

The Assessment on Reading Comprehension at SMAN 22 Makassar

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Abstract

Assessment in reading comprehension is very important for students to know their ability. Using the right assessment can affect the development of the students reading comprehension. This research aims at finding out the type of assessment that teachers use, why teachers prefer to use the current assessment, and the teacher preparation, implementation, and score the students reading comprehension. The data were taken through interviews and observation. The subject of the research was the teacher of SMAN 22 Makassar. The result of this research: The type of assessment used by teachers at SMAN 22 in assessing reading comprehension is formative assessment. In the assessment aspect of reading comprehension, not all aspects are taken by the teacher in assessing students' reading comprehension, only a few aspects, namely main idea, supporting detail and vocabulary, and likewise, the components in reading comprehension, only a few are taken by the teacher, namely vocabulary, fluency, and comprehension. In using the assessment to assess the students' reading comprehension, the teacher also adjusts to the KD given to the teacher. With this KD the teacher will adjust what assessment should be used and also in each test the teacher gives students so that they know the progress of their reading comprehension will be adjusted to the abilities of the students. The teacher always prepares whatever is needed in teaching reading comprehension. In each lesson, the teacher implements the teaching from the lesson plan and give score to the students based on the result of the answers in the given task format.

Keywords: *Assessment, Reading Comprehension, Students, Senior High School*

INTRODUCTION

Reading is the essential skill of learning English. The researcher defines reading as the process of constructing the idea of the text. Reading is useful for the learning of language (Harmer, 2007:99). Reading is an ability that a learner must possess in learning a language. Reading was related to a language. Language is a communication medium for everyday activities. Since language is a communication tool, communication requires knowledge. The learner or consumer must have communicative competence to obtain knowledge. By possessing communicative ability, the learner or user can acquire knowledge quickly. In reading

comprehension, the learner or user must have the communicative competence to figure out or recognize the details in the written text.

Brown (2004:185) stated that in order to become an efficient reader, two primary hurdles must be cleared for learner of English. First, they need to be able to learn simple bottom-up strategies for the processing of separate letters, terms and phrases, as well as top-down, conceptually guided comprehension strategies. Second, as part of this top-down approach, second-language readers need to establish sufficient material and formal schematics, context knowledge and cultural expertise in order to execute such analysis effectively. Klinger, Vaughn, Boardman (2007:2) said that reading comprehension is a method of building meaning by coordinating a variety of complex processes, including word reading, word and world knowledge, and fluency. Linse and Nunan (2005:71) found out that: reading comprehension applies to reading for meaning, understanding and entertainment. It requires higher order thought skills and is much more complicated than simply interpreting simple words.

In reading comprehension, a cognitive mechanism is required to stimulate thought skills in order to discover the meaning of the word and the expression in the text. Klinger, Vaughn, and Boardman as cited Irwin (1991) mentioned that five basic comprehension processes that work together simultaneously and complement one another: micro processes, integrative processes, macro processes, elaborative processes, and metacognitive processes. First, micro processes refer to the reader's initial chunking of idea units within individual sentences. "Chunking" means grouping words into phrases or groups of words that carry meaning, which includes an understanding of both grammar and vocabulary. Second, this phase of recognizing and inferring the relationship between clauses is referred to as inclusive processing. Third, concepts are better interpreted and more readily retained when the reader can arrange them in a coherent way. These are macro systems. Fourth, the process of elaboration is a process of drawing inferences on the basis of knowledge given earlier in the text or on our own previous experience. And the last process is metacognitive processes, thinking about thinking, tracking comprehension, choosing what to recall, and controlling the techniques used when reading. Understanding reading comprehension and the skills necessary for adequate comprehension in adults will give a more complete understanding of comprehension ability. In order to know how far the students' reading comprehension, the lecturer or teacher need to do assessment of reading.

Linse & Nunan (2005:138) said that the assessment is to collect information for a particular reason. They also (in Freeman and Freeman, 2004) said that when assessing students, it's important to remember that assessment should be a measure of what students are able to do and what they know. Brown (2004:4) said that: Assessment is an ongoing process that encompasses a much wider domain. Whenever a student responds to a question, makes a statement, or tries out a new word or structure, the instructor subconsciously creates an evaluation essay that is a performance that is eventually judged by the self, the teacher, and probably other students. Reading and listening exercises typically involve some kind of constructive output that the instructor indirectly evaluates, however peripheral that assessment may be. A good teacher never ceases to evaluate the student whether such tests are accidental or intended.

