# CHAPTER I

## INTRODUCTION

1.1 Background of the problem.

Testing is one of the important things in the process of teaching learning activities. By testing, both the teacher and the students are able to know the quality of the students about the knowledge that has been given.

In language teaching, we distinguish among approach, method and technique. The difference and the relationship among them are:"Approach is the set of correlative assumptions dealing with the nature of language and the nature of language and learning. " 1 Methods refer to the procedures of language teaching to an " overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon the selected approach," 2 The method is implemented by techniques. Christina Bratt Paulston shows the relationship among the approach, method and technique as follows :

" ... by actual classroom behaviour of the specific strategies which the teacher selects to achieve his objectives, the selection and sequencing

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1Edward M. Anthony, " Approach Method and Technique, " in H. Allen and R. Campbell, eds, Teaching English as a Second Language, New York: McGraw-Hill, 1972, p. 7

2Ibid., p 6

of these strategies as well as the strategies themselves are based on the method and hence are in accord with tne tneoretical issues of tne approach," 3

In tnis study the writer only talks about an approach and in line witn tne title, it is aoout the communicative competence approach.

Nowadays, the communicative competence approach is 3ne of the approaches which is suggested to be used in every school in Indonesia. Salehudin, one of the educational and cuiture department members suggests :

' ... communicative Language Teaching should be seen as an approach by means not a method. ... CLT interests them who want a iearning approach which is more appropriate to the human reality. That is an approach which gives high attention to the interaction process of communication." 4

Sandra S. savignon gives the definition of the communicative competence approach as follows:

"Communicative Competence is the functional language proficiency; the expression, interpretation, and negotiation of meaning

³Christina Bratt paulston, peaching English as a Second Language: Techniques and Procedures, Winthrop publisher, Inc, Cambridge, Massachusetts, 1976, p. x

⁴Salehudin, Drs, Materi Rapat Kerja Kepala-Kepai Negeri/ Swasta se Jawa Timur, Batu,Malang, DeldIA 1 80, h. 20

involving interaction between two or more persons belonging to the same (or different) speech community (communities), or between one person and a written or oral text."5

In the Communicative Competence Approach, all of the teaching learning process are more focused in :

First, the appsopriatcness to the context than the grammatical. occurency. As what has been pointed out by Sandra S. Savignon that:

" Communicative competence is context specific. ommunicative takes place in an infinite variety of situations, and success in a particular role depends on one's understanding of the context and on a prior experience of a similar kind. It requires making appropriate choices of register and stile in terms of the situation and the other participants." 6

Second, the students need. A student as a person who learns a language, he learns not only the rules of the language ( implicit knowledge), but also how to use it for communicating his ideas, feelings and so on. He will acquire communicative competence. This is an ability to choose linguistic forms of a language and use them spontaneously involving one or more other persons in appropriate situations and circumstances. He has to know not only the language forms, but also be able to use    ▬

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    5Sandra S. Savignon, Communicative Competence : Theory and Classroom Practice, Addison-Wesley Publishing Company, 1983, p. 303

    6Ibid., p 8

them in their communication in real situation and real
time. As what has been pointed out by Scarcella :

> "Most discourse rules and strategies are very complex,
> characterized by vocabulary, pronounciation, prosodic
> features; features of non-verbal communication,
> and perhaps to a lesser degree, syntactic features.
> Moreover, all of these features may vary according
> to the social context. For instance, some greetings
> are appropriate in some situation, but not in others.
> They are sometimes shouted, and sometimes spoken
> quite stiffly. In any given situation, an appropriate
> greeting depends on a variety of factors. These
> include; the person being greeted, the time of day,
> the location and the interaction, other people
> present, and the sort of interaction which is
> expected (pleasant, scornful, etc)." 7

Third, The functions of language. In here,
Savignon says that:

> "Function is the use to which language is put, the
> purpose of an utterance rather than the particular
> grammatical form an utterance takes. A language
> function has to do with what is said as oppoaed to
> to how something is said. Language is used for an
> infinite number of purposes: to command, to describe,
> to avoid, to hide intent, to attract attention and
> and some others." 8

The function of a particular utterance can be understood
only when the utterance is placed in its context of

As what has been suggested the using of the

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[7] Stephen D. Krashen, principles and Practice in
Second Language Acquisition, University of Southern
California, Pergamon Press, A. Wheaton & Co. Ltd, Exeter,
1982, p 79

[8] Savignon, op. cit, p 13

Indonesia, all of the teaching and learning process should be based on the communicative competence approach.

