

CHAPTER I INTRODUCTION

A. Background of the Study

Reading comprehension is one of the basic skills that is important in the process of learning English. According to Setiorini et al. (2022) reading comprehension is the core of reading, where readers build an understanding of the text. They combine their logical thinking with the collection of letters, words, and sentences in the text. This ability is the primary outcome of reading activities in general, which is to produce an understanding of the text provided. Therefore, an appropriate assessment of reading comprehension is essential in English language learning.

Assessment of reading comprehension in English language learning in schools is often linked to textbooks as a source of learning materials. This is in line with Ulumudin et al. (2017) who states that the information provided in textbooks makes them very important in the learning process. Textbooks not only serve as teaching materials but also as a means of assessing students in the form of questions contained in the textbooks.

Although textbooks have been developed to be more effective as teaching materials and for assessing student abilities, further research is still needed. Previous studies have shown that the reading comprehension assessments found in various types of English textbooks are still not in line with the skills required by students. For example, in Sintianingrum's study,

it was stated that English teachers need to evaluate the content and exercises in textbooks according to students' needs and ability levels. This aligns with the findings of Hafidah's research, which emphasized that the selection of English textbooks should be carefully considered to ensure more effective learning processes.

In this study, researchers analyzed the English textbook "English in Mind" for VIII Grade Junior High School. This textbook is used on a limited basis in Sekolah Penggerak. These schools focus on developing students' learning outcomes holistically by realizing the Pancasila Student Profile, which includes cognitive (literacy and numeracy) and non-cognitive (character) competencies. This process starts with excellent human resources, including principals and teachers. (Patilima, 2021)

The Merdeka Curriculum, implemented at Sekolah Penggerak, emphasizes student-centered learning and fosters critical thinking, creativity, communication, and collaboration skills in line with the Pancasila Student Profile. The English in Mind textbook for Grade VIII is relevant because its content is competency-based and uses a communicative approach to provide students with contextual, interactive, and globally oriented language learning experiences. This is consistent with Cunningsworth, (1995) assertion that the role of textbooks in the teaching and learning process can vary greatly in practice, reflecting the partnership between teachers and textbooks. The extent to which teachers rely on and depend on textbooks shows their position in the overall learning process.

Based on this explanation, it is certainly very important to conduct an in-depth analysis of the English textbooks used by teachers, especially regarding reading comprehension assessment. One such textbook is the English textbook “English in Mind” for grade VIII junior high school. This book is used as a supporting textbook for students in English language learning and is expected to help students improve their reading comprehension skills.

Therefore, the researcher was interested in conducting an in-depth study of this book with the aim of analyzing the reading comprehension assessment contained in the English textbook “English in Mind” for grade VIII junior high school. This study used a content analysis method to identify the reading assessment contained in each sub-unit of the chapter based on Brown's theory. It is hoped that the results of this study will contribute to the development of more effective textbooks that can support the development of students' reading comprehension skills and provide recommendations for teachers in assessing students.

B. Focus of the Study

This study focuses on identifying and analyzing reading comprehension assessments in the English textbook “English in Mind” for grade VIII junior high school.

C. Research Question

Based on the background of the study and focus of the study, the research questions are as follows:

1. What are the types of reading comprehension assessment based on Brown's theory in the English Textbook "English in Mind" for grade VIII of junior high school?
2. What are the types of reading comprehension assessment based on Brown's theory that are mostly found in the English Textbook "English in Mind" for grade VIII of junior high school?

D. Purpose of the Study

This study has two main purposes. The first is to identify and analyze the types of reading comprehension assessments based on Brown's theory found in the English textbook "English in Mind", for grade VIII junior high school students. The second purpose is to analyze the types of reading comprehension assessments based on Brown's theory that are mostly found in the English textbook "English in Mind" for grade VIII junior high school students.

E. Significance of the Study

1. Theoretically

The results of this study are expected to support previous research and can be used as a reference for further research. besides that, this research is expected to be a reference in the use of interesting assessment media in the learning process in the world of education.

2. Practically

a. For researcher

The results of this study can add new knowledge and experience for researcher and can also be used as scientific work in an effort to develop researcher competence.

b. For the teacher

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

