AN EVALUATION OF READING TEST IN ENGLISH ASSESSMENT TEST BASED ON SCHOOL LEVEL-BASED CURRICULUM

PUBLICATION RESEARCH

Submitted as a Partial Fulfillment of the Requirements for Getting Bachelor Degree of Education in English Department

by

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2013
Surat Persetujuan Artikel Publikasi Ilmiah

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Surakarta, April 2013

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ABSTRACT

The purpose of this research is to know the compatibility of reading test in English Assessment Test for Senior High School grade XII Published by Erlangga, 2012 with School Level-based Curriculum and facilitate students or not. To describe the compatibility and facilitate students or not of reading tests for Senior High School grade XII, the writer uses descriptive research as the research method and the data are reading test taken from English Assessment Test textbook. The writer collects the data by reading the English textbook and classifies the reading test. The data were analyzed by these step: (1) finding out the reading test provided in the English Assessment Test, (2) the reading test are then coded, (3) comparing reading test developed in the textbook and reading skill demanded by the School-based Curriculum, (4) giving the percentage to the total of the reading test developed in the textbook, (5) describing whether the reading tests developed in the textbooks is compatible or not with reading skill suggested by School-based Curriculum. (6) determining the weather of reading test in the English textbook can facilitate the students to achieve the competency or not. From the research finding, it is found that the compatibility of reading test with school level based of curriculum based schema of quality classification as proposed by Suharsimi (1993) is 87.5%. It means that the textbook is good or appropriate with the reading test in the school level based curriculum. Here, it is also found that there are many types of the reading test questions that appear, those are matching test, true false reading test, multiple choice test, completion items, and cursory reading. In other word, the reading test can facilitate student to achieve the competency.

Key word: reading test, compatibility, school level-based curriculum.
A. Introduction

Background of the Study: In teaching-learning English, there are four skills should be conducted when teacher will teach in learning English, they are listening skill, speaking skill, reading skill and writing skill. In teaching-learning process, there are many materials to support English subject such as textbook, etc. *English Assessment test* is one of many textbook that published to learning English in the school. Brown (2004:185) states that “Reading skill is the most essential skill for success in all educational contexts; reading is also a paramount importance as we create assessment of general language ability”. After teaching-learning process the teacher need to know how far their students achievement. So it need test to measure students ability. “The terms of test is a method to measure a person’s ability, knowledge, or performance in given a dominant” (Brown, 2004:3). Heaton (1974:103) states that “Reading comprehension test is material is very closely related to the type of practice material used by the teacher to develop the reading skills”. Heaton (1974:103) states that “reading comprehension test is material is very closely related to the type of practice material used by the teacher to develop the reading skills”. Testing reading comprehension has some variant. There are: The nature of the reading skills, initial stages of reading: matching tests, true/false reading tests, multiple choice item (1): short texts, multiple choice item (2): longer texts, completion items, cloze procedure, cursory reading. Based on the criteria above, the topic in this research is reading test. The writer is interested in this topic to measure the suitability of textbook reading test in the book *English Assessment Test* for Senior High School grade XII Published by Erlangga,2012 with school level-based curriculum. Limitation of the study of this research, the writer concerns and limits her research on the reading test on the student’s textbook *English Assessment Test* for grade twelve of Senior High School. The data are all reading test that found in English in *English Assessment Test* for grade XII of Senior High School. Problem Statements in this study are: (1) are reading test compatible with those required in School Level-based Curriculum? and (2) do the reading tests facilitate the students to
achieve the competency?. **Objective Study**, based on the problem statement above, they are three objectives of the study they are as follow, (1) to clarify reading test are compatible or not with School Level-based Curriculum. (2) to describe the reading tests can facilitate the students to achieve the competency or not.

**B. Underlying Theory**

1. **School Level-based Curriculum**

   According Nunan (1994:14) states that curriculum is usually using to river a particular program of study it refers to all aspect of planning of managing education program. When a curriculum is correlated with a foreign language teaching, especially on the English teaching, it is concerned with principles in procedures for planning English teaching and also being a guiding on the evaluation test of the material given.

