

CHAPTER I

INTRODUCTION

A. Background of Study

English is undeniably the dominant “international language,” at least at present. Indeed, Kachru (1986) pointed out that there are more non-native than native users of English in the world. According to Power(2005), non-native English speakers now outnumber native 3 to 1(also see Strevens 1982; Smith 1983; and Quirk and Widdowson 1985) cited in Masamichi Sasaki (2006)

Based on information provided by The British Council (2014) cited in Peter W Roux (2014) English is spoken as a first language by around 375 million, and as a second language by around 375 million, speakers in the world. Speakers of English as a second language probably outnumber those who speak it as a first language. Around 750 million people are believed to speak English as a foreign language. By the year 2000 it was estimated that over one billion people would be learning English. At any one time there are 130,000 students learning English and other skills through the medium of English in British Council teaching centers worldwide.

In Indonesia, English is taught and learnt in academic fields as subject matter. English has been taught from elementary schools to universities. English has kind of standardize test to measure the ability of English, such as IELTS.

IELTS, the International English Testing System, is designed to assess the language ability of candidates who need to study or work where English is the language of communication (IELTS 2015). The IELTS test has played a significant role in the growing spread of English as an international language. This is reflected in the test's dramatic growth in candidature levels since its creation several decades ago, with annual test sittings now numbering in excess of two million (IELTS 2011).

Nowdays people take IELTS for many reasons for example someone who wants to study abroad; where IELTS test is a main requirement for non-native applicants at many English-speaking colleges and universities. Another reason is because someone who wants to imigrate to UK or continue his or her study to Magisterial and Doctoral. The IELTS test is taken by someone who wants to take short course program held by an overseas institution, organization or Foundation in some certain fields. Someone who wants to occupy a higher position in government institution or to hold an important position in a private enterprise or company also takes the IELTS for a promotion in one's career.

The IELTS test battery in its current form provides assessment of the four macro-skill areas of listening, reading, writing, and speaking. This assessment occurs within two distinct modules: the Academic and General Training modules. While candidates on both modules do the same listening and speaking subtests, the two modules are distinguished by having separate sub-tests of reading and writing.

Significantly, in the early years of IELTS, the two versions of the test – the Academic and General Training modules – were used for fairly restricted purposes, namely, as an indicator of readiness to participate in different forms of education (Davies 2008). Thus candidates intending to enter vocational and training courses typically undertook the General Training module, and those entering university completed the Academic module. In recent times, the test, in both its modules, has come to be used for a much broader range of purposes, including for migration, employment, professional registration, and various other personal reasons (IELTS 2011).

Reading has always been a key of university study. According to Taylor (2009) as cited in Moore et al. (2012), for example, sees most student endeavours in the academy – whether the writing of essays, or engaging with the content of lectures, or the discussing of ideas in tutorials and seminars – as emerging from a “conversation” with one’s readings in a discipline. In the domain of language testing, the manifest importance of reading in university study is reflected in the prominence given to this skill area in the various language tests used by universities for the selection of students.

Allah in the Holy Qur'an has granted to our capability in Reading
(Al Alaq 1-5)

أَقْرَأْنَا بِاسْمِ رَبِّكَ الَّذِي خَلَقَ
خَلَقَ الْإِنْسَانَ مِنْ عَلِيقٍ
أَقْرَأْنَا وَرِبِّكَ الْأَكْرَمَ
الَّذِي عَلَمَ بِالْقَلْمَنِ
عَلَمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ

Iqra which means to Read, to seek knowledge. The thing that distinguishes a man from every other creation of Allah is his knowledge. In Islam, the duty of seeking knowledge and learning is obligatory for every Muslim. As Prophet Muhammad suggests that to learn by reading to get the knowledge and learn to find out the other symbolize of Allah almighty

As mentioned, there are separate Academic and General Training versions of the reading test. The Academic Reading Test is typically comprised of three sections (or testlets), each organised around a separate reading passage. IELTS (2014) describes these passages as “authentic [texts] taken from books, journals, magazines and newspapers, and written for a non-specialist audience”. The topics of the texts are described as being of “general interest” and “appropriate to, and accessible to, test takers entering undergraduate or postgraduate courses or seeking professional registration”. Accompanying the reading passages is a range of tasks.

University students in seventh semester of English Education Major at IAIN Antasari Banjarmasin have learned about topics of reading. The students have learned it since third till fifth semester as the subject of Reading I, Reading II and Reading III. In other words, they have been learned the topics continuing in a long term. Logically the students have learned many topics of reading.

In seventh semester the students took TOEFL preparation test for English standatrdize test that similar with IELTS. The students have learned the introduction about IELTS at Language learning assessment subject in

sixth semester. The researcher wants to know and analyze the achievement and the most problem faced by the students in doing IELTS, particularly in reading academic module practice test.

Based on the statement above, the writer conduct an observation and investigation to get deeper information about the students' result of doing IELTS reading academic module practice. The writer becomes interested in it with the title "The Students Achievement in Doing IELTS Reading Academic Module Practice"

B. Problem Statement

This study aims to analyze the student's reading achievement on IELTS' reading question academic module at IAIN Antasari Banjarmasin on seventh semester. Here are two questions which absolutely focus on the problem on this research:

1. How is the students' reading achievement on IELTS question Academic Module at English Education Departement of Tarbiyah and Teachers Training Faculty at Antasari State Institute for Islamic Studies Banjarmasin in Seventh semester?
2. What is the most common problem faced by the seventh semester students toward IELTS reading academic module practice?

C. Objective of the Study

Based on the statement of the problems above, the objectives of the research aim:

1. to find out students' reading achievement on IELTS question Academic Module at English Departement of Tarbiyah Faculty of Antasari State Institute for Islamic Studies Banjarmasin on the Academic year 2013 in seventh semester.
2. to find out the most common problem faced by the seventh semester students IELTS reading academic module practice.

D. Significance of Study

The Result of this research is expected to have benefit, such as:

1. It will improve the writer and reader's knowledge and experience in the scientific research especially about IELTS Reading Academic Module test.
2. It will be worth for everyone who wants to take IELTS test as his or her guidance to pass the IELTS especially IELTS Academic reading.
3. It is very important for the writer to fulfill the requirement obtain the Degree of Islamic Education Faculty.
4. It can be an information and a comparison for future researchers who hope to do their research on the same or a similar topic.
5. It can be an information, consideration, and input for educational administrators on increasing and improving educational quality and it

is important in establishing conditions, which enable the learners to acquire knowledge, skills, and attitude, so that the learning objectives are reached.

E. Definition of Key Term

In order to avoid any misinterpretation and misunderstanding regarding the title adapted in this research, the researcher believes that it necessary to explain more spesific some terms in regard to the title as follows:

1. Analysis

Analysis in this research is analyze the student's answer of IELTS reading academic module practice, the most problem faced by the students and the result of their answer.

2. Students

The students in this research are seventh semester in English Education Major of IAIN Antasari Banjarmasin that have been studying introduction of IELTS at Language learning assessment subject and have been finished their subject of Reading I, II and III, Preparing the TOEFL preperation and other comprehend written English material.

3. Achivement

Achivement is the result of IELTS Academic reading test that doing by seventh semester students of English Education Major.

4. Academic Reading

Academic Reading is type of IELTS that using for candidates that wishing to study at undergraduate or postgraduate levels and for those who seeking professional registrations.

5. IELTS

IELTS stands for International English Language Testing System is English standardize test to measure the ability of English that include listenig, speaking, reading and writing and designed to assess the language ability of candidates who need to study or work where English is used as the language of communication. In this research the writer took the IELTS academic reading Test from British Council.