



**THE APPLICATION OF READING ASSESSMENT BY EIGHT GRADE ENGLISH
TEACHER OF SMPN 1 KARANGREJO
IN ACADEMIC YEAR 2014-2015**

THESIS

Asked for Thesis Writing On of The Requirement
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**ENGLISH DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF NUSANTARA PGRI KEDIRI
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APPROVAL PAGE

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Approved by the Advisors to be proposed to
the English Departement Examination Committee of
University of Nusantara PGRI Kediri

Kediri, August 24th, 2015

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APPOVAL SHEET

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ABSTRACT

There are four skills in English, listening and reading is a receptive skill, than speaking and writing are the productive skill. Therefore, reading is the most important skill to master. With strengthened reading skill, ESL/EFL readers will make greater progress and attain greater development in all academic areas. In the junior high school, very important to build up the reading comprehension ability, because the question of national examination about reading comprehension, so the reading assessment important to apply and evaluate the students weakness early. The purpose of this research is to know how the teacher applied the reading assessment. Giving a description about the steps that used by the teacher in reading assessment process and to know how the teacher collect data, organize, and present the data from reading assessment process. This research used ethnography research whose subjects of the research were the teacher of SMPN 1 Karangrejo. The data were gained through observation and interview the teacher and analyze the document. The techniques of analyzing the data used are data reduction, data display, and conclusion/drawing. The kind of reading assessment process that applied by the teacher are quiz and daily examination, that in the quiz the teacher give reward (to repartees the value) and in the daily examination the teacher give question, who the students can't reach the KKM must follow remedial test. As the suggestion, the teacher can create the blueprint before doing reading assessment process so the question items appropriate to all of aspect measure accurately.

Key word : assessment, reading comprehension, reading assessment

A.INTRODUCTION

Reading is one of skills to learn English, so reading must be basic knowledge that haven by students. Assessment for reading is important, because of the teacher must be care full to assess students reading skill. The score was collected by teacher must accurate, because the product in this activity has limited, for example about the student achievement

after reading the text , usually the teacher give question based on text was read by students orally . Different with writing, writing has product , and the teacher more easy to correct it.

The teacher should be able to select the steps are using when assess reading skills. It means that a teacher should give the present classroom data from reading assessment

accurate and valid. Hopefully, it can make the teachers have literature about the steps are used to applied of reading assessment process in the classroom.

For all of these reasons, it would be necessary to have an investigation into teacher's steps about reading assessment process in the classroom. By doing so, we could recognize the relationship between the process of assessing reading skill and present classroom data from reading assessment process.

National examination is the importance thing as the requirements to graduate from junior high school. More than 75% questions in the national examination are reading section. Reading section consist of items to test students' ability in understanding text and language functions, it means that the student's reading skills must be excellent and the students have good scores in the national examination. The reading assessment process can predicted about students reading skill. And the teacher can know and correct early about reading teaching learning and process in the classroom based on reading assessment result.

Therefore, the writer chooses SMPN 1 Karangrejo. Because all of the students are pass of the national exam. It means that the understanding reading skill of the students is well. So, in this occasion the researcher did investigation to the implementation of reading

assessment that used to assess her student whether practicality or impracticality.

REVIEW OF RELATED LITERATURE

Definition of Assessment

According to H. Douglas Brown (2004: 4) states : "Assessment is an ongoing process that encompasses a much wider domain. Whenever a student responds to a question, offers a comment, or tries out a new word or Structure, the teacher subconsciously makes an assessment of the student's performance". It means that, testing and assessing are not same Testing are the time to test. In simple terms , testing is a method of measuring a person's ability, knowledge, or performance in a given domain. Assessment is the process of observing a sample of a student's behavior and drawing inferences about the student's knowledge and abilities.

Assessment is conceptualized as involving a limited number of good reader behaviors' that the key areas of early literacy, word identification, fluency, vocabulary, and comprehension (Caldwel: 2008). It means assessment is measurement to identify the areas of good reader behavior, such as the way that students use to identify word, vocabulary, and read the text, also how they answer question after reading text.