English teachers should be able to assess and evaluate their students' learning achievement. Evaluation is a technique or method of knowing whether or not teaching and learning processes have been carried out efficiently and adequately by teachers, knowing whether the metrics, tools, learning methods and media, evaluation procedures and test subjects are compatible with the

competencies, the learners and the learning situation. The quality evaluation of the teaching and learning process can be derived from the results of the classroom observation, interview, test and assessment.

There are many teachers who still don't know how to assess a student's reading comprehension or they just simply assess reading comprehension without knowing what aspects are needed in assessing reading comprehension. An assessment that is not in accordance with the aspects will cause students to be ignorant about the development of reading comprehension. Assessment in reading comprehension is very important because with this the teacher can know the extent to which students can understand the content of the text they are reading and as a teacher should not ignore important aspects in assessing students' reading comprehension only in the context that students can read it fluently and give it in just like that.

SMAN 22 Makassar is one of the prestigious schools in Makassar which is a new school and has experienced teaching quality. Researchers chose this school as a place for research because he wanted to know the type of reading comprehension assessment used by the teacher who was in this school. By knowing the reading of the reading understanding used by experienced teachers will be able to add insight and knowledge for the researcher.

Based on the reason mentioned above, the researcher has motivation to know assessing reading comprehension. Therefore, the researcher designs the title of the research "The Assessment of Reading Comprehension at SMAN 22 Makassar.

METHOD

In conducting this research, the researcher will use descriptive qualitative method. According to McMillan (2019), a descriptive study simply describes a phenomenon and usually in the form of statistics such as frequencies or percentage, averages, and sometimes variability or graphs and other visual images

This research is conducted in SMAN 22 Makassar. The researcher chooses all English teachers in SMAN 22 Makassar as the subject of the research. There are two criteria for selecting an English teacher as a research subject, namely a certified English teacher and who has many years of teaching experience

The researcher used two kind of this research they are: observation and interview. The data analysis is consisted of data condensation, data display, and conclusion drawing or verification.

FINDINGS

1. Types of Assessment task used in assessing reading comprehension

Based on the results of the analysis through interviews, the teacher used the formative assessment type in assessing the students' reading comprehension. The teacher uses the current assessment as well as adjusts to the applicable KD and also following current conditions. For the teacher to know the students' reading comprehension, they always carry out tests according to the student's abilities so that they can see their progress. In reading comprehension, namely the aspects and components contained in it that the teacher does not assess as a whole, because the teacher also considers aspects of the abilities of the students being taught. So that in using the test regularly the teacher can find out the progress of the students' reading comprehension.

The primary purpose of assessment tasks is to collect information to make inferences about students' reading abilities. Different reading tasks should help provide information about many component reading abilities as well as reading comprehension more generally.

Based on the results carried out by researchers through observations, it has been found that in conducting assessments teachers use several reading assessment task formats including:

a. Multiple Choices

One form of reading test used by teachers in measuring the level of students' reading ability is using multiple choices.

b. Sentence Completion

One form of reading test used by teachers in measuring the level of students' reading skills apart from multiple choices is sentence completion.

c. Short Answer

Apart from multiple choice and sentence completion, the teacher also uses short answers.

d. Matching (and multiple matching) techniques

Matching sentences is also one of the tests used by teachers in measuring the level of students' reading ability.

2. Teacher prefer using current way of Assessment

Based on the results of the author's analysis, the teacher is more dominant in making changes to the use of assessment based on the KD that is given. Changes from the change in assessment also have an impact on the differences and development of the students' reading comprehension, where the use of this formative assessment can monitor the progress of each student. The advantages and disadvantages of each assessment are always there and it is the teacher who will maximize the benefits of the assessment as well as minimize these shortcomings which have a rather good impact on the students reading comprehension at SMAN 22 Makassar.

