

CHAPTER I

INTRODUCTION

A. Background of the Study

Reading is one of the skills in English that has to be mastered by the students when they are learning English .Because of that, students have to learn reading as well as the other skills if they want to master English. Reading is a fluent process where in building the meaning ,readers combine information from the text with their own background of knowledge.(Nunan,2003). Therefore, the assessment of reading skills becomes an important element in the process of learning English.

Reading assessment in the context of education is often associated with the presence of textbooks as the primary source of learning materials. Textbooks serve not only as tools for delivering content but also as assessment instruments that help teachers evaluate students' abilities to understand the material. (Cunningsworth, 1995). In Indonesia, the implementation of the Merdeka Curriculum provides greater freedom for teachers and schools in choosing materials and teaching methods, including the use of textbooks. This opens up opportunities for the development of textbooks that are relevant and aligned with the needs of students at every educational level.

However, although various textbooks have been developed, the effectiveness of these textbooks in measuring and assessing students' reading

abilities still needs further research. Previous research has shown that reading assessments in English textbooks often fail to encompass all aspects of reading skills required by students. For example, research by Suryani (2020) found that many English textbooks for high school still focus too much on literal understanding and pay insufficient attention to critical thinking and text analysis skills. This aligns with findings from research conducted by Prasetya (2021), where textbooks often only test surface understanding without involving higher-order thinking skills such as inference and interpretation.

Based on this issue, it is important to conduct an in-depth analysis of the English textbooks used in schools, particularly regarding reading assessment. One of the textbooks widely used in the 10th grade of high school is “Work in Progress”. This book is designed to support the implementation of the Merdeka Curriculum and is expected to help students develop more comprehensive reading skills. However, the effectiveness of this book in assessing students' reading abilities has not been extensively studied academically.

Therefore, this study aims to analyze the reading assessments found in the textbook “Work in Progress” for tenth-grade high school students. This research will employ a content analysis approach to identify the extent to which this textbook is able to measure various aspects of reading skills based on the reading assessment theory proposed by Harmer. (2007). The results of this research are expected to contribute to the development of more effective

textbooks that support students' reading skills, as well as provide recommendations for teachers in implementing reading assessments in the classroom.

B. Focus of the Study

The focus of this study is to analyze the types of reading assessments most widely used in the English textbook “work in progress” and level of types Reading Assesment for grade X of senior high school .

C. Formulation of the Problem

In accordance with focus of the study , this research is formulated as follow

1. What types of reading assessment were mostly used in English textbook “ Work in Progress” for grade x senior high school ?
2. What is level of types reading assessment in English textbook “ Work in Progress” for grade x senior high school ?

D. Purpose of the Study

Based on formulated above purpose of this research is find out types of reading assessment were mostly used in English textbook “ work in progress” and level of types reading assessment for grade x senior high school .

E. Significant of the Study

This research holds significant importance in several aspects:

1. For Curriculum Development : The findings of this study can offer valuable insights to curriculum developers in improving and refining reading assessments in the "Work in Progress" textbook. These results could assist in designing assessments that are more valid, reliable, and fair, according to the standards proposed by Jeremy Harmer, while ensuring that they align with the objectives of the Merdeka Curriculum.
2. For English Teachers : This research can serve as a guide for English teachers to better understand and implement effective reading assessments. By grasping the principles of validity, reliability, and fairness in assessment, teachers can make more informed decisions in selecting and utilizing appropriate assessment materials, as well as providing constructive feedback to students.
3. For Students : The creation of improved reading assessments that cater to students' needs will have a direct positive impact on enhancing students' reading abilities. Well-designed assessments can foster the development of critical and analytical thinking skills, and motivate students to continually improve their English proficiency.
4. For Other Researchers : This study can serve as a reference for other researchers interested in further exploring reading assessments within the context of English language education. It also opens up opportunities for

future studies that could deepen understanding of the effectiveness of various types of reading assessments in other educational curricula.

5. For Textbook Development: The findings from this research can provide constructive input to textbook authors and publishers in developing more effective assessment materials, aligned with modern pedagogical principles, especially in the context of English language teaching in Indonesia.

Overall, this research is expected to make a significant contribution to enhancing the quality of English language education in Indonesia, particularly through improving the reading assessments found in textbooks used within the Merdeka Curriculum.

F. Defenition of Key Terms

1. Reading Assessment : refers to the evaluation process used to gauge students' ability to comprehend, interpret, and analyze written texts. This assessment includes various types of questions including multiple choice questions, shorts answer questions, true or false questions, gap fill exercises, matching exercises and cloze tests(Harmer,2007).
2. English Textbook "Work in Progress" : an English textbook used as a teaching resource in the Merdeka Curriculum. The book is structured to assist students in developing their English language skills, including reading abilities, through a range of systematically organized texts and activities.