Definition of Reading

Reading is one of skills that have an important role in learning reading .Reading is a

completely individual activity which takes place in all different ways from reading newspapers, magazines, written texts, telephone directories, labels on medicine bottles, etc. According to Patel and Jain (2008: 113), it is state that “Reading means to understand the meaning of printed words i.e written symbols. Reading is an active process which consists of recognition and recognition and comprehension skill.

Reading is an important activity in life with which one can update his/ her knowledge.” It means that reading is important skill and when we read something we can add the knowledge from our comprehension. He also said ”Reading skill is an important tool for academic success.

Reading habits not only help the student to get knowledge and wisdom from the cultural of heritage, but are also very helpful in passing for leisure period” (2008: 114). It means that the reading skill helpful the student to get more information and knowledge that they read.

According to Elizabeth s. Pang et.al (2003: 6), it is stated that “ Reading is about understanding written texts. It is a complex activity that involves both perception and thought. Reading consists of two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one’s spoken language.

Comprehension is the process of making sense of words, sentences and connected text”. Based on the statement above, reading is the process to understanding something that called written texts, when the student read written texts, the student beyond the word recognition and comprehension process. It help student to understand the content of text.

Reading Assessment Process in Junior High School

According to Nova Scotia (2005: 5) said that junior high/ middle level students are asked to read a variety of texts. Each differs in terms of its organization . She also said “ Student who strunggles with accuracy and cannot read the words on the page will not read the text fluently, as he/ she will stumble over unfamiliar words and will likely have more difficulty comprehending what was read (2005: 33).

Nova Scotia(2005: 49) stated that there are several types in the reading assessment of J unior High School

a. Work Samples

“ Teachers of junior high / middle level students often rely heavily on students work samples when it comes to assessment while these products can give great insight into student learning, it is important that teachers also value those observations and conversations described previously.”

b. Scoring Oral Test

“ Listening to students read orally continues to be key source of information for teachers in grades 7 -9 . While it is important for English language arts teachers to listen to all students read aloud, the detailed information provided by an oral reading record/ modified miscue is necessary only for selected students at the grade 7 – 9 level”.

c. Scoring Quizzes,Test, and Examination

“ Quizzes,test, examination are assessment tools that junior high/ middle level teachers may choose to use in an effort to collect information about student learning and achievement. Perhaps one of the most important things to remember with regard to quizzes, tests, and examinations is that they are only one kind of assessment and should be used in conjunction to give an accurate picture of the student as a learner” .

d. Self- assessment and Peer assessment

“ Self assessment can be a powerful tool. Allowing students to take responsibility for their learning and to be accountable for monitoring their growth is a significant part of the learning process”.

3.The Steps in Reading Assessment Process

Good assessment is actually embedded in the process of instruction (Winograd : 1994 in Sweet : 2005). Johnston (1992: 60) also stated “ Assessment and instruction can happen at the same time. The most powerful assessment for students’ learning occurs in the class-room,

moment-to-moment among teachers and students”.

METHODE AND PROCEDURE

The writer applied ethnography research in doing this research. Ethnography is the study of the people’s behavior in natural occurring, ongoing settings, with a focus on the cultural interpretation of behavior (Brown and Gonzo, 1995: 8). The goal of educational ethnography is to provide a description or explanation about what people behaves. In this research, the writer will explain about the students and the teacher behavior in an english classroom. The teacher activity when assessing skills especialy reading comprehension are different in application each teachers.

The researcher uses this type of research because ethnography is a form of research focusing on the sociology of meaning through close field observation of sociocultural phenomena. So this ethnography approach is suitable to the context that the writer will analyze, that is to know directly how the reading assessment process occurs in natural context.

The Researcher’s Role

The researcher’s limit that the subjects of the research is the English teacher who teaches the second grade students at SMPN 1 Karangrejo. And the object of the research is reading assessment process. The writer wants to describe the reading assessment process of

SMPN 1 Karangrejo. In this case, the researcher wants to know what the step are used by the teacher to assessing reading and how the teacher collect, organize, and present classroom data of reading assessment.

