

CHAPTER I

INTRODUCTION

1.1 Background of the Research

Success or failure of the educational purpose especially in English learning can be seen from the students' performance in understanding English and in solving or answering some English tests. To find out students' development year by year, the government conducts the educational evaluation programs namely the National Examination (UN). It is a national evaluation system of elementary and high schools students in Indonesia. UN is a measurement activity and competence assessment nationally with the objective is to assess graduation competence nationally on certain subjects (Permendikbud, 2014). In other words, it means that UN is a final test conducted by schools in the final stage of learning on certain subjects to assess and measure students' attainment on the specified subjects as they determine whether the students can graduate or not at the national level.

According to the Decree of National Education Minister No. 153 /U/2003, the purpose of UN are 1) to measure students' achievement, 2) to measure the quality of education in national, provincial, district, and schools levels, and 3) to report the results of the educational activities in the national, provincial, district, and schools levels to the community. In addition, the National Examination serves as a means of controlling the quality of education nationally, as an encouragement of the educational quality development, and as a measure in determining students'

graduation. In brief, UN is a form of measurement and assessment towards students' competence at the national level with the main purpose to develop the quality of education in Indonesia. It is also one of students' graduation measure, and the UN results would serve as a requirement to continue their study to a higher level of education.

Generally, the subjects which are tested in UN include Mathematics, Bahasa Indonesia, and English. Other subjects tested in UN are based on clustering class. For example, language class, science class and social class will have different subjects tested in UN. Among some subjects included in UN, it turns out that English is difficult subjects for students to do. Many students complained that they felt difficult to understand and do UN English questions. They complained that English UN was difficult in 2014, for example: A student of SMAN 68 Jakarta, Leoni said that the English UN questions in that year were more difficult than in the previous one. Whereas, she frequently practiced answering some English UN questions, but she still felt difficult in answering the questions. She also stated that reading was part of UN English question which was difficult to do. (<http://kampus.okezone.com/read/2014/04/16/560/971173/aksen-dalam-un-Bahasa-inggris-bikin-siswa-bingung>). Muhammad Nuh, the educational minister also stated that the UN questions in 2014 were different from the previous years. The questions which are to measure students' competency were based on the international standard. It might cause the difficulties faced by the students (<http://kemdikbud.go.id/kemdikbud/berita/2389>).

The type of UN English questions in senior high schools (SMA/MA) are multiple choices, consisting of 50 questions (15 listening questions and 35 reading questions) and the time allocates of 120 minutes (Depdiknas, 2008: 1). The reading questions account for more than a half of the total number of the questions.

Based on the explanation above, this research is conducted to identify SMA Excellent Al-Yasini Kraton Pasuruan students' difficulties in learning English, especially in answering UN English reading questions and the result of the identification was used to design a reading teaching material that is based on the students' difficulties. Based on the preliminary study, this problem may happen because of various factors, especially because of the teaching materials used were not based on the students' needs and it was also found out that reading became one of the most difficult skills to teach. That is because understanding some reading passages became the students' main problem. They had to read long passages and were supposed to understand the meaning. They usually gave up first before trying to translate the context. Therefore, they felt difficult in answering some English reading text questions, especially UN reading questions and it was found that their reading comprehension scores in simulation test are low.

The students' problems in answering UN reading questions become one of the clues of how far the students are able to master the English reading skill. These problems need to be analyzed in order that we can solve the problems faced by the students in answering UN reading questions. Then, the results of the identification is very important to be used as the basis for constructing the UN

English reading teaching material that meets the students' needs. In addition, the research reviewed English UN reading tests from academic year 2007/2008 to 2013/2014 during KTSP curriculum to find out the types of questions that frequently appear in English reading questions. Therefore, the UN English reading material is not only developed by looking at the students' weakness points in answering UN reading questions, but also by reviewing the UN English reading questions in KTSP curriculum.

1.2 Statement of the Problems

Based on the background above, the researcher would like to present the following problems:

1. What are types of questions that frequently appear in UN English reading tests from academic year 2007/2008 to 2013/2014?
2. What are the students' weakness points in answering UN English reading questions?
3. What is the implication of the identification on developing a teaching material based on students' needs?

1.3 Objectives of the Research

In line with the statement of the problem, the research would like to:

1. Find out the types of questions that frequently appear in UN English reading tests from academic year 2007/2008 to 2013/2014.

2. Analyze the students' weakness points in answering UN English reading questions.
3. Design a teaching material based on the identification of the students' needs.

1.4 Significance of the Research

This research is expected to bring both theoretical and practical benefits as follows:

a. Theoretical Significance

Theoretically, the result of this research is expected to give contribution and alternative to design a teaching material of reading comprehension especially UN reading tests that meets the students' needs.

b. Practical Significance

1. The teachers

Through this research, the teacher will have important information to decide the types of questions which should be taught in UN reading tests and are able to improve UN reading teaching materials.

2. The school

The result of this research is expected to be an assessment and evaluation for the school to develop a teaching material of UN Reading test that meets the students' needs.

3. The students

This research can help the students to improve their reading comprehension and resolve their weakness points in answering UN reading tests, and give some strategies on how to answer the questions easily.

1.5 Scope and Limitation of the Research

The scope of this research is designing a reading teaching material based on students' needs. It focuses on students' weakness points in answering English UN reading tests especially in types of English reading text not in listening or grammar. This research does not discuss about short functional texts, jumble sentences or words, and cloze texts. The types of reading text analyzed include explanation, discussion, news item, and exposition. On these types of text, the students had difficulty answering the questions. On average, they got score of less than 4,00 (An interview with the teacher). The subjects of research were the twelfth grade students of SMA Excellent Al-Yasini Kraton Pasuruan.

1.6 Definition of Key Terms

To avoid misunderstanding to the discussion of this research, the research gives the definition of key terms one by one as follows:

- a. KTSP (Kurikulum Tingkat Satuan Pendidikan) is an operational curriculum that is designed and implemented at each educational institution (school) in Indonesia (BSNP, 2006).
- b. National Examination known as UN is a measurement activity and competence assessment nationally with the objective is to assess graduation competence nationally on certain subjects (Permendikbud, 2014).
- c. Reading Comprehension is as the process of making meaning of the text (Woolley, 2011:15).
- d. Needs Analysis is as a device to know the learners' necessities, needs, and lacks (Fatih, 2003).

- e. Teaching material according to National Center for Competency Based Training (2007) is all of material form that is used by a teacher to help her/him in teaching and learning process in the class.