A SUGGESTED ENGLISH READING TEST
FOR SMEA STUDENTS BASED ON THE
COMMUNICATIVE COMPETENCE
APPROACH

A THESIS

In Partial Fulfillment of the Requirements for
the Sarjana Pendidikan Degree in
English Language Teaching

EDY SANYOTO
IG. 1213084049

Universitas Katolik Widya Mandala Surabaya
Fakultas Keguruan dan Ilmu Pendidikan
Jurusan Pendidikan Bahasa dan Seni
Program Studi Pendidikan Bahasa Inggris
January 1991
This thesis entitled **A SUGGESTED ENGLISH READING TEST FOR SMEA STUDENTS BASED ON THE COMMUNICATIVE COMPETENCE APPROACH**

\[\text{prepared by EDY SANYOTO}\]

\[\text{been approved and accepted as partial fulfilment of the requirements for the Sarjana Pendidikan degree in English Language Teaching by the following advisors.}\]

\[\text{First Advisor}\]

\[\text{Second Advisor}\]

\[\text{Dr. D. Wagiman A, MA}\]

\[\text{Dr. Tjahjaning Tingastuti}\]
This thesis has been examined by the Committee on Oral Examination with a grade of B on

T. Kurniawan
Drs. A. Gurnito
Chairman

Drs. B. Wagiman A, MA
Member

Dra. Tjahjaning Tingastuti
Member

Drs. B. Sudiono
Member

Dra. Susana Teopilus
Member

Approved by:

S.H.
Dean of the Teacher Training College

Soeharto

R. Wuri Sardjatmiko
Head of the English Department
First of all, the writer would like to adore God for his blessing, so that he can accomplish writing this thesis. It is impossible to finish it without His grace. This thesis is submitted as a partial fulfilment of the requirements for the Sarjana Pendidikan Degree in English language teaching, Jenjang Program S-1, Fakultas Keguruan dan Ilmu Pendidikan, Jurusan Pendidikan Bahasa dan Seni, Program Study Pendidikan Bahasa Inggris, Universitas Katolik Widya Mandala Surabaya.

In this occasion, the writer would like to express his gratitude and appreciation to Drs. D. Wagiman A,MA, as the first advisor and Dra. Tjajaning Tingastuti, as the second advisor, who have given their valuable time to guide him in finishing this thesis.

His gratitude also goes to all persons, especially his mother and his wife, who have encouraged him in writing out this thesis, so that it can be finished on time.

The writer realizes that this thesis is far from complete, therefore valuable suggestions from the readers are very expected to make this thesis better.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Section</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>APPROVAL SHEET (1)</td>
<td></td>
<td>ii</td>
</tr>
<tr>
<td>APPROVAL SHEET (2)</td>
<td></td>
<td>iii</td>
</tr>
<tr>
<td>ACKNOWLEDGEMENT</td>
<td></td>
<td>iv</td>
</tr>
<tr>
<td>TABLE OF CONTENTS</td>
<td></td>
<td>v</td>
</tr>
<tr>
<td>ABSTRACT</td>
<td></td>
<td>viii</td>
</tr>
<tr>
<td>CHAPTER 1 : INTRODUCTION</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>1.1. Background of the problem</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>1.2. Statement of the problem</td>
<td></td>
<td>11</td>
</tr>
<tr>
<td>1.3. The Objective of the Study</td>
<td></td>
<td>11</td>
</tr>
<tr>
<td>1.4. The Significance of the Study</td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>1.5. Scope and Limitation</td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>1.6. Definition of Key Terms</td>
<td></td>
<td>13</td>
</tr>
<tr>
<td>1.6.1.</td>
<td></td>
<td>13</td>
</tr>
<tr>
<td>1.6.2. Communicative Competence</td>
<td></td>
<td>13</td>
</tr>
<tr>
<td>1.6.3. Approach</td>
<td></td>
<td>14</td>
</tr>
<tr>
<td>CHAPTER 2 : THE COMMUNICATIVE COMPETENCE APPROACH</td>
<td></td>
<td>15</td>
</tr>
<tr>
<td>2.1. The Definition of the Communicative Competence</td>
<td></td>
<td>15</td>
</tr>
<tr>
<td>2.2. The Communicative Competence Approach</td>
<td></td>
<td>19</td>
</tr>
<tr>
<td>2.3. Its Role in Language Learning</td>
<td></td>
<td>30</td>
</tr>
<tr>
<td>2.3.1. The Classroom</td>
<td></td>
<td>32</td>
</tr>
<tr>
<td>2.3.2. The Role of the Teacher</td>
<td></td>
<td>35</td>
</tr>
</tbody>
</table>
CHAPTER III: THE IMPORTANT TENETS OF THE COMMUNICATIVE COMPETENCE APPROACH TO READING AND THE SUGGESTED TEST... 43

3.1. The Important Tenets of the Communicative Competence Approach to Reading.................. 43

3.1.1. The Appropriateness to the Context than the Grammatical Accuracy... 43

3.1.2. The Students Need........... 45

3.1.3. The Language Function... 47

3.2. The Suggested Test of Reading Based on the Communicative Competence Approach.............. 48

CHAPTER IV: A MODEL OF TESTING READING BASED ON THE COMMUNICATIVE COMPETENCE APPROACH 53

4.1. The Reading Test for the First Year Students......................... 53

4.2. The Reading Test for the Second Year Students....................... 56

4.3. The Reading Test for the Third Year Students....................... 59

CHAPTER V: CONCLUSION AND SUGGESTION.. ............... 62

5.1. Summary and Conclusion.. ............... 62

5.2. Suggestion....................... 63
ABSTRACT

In Teaching Learning Activities, there are presentation of materials and testing. Ideally, both of the activities are given with the same approach.

Nowadays, the communicative competence approach is one of the approaches which is suggested to be used in every school in Indonesia. It means the presentation of materials and the testing should be based on the communicative competence approach.

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 this thesis, the writer tries to suggest testing which is based on the communicative competence approach. It takes a test for SMEA students as his sample because he thinks that the test for SMEA students has never been analyzed yet.

Realizing that the curriculum SMTA 1384 stresses on reading ability, the writer tries to suggest only the test of reading.

After studying the theories of the communicative competence approach and the language testing, the writer concludes that the test of reading which is based on the approach must be subjective.

Based on the communicative competence approach, the writer suggests the written reading test is given in cloze test and comprehension questions. However, as the exercises, the reading test can be given in cloze test, comprehension questions, dictation or dialogue.

In giving the test, the teacher has to think of the important tenets of the communicative competence approach: the appropriateness to the context than the grammatical accuracy, the students' needs and the language functions as the bases in making and marking the test.