

THE PROCESS OF ASSESSMENT IN TEACHING READING TO THE TENTH GRADE STUDENTS OF SMAN 3 KEDIRI

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ABSTRACT

Assessment is a process to obtain some information related with students' development during learning activities, as an ingredient in decision making by educators to identify and improve the process and students learning outcomes. This study aims to describe 1) the purposes of assessment in teaching reading skills, 2.) the obstacles faced by the teacher in implementing the assessment of reading skills, and (3) the solution to overcome the obstacles done by the teacher. This research uses qualitative research methods, carried out at SMAN 3 Kediri. The subjects of the research were one English teacher and 5 students taught by the teacher. The researcher employed data collection techniques in the form of observations, interviews, and documentation. Based on the research findings are the implementation of assessment on reading skills the teacher provides exercises by asking students to read story texts and can be assessed from the pronunciation, also the difficulty of students focusing on the material presented, and to find more interesting readings, interesting stories or maybe news items, that way children will become more interested in reading. From these results it can be concluded that the implementation of the assessment of reading skills has been running, but there are still some obstacle.

KEYWORDS: *Assessment, Teaching Reading, Reading Skill*

INTRODUCTION

Assessment can be defined is a process to obtain some information related with students development during learning activities, as an ingredient in decision making by educators to identify and improve the process and students learning outcomes. Implementation of assessment in school and university is part of the learning process, namely about understanding the development or progress of individual students. In assessment learning, there also types of learning such as: quiz, daily test, individual and group assignments, final exam, etc. Assessment of learning is carried out during the learning process and often forms the basis for improvement in the teaching and learning process. As Adiguzel (Susilaniningsih, Khotimah & Nurhayati, S) stated: 2018) that "assessment is very important in the learning process". According to Ridwan Abdullah Sani (2014: 201) assessment and evaluation are data collection efforts which are then processed by decision makers as part of the education

program. In teaching and learning activities, the teacher conducts an assessment by collecting data and learning materials from students to improve the lesson plan. To carry out an assessment instrument as a tool used in activities assessment, (Baehaki (Okhtaria: 2017)).

The research conducted provides information about problems that occur in the teaching and learning process, such as difficulties in applying appropriate learning methods, students' difficulties in understanding reading in English lessons, low student interest, student activities that do not match indicators, and lack of activity student assessment. These problems will have an impact on learning outcomes that are not optimal. Learning outcomes that are not optimal will be reflected in student test scores. The problems found in the research that has been carried out certainly contributed to the failure to achieve student exam scores according to predetermined graduation standards.

Therefore, the researcher conducted the research questions such as how is the implementation assessment for reading skills at SMA Negeri 3 Kediri, What are the obstacles faced by teachers in implementation of assessment for reading skills at SMA Negeri 3 Kediri, and what are the solution to overcome obstacle in the implementation of the assessment at SMA Negeri 3 Kediri.

Researcher also looking for the previous study to compare the findings with hers. The researchers found some findings, one of them is from Indriyana Saputri, Joko Nurkamto, Dewi Sri Wahyuni, and it's finding said that He ignores irrelevant information and only focuses on information that can answer the problem. Then the second is from Rosendi Galih Susani (2018). He stated the test as a method of collecting data that is used to evaluate the correct or wrong answers.

1.1 Assessment

Assessment refers to the implementation of the curriculum in the teaching and learning process. In fact, measurement and assessment factors play a very important role. Assessment is a logical procedure that must be carried out in accordance with the objectives to be achieved. Assessment becomes one of the process functions to determine the extent to which objectives can be achieved. If this process (assessment) slips into a goal to be achieved, then at that time a simplification of the learning process will begin, which is oriented to how the assessment will be carried out (Harjito et al, 2014). Assessing students' performance in learning is not an easy task because it requires training and mastery of assessment theory related to the content to be assessed. In order to be able to carry out an effective assessment, it is necessary to pay attention to several assessment principles which form the basis for evaluating student learning outcomes. According to Purwanto, the principles of assessment include is as follows:

1. Assessment must be based on comprehensive outcome measures.
2. Assessment must be an integral part of the teaching and learning process.
3. The assessment that is used must be clear to students and teachers.
4. Assessment should be noted that there are two kinds; assessment orientation, namely the assessment that is norm-referenced and which criterion-referenced.
5. A distinction must be made between scoring and scoring.

The principles of assessment according to Sudaryono, namely:

1. Validity, means assessing what is to be assessed using appropriate tools to measure competency
2. Reliability, refers to the consistency (coherence) of evaluation results.
3. Comprehensive, the assessment must be comprehensive and cover all areas covered by each core competency.
4. Continuous, carried out in a planned, gradual and continuous manner to provide an overview of student skill achievement over a certain period of time.
5. Objective, assessment must be done objectively.

