CHAPTER 1

INTRODUCTION

A. Background of The Study

In the world of learning, especially in the classroom, students are required to be able to achieve competency tests or predetermined learning outcomes. In language learning, students are required to be able to master language skills, namely listening, speaking, reading, writing. One important skill is reading. Reading is a skill that must be mastered by a student. Reading is something that cannot be avoided nowadays. In all aspects of learning, all students are required to have good reading skills.

Reading is one of the language skills. In addition to listening, speaking and writing skills (Nuraisyitah: 2019). These four skills are an inseparable unity. Reading is an activity to understand written language. Reading is an activity of interpreting sound symbols. This meaning will be realized if someone first understands the phonology of the symbol and understands the morphological meaning in relation to the string of words in a sentence structure.

Reading is an activity that involves two aspects, namely pronouncing sentences or words in a reading and understanding the meaning of the reading material (Wijaya et al: 2019). By understanding the reading text, students can understand the meaning of the message from the text they read. As a foreign language, English is also the same as other Indonesian language lessons, namely including texts, questions, articles, and so on.

Reading is one of the most important skills that students can master in order to learn English a individual who reads performs the action of reading. According to Hornby "Reading is an active and dynamic process that requires the application of a variety of skills and information about language and print. The ability to identify letters and words, match letters with sounds, and combine a set of sounds to produce words are all necessary skills." (Hornby 2005). Furthermore, according to Browne Ann (2001), reading relies on the reader's ability to predict words in a text using language skills such as sentence structure, word definitions, and the text's context. The reader will gain a lot of knowledge, open their minds, and refresh their thoughts by reading the text.

In the Regulation of the Minister of Education and Culture Number 81 A regarding the implementation of the 2013 curriculum, it is applied in Indonesian education if students are the learning center and students have an active role in the learning process of learning. In other words, students as learners are centered in learning activities. In the learning process, the teacher should have understood what students do not need and what the teacher wants.

In the teaching and learning environment, especially in reading learning, evaluating or measuring learning outcomes to see the extent of students' understanding in learning is very important (Adom et al: 2020). In teaching reading, students' understanding of reading texts really determines the results of the measurement. Therefore, evaluation is very necessary in teaching (Haladyna: 2013). Evaluation of education according to Law no. 20 Year 2005 are the activities of controlling, underwriting and, determining the educational quality of the various components of education at every track, level and type of education as a form of educational responsibility. One of the components that has to be evaluated is the learning outcomes of students (Manalu: 2019).

The suitability of the item format chosen by the teacher when conducting an assessment or evaluation is a

benchmark and an important thing to pay attention to. Apart from being able to influence the assessment results, it can also influence the development of the use of item formats. Appropriately formatted items can become appropriate assessment materials or assessment tools for students.

To assess the reader's understanding of a text, use comprehension questions. This type of question varies in several dimensions (Alderson et al., n.d.), including the question format, for example open-ended (OE) or multiple choice (MC). It is not uncommon for teachers to use different and varied dimensions in the use of test format items in assessment.Based on Government Regulation (PP) No. 19, 2005 on National Education Standards, particularly Article 63 paragraph 1 states that education in primary and secondary level consists of assessment of learning outcomes by educators, educational units and government. Article 64 Paragraph 1 states that the assessment of learning outcomes as intended in Article 63 paragraph 1, point (a) is done on an ongoing basis to monitor the process, progress, and improvement of the results in the form of daily tests, midterm examination, the examination in the end of the semester, and examination in order to go to the next grade.

Evaluation is a process of collecting data to determine the extent in terms of what and how the educational goals have been achieved (Suharsimi, 2013: 3). Evaluation is a component in teaching which is crucial for a teacher, because with evaluation a teacher can reflect or look back at the development of learning, whether from the teacher or the students themselves.

In the evaluation, assessments must be carried out to measure students' understanding abilities in learning. Using the right test item format also influences student assessment results. However, the use of items must also be measured and evaluated for validity (Haladyna et al: 2013). "Validity of assessment is perceived when the assessment method is consistent with the material and curriculum being taught and if the results of the assessment are accurate" (Brown, 2002; Gür, 2013). Supporters of alternative assessment (Tosuncuoglu: 2018).

In reading comprehension, test item format plays a very important role and influences the legitimacy and validity of a test. With an appropriate test item format, you can measure the level of students' reading abilities, so that scores or grades can be accurate. Test format has

been shown to be an important facet that could influence different test-takers' test performance (Bachman & Palmer, 1982; Shohamy, 1984, 1997). The issue of test format differences has been the subject of debate because it is generally assumed that different test formats elicit different levels of skills or abilities; therefore, such tests are subject to having different effects on test-takers from various linguistic and cultural backgrounds. Kunnan (2004) raised the issue of test fairness, arguing that certain test formats may favor some groups of test-takers but not others, threatening the validity of a particular test (Zheng et al: 2007).Huang and Wu (2013) emphasized that tests have become important recently because of their formative assessment role in facilitating student learning.