3. The Teacher's Preparation before Teaching Reading Comprehension

It is important for the teacher to prepare everything before starting to teach such as RPP and others. In teaching the teacher implements the lesson plan that has been made. Assessment of students' reading comprehension through questions or tests given by the teacher. The format task of the task given by the teacher to students will determine the students' reading comprehension ability and also the value or score that will be obtained by students. With the task format, the teacher can determine students' abilities and continue to monitor students' progress in reading comprehension ability.

DISCUSSIONS

Based on the interview and observation analysis, it is found that the assessment that teacher use is formative assessment. This result is in line with what the theory found by Cameron (2011), the instructor gives an evaluation to change the plan—the plan to change—the plan and Masters and Forster (2012) note that the formative assessments are when teachers gather information on the strengths and weaknesses of children to provide input to students and to make more decisions on teaching. Based on the observation and interview, the writer can find this assessment at SMAN 22 Makassar.

Cameron (2014) argues that the summative assessment is intended to measure learning at the end of a unit, term, year or course and does not provide guidance on the next teaching period. McMillan (2000) adds that the summative assessment is described as occurring at the end of the learning episode, e.g. at the end of the course.

Teacher at SMAN 22 Makassar are more likely to use formative assessment than summative assessment in assessing students' reading comprehension ability. The formative assessment used by the teacher in assessing the development of the student's reading comprehension is very important. The teacher, in order to see the progress of the student's reading comprehension, always takes tests or gives questions to students.

In previous studies in chapter 2, it can be seen the same thing where all researchers discuss the assessment of reading comprehension. What distinguishes previous research from current researchers is that apart from discussing the assessment of reading comprehension, the researcher also observes the task assessment format used by the teacher in order to make it easier to assign grades to students in reading comprehension.

In the reading comprehension assessment, some aspects and components are assessed by the teacher, and not all aspects and components are assessed because they adjust to the students' abilities. If the teacher assesses all these aspects and components while the students' abilities are inadequate, it will not get results.

There are advantages and disadvantages to the type of assessment currently used by teachers; the next is how the teacher maximizes the current assessment to see the progress of the student reading comprehension. And every change in the type of assessment that the teacher uses always follows the KD that is given.

There are several task formats used by teachers in measuring and assessing students' reading comprehension skills, namely: multiple-choice, completion sentences, short answer, and Matching (and multiple matching) techniques. Through this task format, the teacher can find out the students' reading comprehension ability and can develop their ability to be better.

Based on the findings presented above, the researcher concluded that the type of assessment used by teachers at SMAN 22 Makassar is a formative assessment. The teacher before starting to teach will prepare a lesson plan and prepare a task formats. Not all aspects and components that the teacher assesses on students in reading comprehension because it adjusts to the students' abilities. Changing the type of assessment carried out by the teacher follows from the KD given. This result was collected through the observation and interview between the researcher and teacher of SMAN 22 Makassar.

Based on the results of this study, the teacher uses a formative assessment to assess the students' current reading comprehension based solely on the KD given. The change in assessment also has a slight effect on the development of students' reading comprehension because the questions or assignments given by the teacher to students will also be different, thus giving a different impact from the type of assessment previously used by the teacher.

CONCLUSIONS

There were three conclusions of this study: (1) the type of assessment used by teachers at SMAN 22 in assessing reading comprehension is formative assessment. In the assessment aspect of reading comprehension, not all aspects are taken by the teacher in assessing students' reading comprehension, only a few aspects, namely main idea, supporting detail and vocabulary, and

likewise, the components in reading comprehension, only a few are taken by the teacher, namely vocabulary, fluency, and comprehension. The task format used in assessing students' reading comprehension ability is multiple-choice, sentence completion, short answer and matching (and multiple matching) techniques. (2) In using the assessment to assess the students' reading comprehension, the teacher also adjusts to the KD given to the teacher. With this KD the teacher will adjust what assessment should be used and also in each test the teacher gives students so that they know the progress of their reading comprehension will be adjusted to the abilities of the students. (3) The teacher always prepares whatever is needed in teaching reading comprehension. In each lesson, the teacher implements the teaching from the lesson plan and give score to the students based on the result of the answers in the given task format.

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