

# CHAPTER I

## INTRODUCTION

### A. Background of Study

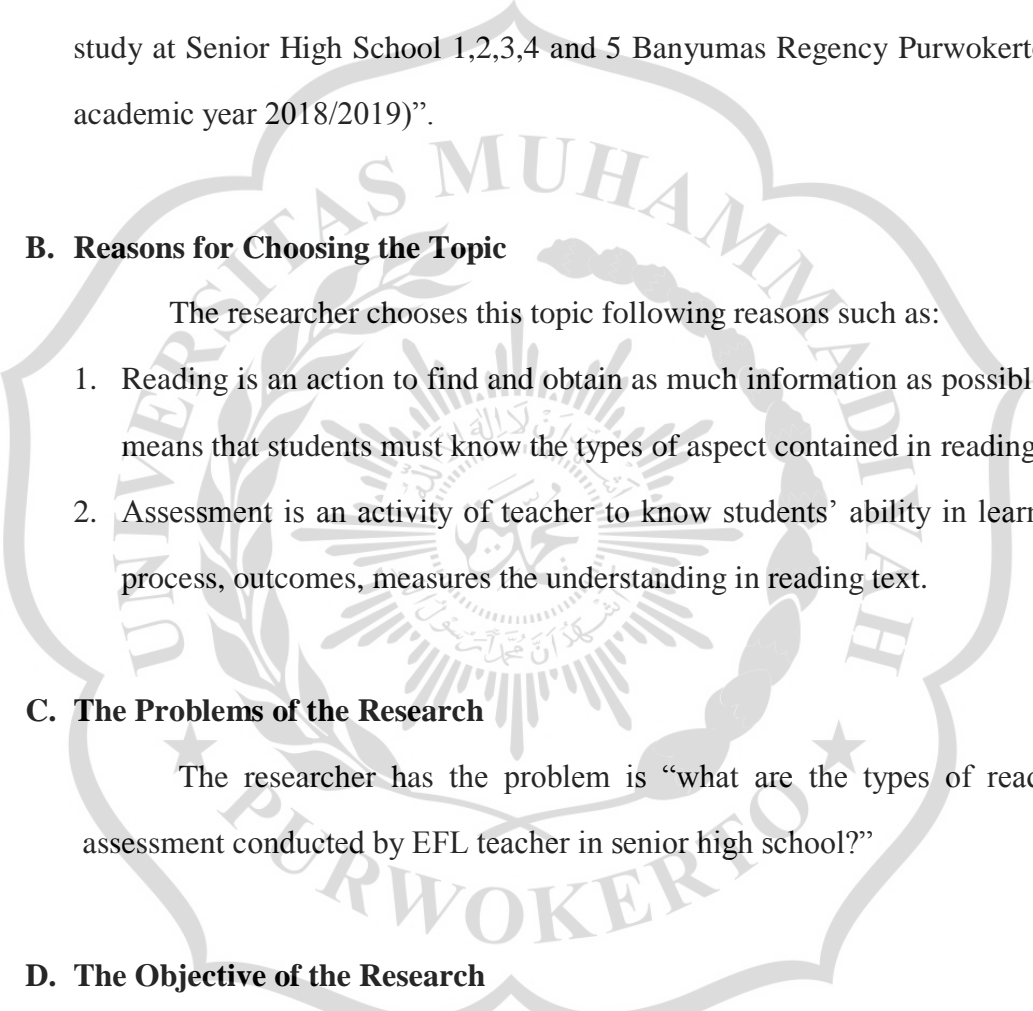
Reading is one of the language skills that the students have to master well. By reading, someone can obtain much information (Wulandari, n.d). Besides that, we must know how important it is to read much information as possible to increase knowledge.

There are several aspects of reading mechanical and comprehension. Broughton (et al) (1978) told that the mechanical aspect, consist of the introduction the letter shapes in each sentence that has been provided, the linguistics element contains a sentence that has been provided, the relationship in the spelling and sound contained in reading text and the last is slow reading speed. Whereas, comprehension aspect consists of understanding in plain sense, significant or meaning, evaluation or assessment especially in flexible reading speed which is adapted from to situation learning process.

To create the students master in reading aspect, it is needed an assessment there is reading assessment. Reading assessment is a way to measure students' knowledge about mastery reading text well and correctly. They also must know that reading assessment is an activity to determine the success and also the quality of their comprehension in reading.

Reading assessment has several types such as; perceptive, selective, interactive, and extensive. Brown states that perceptive reading is short and involves many big components like letters, words, punctuation and so on.

Then, selective reading is reading that focused on vocabulary and grammar. Next, in interactive reading is reading text focused on main ideas and forced meaning aspect. Last, extensive reading is text with a complex sentence.

Based that previous explanation above, this research wanted to be “Survey on the Type of Reading Assessment in EFL Class” (A descriptive study at Senior High School 1,2,3,4 and 5 Banyumas Regency Purwokerto in academic year 2018/2019)”.

#### **B. Reasons for Choosing the Topic**

The researcher chooses this topic following reasons such as:

1. Reading is an action to find and obtain as much information as possible. It means that students must know the types of aspect contained in reading.
2. Assessment is an activity of teacher to know students' ability in learning process, outcomes, measures the understanding in reading text.

#### **C. The Problems of the Research**

The researcher has the problem is “what are the types of reading assessment conducted by EFL teacher in senior high school?”

#### **D. The Objective of the Research**

Based on this research that will be investigated, the objective is to find out types of reading assessment conducted by EFL teacher in senior high school.

## **E. Clarification of Terms**

There are 3 definitions that are the strength to be explained in this research title:

1. Reading is the active process of understanding print and graphic texts (Think Literacy:Cross-Curricular Approaches, Grades 7-12 : 7).
2. Assessment is ongoing in all classrooms for all children throughout the school year (Mariotti & Homan 2005: 1)
3. EFL (English as a foreign language) is the teaching of English to students whose first language is not English (Cambridge dictionary).

## **F. Contribution of the Research**

The author hopes that the research can be useful and beneficial such as:

1. Teacher or lecturer

Teachers or lecturers can obtain students learning outcomes through reading using an investigation that will be carried out in English learning in classes.

2. Other researchers

This research can be used as a reference to increase knowledge for digging other research. The research is also expected to be a contribution to give new things and well-developed inspiration and can further analyze this research.