The most common assessment tool used by teachers is multiple choice tests. Highly reliable and valid test results can be generalized, many people can use them quickly at low cost, and they can be reused (Özdemir et al: 2019). Tests used to measure student success must provide accurate and reliable information. The information obtained from test results allows identification of learning activities and decisions about precautions that students should take at the same time. Only this type of test can be a good assessment tool.

There are a number of matters that need to be taken into consideration in test development. The most important thing is reliability and validity. Reliability is the consistency between independent measurements of the same concept or the extent to which measurement results are free from random error. Reliability is one of the first requirements of scientific research and is determined by the correlation coefficient (r) which varies between 0 and 1. Reliability is considered high when the correlation coefficient is closer. Validity relates to the extent to which the test measures the trait it is intended to measure without mixing it with other personal traits. According to Hughes (2003, p. 26), "a test is only valid if its purpose is known."There are many scientific studies of elementary education in the literature on reading comprehension skills. However, most of them focus on understanding the relationship between reading comprehension and variables that influence reading or determining the influence of various reading methods on reading comprehension skills rather than presenting reading comprehension tests or the test development process.

The transition from reliability to validity as the driving force behind the development of standardized reading assessments in the last 20 years has focused on efforts to reconceptualize reading assessment practices. Most

importantly, this reconceptualization reflects a more empirically supported construct of reading, which also leads to a broader interpretation of the goals of reading in general (Grabe, 2009) and in the context of reading assessment more specifically, for example reading to learn and speed reading (speed reading). True et al., 2000; Khalifa & Weir, 2009). Reading assessment itself involves a set of objectives that reflect a variety of assessment contexts: standardized proficiency assessments, grade-based formative and achievement assessments, placement and diagnostic testing, assessment for reading research purposes (Grabe, 2009), and assessment for learning purposes (Black & Wiliam, 2006). The first two contexts take up the bulk of this chapter (see Grabe, 2009, for a discussion of the five goals of reading assessment). In the process of discussing the purpose of reading assessment, questions related to how reading assessment should be carried out. carried out is also handled. Changing discussions regarding reading construction, redesign of standardized assessments for second language learners, and the need to assess previously neglected aspects of reading construction have led to a variety of types of assessment tasks.

Based on initial observations made by researchers in October 2023 at MTs Nur Rahma, Bengkulu City proven

by the inconsistency of students' scores when working on reading questions when using different test items. The researcher found several problems so that the researcher found several problems that occurred, one of which was teacher confusion in choosing an assessment model that was deemed appropriate for determining students' abilities. And teachers don't know what type of test format is effective in assessing and viewing students' reading comprehension abilities in a class.

B. Identification of Problem

Based on the explanation contained in the background of the problem above, the researcher identified problem is teachers at schools are confused about determining which format of test questions to measure students' abilities in reading comprehension

C. Limitation of The Study

It is necessary for the researcher to limit the study. It is intended this research is not too widespread, the problem limitations in this study are this research focuses on assessment items which are compared to see the influences of the two assessment items with student's reading comprehension

D. The Research Question

The research question is formulated as follows: Are there differences in reading comprehension performance of students in the two formats Multiple Choice and Multiple True False test on students achievement levels?

E. Research Objective

According to research's questions above, this study an objective, to find out the comparison assessment of using the test items of assessment towards student's reading comprehension in class VII at MTs Nur Rahma Bengkulu City?

F. Significances of the study

The significances these studies are divided into two aspects there are theoretical and practical significances:

1. Theoretical significances

Theoretical significances of this research are:

The result of this study may give additional references to the readers in order to they can more understand about the comparison asessment of using test item formats on student's reading comprehension: multiple choice versus true false test items, also can give further knowledge how to choose and select a suitable test item for teaching-learning process, so the

effective teaching-learning process will be successfully implemented.

2. Practical significances

Practical significances of this research are:

1. For the teacher

The findings of this research hopefully will be beneficial for helping in teaching English as alternative strategies to improve students‟ reading comprehension in reading assessment.

2. Further researchers

It helps the other researchers as a guideline in conducting the similar research about English textbook evaluation.

G. Definition of Key Terms

The following definitions are provided to make readers have the same understanding or perception for some terms used in this research. They are also aimed to avoid misunderstanding between readers and the researchers. These terms are explained below:

1. Reading Comprehension

Reading comprehension is a process of understanding the text that is read. Reading

comprehension is the ability to derive meaning from text. It can be deduced that reading comprehension is the process of contracting meaning from the text that is read. It can be conclude that reading comprehension is the ability to understand or to get the meaning from any type of written material.

2. Assessment

Assessment is the process of knowing about how students are progressing in their learning to make the right decision in designing and planning classroom instruction. Assessment is seen as the practice of detecting and defining the students" knowledge, understandings, abilities, and skills.