In this research, the researcher's act as observers of participants that the researcher directly observed about the process of reading assessment at SMPN 1 Karangrejo.

Procedures of the Research

The procedure of this research was divided into three steps, such as : preparation, processing, and finishing.

1. Preparation

In this measure, the researcher do the activities such as :

a. Formulating the title and the research question

In this research procedure, the first thing which was done by the researcher was formulating the title of the research and research question.

b. Arranging the research design

This step is very important to carry on a research because it is a whole plan of a research that would be done by the researcher to get the data. Research design also give the guideline how the researcher will be doing in the field.

c. Arranging the instrument of the research

In this step the researcher prepare the instrument to abridge the researcher during

held a study of the research. The researcher choose the appropriate kind of instruments such as interview, observation.

In this research, the researcher use three kind of instruments. There are :

1) Observation

According to John W. Creswell (2012: 213) "Observation is the process of gathering open-ended, firsthand information by observing people and places at a research site".

It means that, when the researcher is observing, the researcher can explore their mind based on their sight during observation.

2) Interview

According to John W. Creswell (2012: 217) stated that "A qualitative interview occurs when researcher ask one or more participants general, open-ended questions and record their answers. The researcher then transcribes and types the data into a computer file for analysis".

It means that, during the researcher interview the participant, the researcher ask the question indefinitely. So, the participant in this case the teacher who teach English in the eighth grade answer indefinitely too, the participant create the option response when interview going on.

3) Document Analysis

Document is data collection that taken by the teacher in the class. In this case, document will be analyzed about output of

reading assessment which collectable during the teacher held assessment.

According to John W. Creswell (2012: 223) stated that :

“Documents consist of public and private records that qualitative researchers obtain about a site or participants in a study, and they can include newspapers, minutes of meetings, personal journals, and letters. These sources provide valuable information in helping researchers understand central phenomena in qualitative studies. They represent public and private documents”.

It means that, qualitative researchers need a public or private documents to helping the researcher understand in the central phenomena in qualitative studies.

d. Collecting the data

Data collection done in the field of finding informant is teachers who teaching english in the second grade at SMPN 1 Karangrejo and then interviewed informant about how the application of reading assessment process and how the steps used by teacher to assess reading.

2. Processing

In this step, the activities which done by researcher :

a. Analyzing the data

According to Louis Cohen (2007: 461) stated “Qualitative data analysis involves organizing, accounting for and explaining the data; in short, making sense of data in terms

of the participants’ definitions of the situation, noting patterns, themes, categories and regularities”. It means that, analyzing the data in qualitative study invoked about organizing, and explaining the data, the researcher regularity explain about the participants’ definitions of the situation without patterns, themes and categories.

After getting the data from the result of observation and interview, the researcher processing it the analizing all of those about validity and reliability of the application of reading assessment by the eighth grade teacher of SMPN 1 Karangrejo.

b. Taking conclusion

This is the last step, the researcher made a conclusion of the research.

3. Finishing

a. Arranging the report of the research

b. Revising the report

c. Submitting the report

Technique of collecting data

Collection of information that will not be done again until it gets clarity. In this research the data is taken from the sources by :

a. Observation

In this research, the writer acts as the passive participant observer so the writer does not interact with the teacher but the researcher just watches that the students’ and the teacher’s behavior closely in the class. The writer observation of reading

assessment process directly in second grade students of SMPN 1 Karangrejo. The researcher use observational checklist and video recorder when observing the reading assessment process.

b. Interview

The researcher use one-on-one interview type, in this case the researcher is interviewing just one participant to get several data. In the occasion, the participant comfortably to answer the question that given by the researcher.

According to John W.Creswell (2012: 218) stated that :

“The one-on-one interview is a data collection process in which the researcher asks questions to and records answers from only one participant in the study at a time. In a qualitative project, you may use several one-on-one interviews. One-on-one interviews are ideal for interviewing participants who are not hesitant to speak, who are articulate, and who can share ideas comfortably”.

