comprehension class at English Department in UMM.

2. To identify the students’ responses toward teachers’ assessment through quizzes in reading comprehension class at English Department in UMM.

1.4. Scope and Limitation

For deeper analysis of the study, the researcher scopes and focuses on the teacher who implement a quiz as testing techniques for reading to test students' reading comprehension. Moreover, It also focuses on the students’ response about teachers’ testing technique on their reading comprehension class.

She limits it from the teachers’ way on implementing a quiz and the students’ response toward the teachers’ assessment.

1.5. Significance of The Study

The findings of this study were supposed to give both theoretical and practical contributions on the area of language testing, particularly, or analyzing teachers’ assessment and student response.
Theoretically, the finding of this study is expected to give contribution to develop language-testing study, particularly, in increasing and enriching the study of quiz.

Practically, it is expected that this study would be useful for the students to know how the teacher implements a quiz and its functions. It is also expected to be useful for the readers and it will be a consideration in determining a technique of testing students‘ reading comprehension. In addition, this study provided contribution and information for others who are interested in doing further research in this area.

Finally, this study is expected to be able to provide more information for other researchers who are interested in language testing and assessment.

1.6. Definition of Key Terms

It is important to define the key terms used in this study in order to help the readers to avoid misunderstanding of the study.

**Test** is defined as an instrument, device, or procedure that proposes a sequence of task to which a student is to respond, the result of which are used as measure of a specific trait (Charles Hopkins, 1990: 130). Meanwhile, a **quiz** is a test to assess students’ ability or knowledge in order to help them continue that growth process. **Assessing** in this research is defined as a process of observing a sample of students’ knowledge and abilities.

This study mainly deals with one of the language skills, that is reading which is specific ability which enables a reader to read the written form as meaningful language to read anything written with independence, comprehension and fluency. Meanwhile, **reading** is a complex process in which the recognition and comprehension of written
symbols are influenced by reader’s perceptual skills, decoding skills, experiences, language backgrounds, mind set, and reasoning abilities as they anticipate meaning on the basis of what has been read (Albert and Edward 1975: 8).