2. **Notion of Reading**

   Harrison and Smith (1980:8) define reading as the act of responding with appropriate meaning to printed or written verbal symbols. It means that reading is the result of interaction between the graphic symbols that represent language and the readers language skill, cognitive skill and knowledge of the word. In this process, the reader tries to recreate the meaning intended by the writer.

3. **Reading Skill**

   Reading skill is the ability to relate the textual material to one’s own knowledge by comprehending the text (Fauziati, 2010:138). The purpose or reading activity is language ideas. In reading, the process of thinking is very urgent and vital, because the students read the text do not merely move their eyes along the sentences they read. Instead, in the same time their minds work to get the message.

4. **Reading Test**

   Heaton (1974:103) states that “reading comprehension test is material is very closely related to the type of practice material used by the
teacher to develop the reading skills”. There are four skills in the foreign language teaching learning process that will be improved. There are listening, speaking, reading and writing skills.

5. **Type of Reading Test**

   According to Heaton (1974:103) the types of reading test are:

   1. Matching Test
      1) Word matching
      2) Sentence matching
      3) Picture and sentence matching
   2. True / False Reading Test
   3. Multiple Choice Item (Short Text)
   4. Multiple Choice :Longer text
   5. Completion Items
   6. Cloze Procedure
   7. Cursory Reading

C. **Research Method**

   The writer applies descriptive research in this research. Descriptive research is a research that the result is non-numerical. The researcher uses descriptive research, which is conducted by collecting the data, classifying the data and analyzing them without making general conclusion. The object of the study is reading test in the English Textbook *English Assessment Test* for grade twelve of senior High School published Erlangga. The data of this research are all reading test items that found in the English textbook *English Assessment Test* for grade XII of Senior High School published by Erlangga. The year of publication is at 2012. The data source is English textbook *English Assessment Test* for grade XII of Senior High School published by Erlangga. The year of publication is at 2012. In collecting of the data, the writer collects reading test in English textbook entitled *English Assessment Test*. The techniques are: 1) Reading the
English textbook entitled *English Assessment Test*. 2) The writer classifies the test containing reading test. The technique for analyzing data of this research is using descriptive interactive technique, as follows: (1) Finding out the reading test provided in the textbook. (2) The reading tests are then coded. (3). Comparing reading test developed in the textbook and reading skill demanded by the School-based Curriculum .(4) Giving the percentage to the total of the reading test developed in the textbook.(5). Describing whether the reading tests developed in the textbooks is compatible or not with reading skill suggested by School-based Curriculum.(6). Determining the weather of reading test in the English textbook can facilitate the students to achieve the competency or not.

D. Research finding and discussion

1. Research finding
   a. The compatibility of reading test with school level based curriculum.

   T 7/EAT/P.44

   a. Read the following article carefully. (Explanation Text)

   **Why Does Hair Turn Gray?**

   Have you ever watched someone trying to cover up gray hair by dyeing it?

   Or maybe you wonder why your granddad has a full head of silver hair when in old pictures it used to be dark brown? Getting gray, silver, or white hair is a natural part of growing older, and here’s why.

   Each hair on our heads is made up of two parts: a shaft-the colored part we see growing out of our head and a root-the bottom part, which keeps the hair anchored under the scalp.

   The root of every strand of hair is surrounded by a tube of tissue under the skin which is called the hair follicle. Each hair
A follicle contains a certain number of pigment cells. These pigment cells continuously produce a chemical called melanin which gives the growing shaft of hair its color of brown, blonde, red, and anything in between. The dark or light color of someone’s hair depends on how much melanin each hair contains.

As we get older, the pigment cells in our hair follicles gradually die. When there are fewer pigment cells in a hair follicle, the strand of hair will no longer contain as much melanin and will become a more transparent color-like gray, silver, or white-as it grows. As people continue to get older, fewer pigment cells will be less to produce melanin. Eventually, the hair will look completely gray.