The writer interview the teacher about any information related to reading assessment process is about how to apply the steps when assessing reading. The writer interviewed the English teacher after observation . From the interview , the writer has got some information from observation about reading assessment process in the classroom. The researcher prepare the tool of interview section, such as paper, pencil and tape recorder.

c. Document Analysis

The researcher uses this technique to analyze the document was collected from paper, report, list of school grades or other written document. So, the writer will know suitable or not suitable on reading assessment for the second grade students at junior high school and the document will help the researcher to understand about the central phenomena in the study.

Technique of data analysis

The data in this research are analyzed by using descriptive qualitative method. Descriptive is a type of reference that does not include any calculating or numerating (Moleong,1995: 2). The writer uses descriptive qualitative method to describe and to explain the application of reading assessment process. The writer choos the technique because this technique can use in the interview, observation and document analysis.

According to David Festinger et.all (2005: 209) stated that :

“Descriptive analyses are frequently used to summarize a study sample prior to analyzing a study’s primary hypotheses. This provides information about the overall representativeness of the sample, as well as the information necessary for other researchers to replicate the study, if they so desire”.

According to Miles and Huberman in Sugiyono (2010 : 341), states : “The most

frequent from of display data for Qualitative research data in the past has been narrative text". The writer will submit notes into good paragraph descriptive in the narrative text. Certainly, the data must valid with real condition.

The writer will collect the data from three ways . It will make the results of research data was actual conditions. There are technique of data analysis:

1) Data Reduction

In this technique the writer summarizing the data, choose things that are basic, important, and look for themes and pattern. The writer can get any information in the process of analysis data with manner to write the important part in the observation activity.

2) Data Display

3) Drawing Conclusion

Conclusion is a new finding that had not been there. The findings may include a description / picture of an object that previously . the writer can get much information in the process of analysis data with the systematic process.

The data is analyzed and described using words based on the result of class observation, interview and document analysis. From the observation , interview and document analysis the researcher explain the research finding during researcher.

1) Observation

The researcher get data from the observation, then analyze these information that getting from this activity. The researcher analyze the data from the assessment process in the classroom, so the researcher know how the reading comprehension assessed.

2) Interview

The researcher interview the teacher then analyze the result of interview guide with the teacher. From the data above the researcher take the conclusion of the teacher's statement in every question of interview.

3) Document analysis

The researcher need to collect the privat document from the teacher, and from this documents the researcher get some information of how the teacher doing reading assessment process

Result and discussion

Description of the research

The ability that measure is reading comprehension: understanding the text, decoding the text, recognizing words, and reading between line to understand the language features of the text and the difficult word. In the daily examination the teacher give several question, the objective of the teacher held the assessment is the teacher want to know the students understanding the material that given before, and it is to measure the students understanding. The steps that used by teacher before,during and after the reading assessment process. First, the teacher give the assessment

or test based on the material that the teacher taught before, in this case the teacher prepare the assessment about narrative text and language features of it, especially in the reading comprehension assessment. The teacher give about 20 question, ten of question are essays about language feature of narrative text, other question with two text, the students can fill the blank with suitable answer, the all of question suitable with the durations time of test.

After the test or daily examination have done, the teacher analyze about the school grades of student's test. For the daily examination, the teacher give score about 5 poin each number item question, the students write down the answer correctly spelling. Then, the teacher classify about the value that achieve by the students, the teacher make a judgement about it. The teacher using KKM (Kriteria Kelulusan Minimal) to make a decision who the students must follow remedial test based on their achievement on the test. In this case the teacher determining the KKM which must students' reach about 77 point. So, who the students can't reach this minimum score, the students can reform their score or value with remedial test.

1. Collecting, Organizing and Presenting Classroom Data

The teacher not only construct test to assess reading comprehension, the teacher usually create the quizzes to add point or value of students. The teacher give several question

based on the text. The teacher also give audio visual (video) to create the students creativity and understanding the text. After the students observe the video, the teacher explore the narrative story in video to give some question. The teacher add point to the student's score, so the students can reform their value or score. The teacher also give something to the students who can reach 1st – 3rd rank in the daily examination.