Because a test is a part of the teaching and learning process, the test should be given on the base of the communicative competence approach too. As what E. Sadtono stated in Jawa Pos: "... if the approach is communicative, the test must be communicative too" [9]

Savignon also says that : "... if we teach for communicative competence, we have to test for communicative competence so that we and our students know how well we are doing what we claim to be doing." [10]

As the writer thinks, the test of SMEA ( the Economical Vocational High School ) has never been analyzed. Because of this reason, the writer chooses the test of the school as the object to be analyzed in this study.

As the sample of the test, the writer takes a test called Tes Sumatif Bersama ( TSB ) SMKTA in the year of 1989/1990. The test is made by the education and culture department region East Java. The writer takes three levels of the test, and those are the test for the first, the second and she third year students. About the test, we -

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[9] E. Sadtono, Jawa Pos , Sebuah tantangan di Indonesia, Pendekatan Komunikatif Pengajaran Bahasa Inggris, 1 Pebruari 1989, h. vi

[10] Savignon, op. cit., p 247

can see in the **Appendix** of this thesis.

**As** the writer has analyzed, the characteristics of the tests can be seen as follows :

**A.** The test for the **first** year students.

The test consists of 50 **numbers** that is devided into 5 numbers of reading comprehension, 7 numbers of vocabulary, and 38 numbers of structure questions.

About the reading comprehension, the students are given a short reading passage with a title " Tourism ".

The five numbers of the reading comprehension questions are given with an order to be answered clearly.

The seven **numbers** of the vocabulary questions are given in multiple choice.

The structure questions are devided into : 33 numbers in multiple choice and 5 **numbers** in arranging some words to be a correct sentence.

**B.** The test for the second year students.

The test consists of 50 numbers that is devided into 5 numbers of reading comprehension, 7 numbers of vocabulary, and 38 numbers of structure questions.

About the reading comprehension, the students are given a short reading passage with a title " The **Air** ground Us "

The five numbers of the reading comprehension questions are given with an order to answer the question.

The seven numbers of the vocabulary questions are given in multiple choice.

The structure questions are devided into: 33 numbers in multiple choice and 5 numbers in different orders. The orders are: change into negative imperative; change to conditional sentence type II; fill the blank to compose the past continouse tense, by using : walk, fall ; fill the blank by using conjunction; and, change into passive voice.

C. The test for the third year students.

The test consists of 50 numbers that is devided into , numbers of reading comprehension, 13 numbers of vocabulary and , . . of , e questions.

And 7 the reading comprehension, the students are given shor reading passage with a title " English universal language "

The five numbers of the reading comprehension questions are given with an order to answer the question.

The 13 numbers of vocabulary questions are given in multiple choice.

All of the 32 numbers of the structure questions are given in multiple choice.

About the quality of the tests, the writer shows his thinking as follows :

The multiple choice items in the test of the third year students has been given in a short dialogue so it is more communicative than the two other tests.

All of the reading comprehension tests are given traditionally by usingquestion word question and yes/no question which the answer are stated in the passages.

The number of the reading comprehension test seems the smallest. Actually it is not enough to test the mastering of the reading passage only in 5 numbers. If it is possible, why it is not given in the same numbers among the three skill.

The reading passages do not refer to the objective of the school which focus the economical problems. We can see the titles of the test like Tourism, The Air Around us, and English universal Language, In the writer's opinion the reading passages are better about Retail Shop, A Grocery Store, Office services or others. The reading passage about Tourism is more suitable and appropriate than the other two reading passages for SMEA students.