1.2 Teaching Reading

Reading is the activity of looking at the text that is read to get information and communicate someone through words. Reading is one of the four language skills (listening, speaking, reading and writing) which is important for individuals to learn and master, and reading is a way of getting information from something that has been written. According to Anderson, reading is a complex process that requires analysis, coordination, and interpretation from various sources of information. It can be said that reading is a basic skill or achievement that must be mastered to achieve a goal. According to Paul S. Anderson in Widyamataya (1992: 90), it has seven purposes of reading, reading for details and facts, reading for the main theme, reading for sequence or organization, reading for inference or classification, reading for evaluation and reading for comparison. The reading assessment is carried out, then the teacher makes an assessment, on the results of the reading assessment that has been completed by students. Teacher gives the assessment of the reading assessment is in accordance with the weight of the score that has been determined planned in advance in the assessment planning. process. If from the overall results answer the reading assessment, there are still students who have not achieved minimal completeness. Then the teacher does remedial on the student, until the student can achieve the minimum completeness value that has been made. The remedial carried out by the teacher providing opportunities for students to answer the same question on the previous test, the student must correct the answer to the wrong question on the previous test until the answer is correct so that the student can achieve a minimum completeness score. After the remedy implemented, then the teacher collects the results of the reading assessment as reference material in evaluating learning.

METHOD

This study uses a qualitative method. Moleong (2007: 6) argues that qualitative research is research that attempts to understand the phenomena experienced by research subjects. Then, the researcher will report research findings based on the views of the data and analysis of the data obtained in the field to then be described in detail in a research report. The researcher took place at This research took place at SMAN 3 Kediri which is located on Jl. Mauni No. 88, Bangsal, Kec. Pesantren, Kota Kediri, Jawa Timur, 64131. This sample of research is all students of class X at SMA Negeri 3 Kediri who had used the curriculum 2013, and for the research subject was one class in SMA Negeri 3 Kediri which was chosen randomly, namely class X-E. The class consists of 30 students.

The research's instrument were observation, interview, and documentation. To analyze the data, the researcher used a Miles and Hubberman theory. There were the researcher should take the data collection first, then took the data reduction, after that display the data, and the last the researcher took a conclusion.

RESEARCH FINDINGS

3.1. Implementation of the assessment in reading skill

Based on field research obtained through research conducted on teachers about the implementation of assessment to reading skills at SMA Negeri 3 Kediri is still not fully focused on students in terms of assessment, this is the teacher as a facilitator of the teaching and learning process, combining teaching and learning models, and other methods, including discussions and descriptions of lesson materials, and many other methods to investigate the learning process, which can adapt to students understanding and create effective and efficient learning objectives. The implementation referred to in this study is the way that done by the teacher to find out the progress in the process

student learning using assessment, which refers to three types of assessment, including attitude assessment, skills assessment, knowledge assessment. Based on the results of observation, interview, and documentation, researcher with teachers at SMA Negeri 3 Kediri researcher asked several things regarding how the implementation of assessment in reading skills in learning English.

However, the researcher believes that the application of the school's ability assessment as a whole can still run well and effectively, but the application of the assessment applied to the school can still slowly instill character and students' understanding of reading skills in English education subjects. In addition, the researcher also saw directly the activities and implementation of the assessment on reading skills in indications that they were going according to the wishes expected by the school which was in accordance with the vision and mission of SMA Negeri 3 Kediri.

3.2. Constraints in applying assessment to train students reading skill

From the interview data result, the researcher concluded if the assessment especially in reading skill was possible for students to be very subjective in their assessments because they are driven by the desire to get the best grades. From now on, the teacher must take steps and sampling strategies in the evaluation. The teacher takes a 10-20% sample for review, correction, and reassessment of students. If the results of repeated corrections made by the teacher show or there are many errors in making an assessment, then the teacher can return all the results of the work to students to be corrected or guided, by indicating where the correction was. Errors in evaluation and adding important comments, this must be done. In this regard, the factors that support and hinder the learning process cannot be avoided, because by using these two factors, the advantages and disadvantages of the learning process will be seen as well as being a benchmark that can be used as a reference for the development of a learning process that will lead to learning objectives to the fullest.

CONCLUSION

The implementation of assessment of students reading skills at SMA Negeri 3 Kediri is expected for students to become more active learners so that students can be independent and achieve good learning outcomes on their own work. The application of assessment to students reading skills is still not fully focused on students in terms of assessment. This is in terms of the teacher as a facilitator in the teaching and learning process still combining these learning models in conventional learning and other methods including discussing and describing learning material. Because in its application, the teacher takes a role in the teaching and learning process, namely half and the other half is left to students to make decisions and actions in the teaching and learning process, which are then evaluated by the teacher.

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