The teacher organize the data as simply as possible on school grade list. The teacher usually use rubric when assess in the classroom. The rubric help the teacher to point the important thing which related to assessing when doing assessment reading. For example, to assess the students' understanding the teacher have several point about the students comprehension of text. After that the teacher count the avarage score, the teacher classify the student score to four prime point.

The teacher reporting their students' achievement of reading assessment by use criterion referenced measure. From presenting classroom data of assessment, it is for describe or explain the students achievement of reading assessment. There ae four point value, task achievement, middle test achievement, daily examination, and school examination. The teacher collect their achievement, and after that processing the students' score by acount the avarege and the last is the teacher present the score in the school raport.

Interpretation and discussion

By doing the steps of reading assessment, it is hoped the teacher will be able to assess the students ability in reading assessment accurately. And the teacher can monitoring the students requirement for reading comprehension. Before doing reading assessment, the teacher have several steps to preparing test. For example: prepare the items question test, the media that helping the process of assessing (LCD, worksheet).

According to Joanne Schudt Caldwell (2008: 16) stated that there are four steps in the assessment process. There are identify the good reader behaviour, collect evidence, analyze the evidence, make an instructional decision. It means that before and during assessment process, the teacher must be prepared about the students reading comprehension ability, assessing their comprehension until take the decision of their comprehension. The teacher make judgment who the student can understand and can't understand the text in reading comprehension.

Collecting, Organizing and Present Classroom Data

According to JoAnne Schudt Caldwell (2010: 255) said that when the teacher collect the data of Reading Assessment, the teacher pay careful attention to the four steps of the assessment process: First : Identify what to assess in as specific terms as possible, second , perhaps your district or curriculum has a series

of target behaviors or skills that you are required to cover. The third step is to analyze the evidence. Finally, you make a decision about each student's literacy performance and the effectiveness of your instruction.

Based on the result of this research, the English teacher in SMPN 1 Karangrejo applied these steps, the first, the teacher choose the important and standard to assessing the students. Then, the teacher choose multiple chooice question and fill the blank question in the daily examination, the teacher notice the achievement of students, and didn't create the grades of the value, but the teacher just mark the students who can't reach the KKM (Kriteria Kelulusan Minimal). And the last the teacher give the remidial as decision about the student's achievement inthe daily examination.

Data should be accompanied by an explanation or a description of the assessment.

According to JoAnne Schudt Caldwell (2008: 263),“ Organize your data as simply as possible, and avoid trying to include too much information in one presentation.”

1. Based on the result of the research, the teachers in this school used a list of achievements to organizing the data of assessing reading. The teacher organize the data into four main point there are for task, middle examination, daily examination and the school examination. The teacher write down the little notice in the up and under

achievement list. Such as for the task column the teacher give small notice, for example : comparative, sangkuriang, toba, notice. It means that the task about comparative, narrative text (legend) and notice.

2. Data should be accompanied by an explanation or a description of the assessment. Briefly and clearly, explain the good reader behavior that was the focus of the instruction, and describe how you and your peers assessed student performance. After presenting the scores, explain simply and clearly what you are going to do as a result of student performance on the assessment (Schmoker, 1996, 2006).
3. Based on the result of the research, the teacher in this school present classroom data of assessing reading use the rubric first and process the data into achievement list. The teacher explain the students value simply and clearly. After presenting the scores, the teacher count the average of the students value. The last present the students value into raport.

Suggestion

Here, the researcher gives some suggestions. The researcher hopes it is useful for the students, then the English teacher of

SMPN 1 Karangrejo, and also for the other researcher. The suggestions are as follows:

1. For the English Teacher

- a. To reach the indicator of material and in order to the question items appropriate to all of aspect measure accurately, the teacher should construct the blueprint of question items
- b. The teacher can give remedial test based on the students weakness in the each material.

2. For the Other Researcher

- a. This research will be the input and reference for the other researchers in their research about assessing reading comprehension especially reading assessment in the Junior High School.
- b. They should try to find the steps/ technique of reading assessment which is suitable with junior high students and their level.

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