The writer thinks that the reading comprehension in the test has more problems than the structure or the vocabulary. Actually, it may not be happened since reading is the most important skill in studying a language.

Christina Bratt Paulston stated in the book of **Teaching**
English as a Second Language: Techniques and procedures
that "In spite of the fact that reading is the most
important skill of all for most students in English
throughout the world, it is a skill that has been much
neglected in the audio-lingua? tradition of language
teaching." [11]

The objective of teaching and learning language
in Indonesia is stated in the curriculum 1984 as follows:
"... so 48 hours in one semester are devided as follows:
16 hours for structure, 2b hours for reading and
vocabuiary, 4 hours for dialogue." 12

From the objective of the curriculum 1984, we can
see that the Indonesian government realizes that the
reading comprehension skill is the most important. But
why the test which is made by the government seems **very**
poor either interms of the quality or in terms of the
quantity of the tests.

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[11]Paulston, op. cit, p 157

[12]Kurikulum **SMTA** 1984, Petunjuk Pelaksanaan
Materi Pengajaran aahasa Inggris, Departemen Pendidikan
dan Kebudayaan Republik Indonesia, Jakarta, 1984, h 28

Thinking about the communicative competence approach that is suggested as an approach to **be** used in presenting the teaching learning process, **it** looks unappropriate to make the kind of test.

Actually, the test must be dealed with the communicative competence approach. In the test of the third year students has been given in context, Put not in the other two tests.

The reading passage in the teat for the **first** year students has been suitable with the students need, but not in the other two tests.

The words which are used in the tests do not support the function of language **that** must be mastered by the students. It is useless for SMEA students to be given a reading passage with the title "The Air Around Us".

Since the reading comprehension test has many problems, the writer tries to present a suggested reading English test for SMEA student base on the communicative competence approach in this thesis.

## 1.2 Statement of the problem

In testing the students, all English teacher in Indonesia should be aware that the test must be able to measure students' communicative competence. The problem posed in this paper is: How is the communicative competence approach applied in the construction of English reading test items for SMEA students?

This paper aims to suggest a different kind of testing which is deemed of improving students' communication skill.

## 1.3 The objective of the study

This study is made on the basis of the following objectives: First, to suggest an English reading test for SMEA students on the basis of the communicative competence approach. Second, to contribute a kind of testing which is Dased on the communicative competence approach.

The writer hopes that this study can help English teachers in Indonesia to be aware of now to make a test based on the communicative competence approach, which is essential to be presented and developed.

1.4  The Significance of the study

The writer hopes that this study can :

4.1.  help English teachers in Indonesia aware of the
kind of test that should be made.

4.2.  help English teachers in Indonesia in making a test
based on the communicative competence approach.

4.3  help the students to be able to communicate better.

4.4.  encourage English teachers in Indonesia to be
creative and innovative in making a test that can
really measure the students' skill..

1.5  scope and Limitation

The writer finds that it is necessary to limit
the scope of this study.

since it will only concern with the test at the
SMEA, it is important to bear in mind that the students
have mastered the basic grammer and vocabularies which
are needed in dialogues, since they have got these
things at the SMTP.

Realizing that reading is the most important
skill for the students, the test that will be suggested
here is only about reading. The other skill such as
listening, writing, speaking and others will be neglected.

There are many kinds of SMTA in Indonesia, but aealing with the school where the writer is teaching now, the writer will only think about the test that is given for SMEA ( an economical vocational high school ) students as the example. The writer thinks this because ne can try out and analyze the test more easily. Besides, the writer wants to apply the kind of test in his school next time.

## 1.6 Definition of Key Terms

The definition of the terms used in this thesis are given below :

## 1.6.1 Test

" A sample of behaviour; on the basis of observed performances are made about the more general underlying competence of an individual to perform similar or related tasks. 13

## 1.6.2 Communicative Competence.

" Functional language proficiency; the expression,

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[13]Savignon, op. cit., p 310