People can get gray hair at any age. Some people go gray at a young age, whereas other may be in their 30s or 40s. How early we get gray hair is determined by our genes. This means that most of us will start having gray hairs around the same age as our parents or grandparents first did.

(source: http://kidshealth.org/l)

b. Complete the following sentences with the words from the article.

1) Hair dye is a substance which is used to............
2) When your grandpa was young, his hair............
3) Pigment cells are inside..........................
4) If a person has a lot of melanin, their hair color…
5) As a person is growing older, pigment cells will…
The instruction of point b, is kind of completion item. From this test students completes the sentence with words from the explanation text. The test consists of 5 questions. After doing the test, it is hoped that students can determine the words and meaning of word based on the explanation text. The tests are appropriate with School-Level Based Curriculum: identification the explanation text.

b. The non compatibility of reading test based school level based curriculum

T11/EAT/P.77

Circle one word in each number which doesn’t have the same meaning.

1) Space = area room office place
2) Crash = conflict quarrel disagreement nuisance
3) Spouses = husband child wife partner
4) Require = need demand provide ask
5) Convenient = luxurious comfortable enjoyable pleasant

The instruction asks the students to determined word that has some meaning. The material is non appropriate with the indicator in the School Level-based Curriculum.
### Table 4.2: The Research Result of Reading Test

<table>
<thead>
<tr>
<th>No</th>
<th>Indicator develop in the School Level-based Curriculum</th>
<th>Indicator develop in the textbook.</th>
<th>Compatible</th>
<th>Non compatible</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Reading out load of the text.</td>
<td>Choose one of the texts and read out load in the front of class.</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Identification of short functional text. (banner)</td>
<td></td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>3.</td>
<td>Identification of short functional text. (poster)</td>
<td>advertisement</td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>4.</td>
<td>Identification of short functional text. (pamphlet)</td>
<td>brochure</td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>5.</td>
<td>Identification of narratives text types</td>
<td>Read the article (narratives text types) and match</td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>6.</td>
<td>Identification of explanation text types</td>
<td>Read the text (explanation text types) and answer the question.</td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>7.</td>
<td>Identification of discussion text types</td>
<td>discussion text types</td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>8.</td>
<td>Identification of review text types</td>
<td>Read the review text types and choose the best</td>
<td></td>
<td>√</td>
</tr>
</tbody>
</table>
The percentage of compatibility between reading skill indicators developed in the textbook and the reading skill indicators in the School level-based Curriculum, can be seen bellow:

\[ \frac{7}{8} \times 100\% = 87.5\% \]

Based on schema quality and classification the (Suharsimi, 1993-96) the score of reading test based on the textbook *English Assessment Test* is very good because the score is 87.5 %.

2. Discussion

1. The compatibility of the textbook

After evaluating the data based on the English textbook entitled *English Assessment Test*. English textbook for Senior High School grade XII which are compatible with School Level-based Curriculum, the writer finds fulfill 7 indicators. The result percentage for this point is 87.5%. It means that reading test is compatible with School-Level based Curriculum. So, the teacher of English, primarily the teacher of third year students of Senior High School should choose and uses the textbook evaluated.

2. The reading test of the textbook can facilitate the student to achieve of reading.

The writer finds the textbook *English Assessment Test* can facilitate the students to achieve the competency of reading in the form of identification short functional text, in the form of advertisement and letter, the student also can determinate and identification of narrative text types, explanation text types, discussion text types, and review text types. The reading test in the textbook appropriate based each
competency and the test also organized with indicator in the School Level-based Curriculum. The reading test in the textbook can facilitating the student in the answer and determine the reading test. The students can acquire reading test in the different package from each reading test that developed in the textbook. The kind of reading test can facilitate students in the determined and identification of information and the meaning in order to answer the question correctly.

E. Conclusion and Suggestion

1. Conclusion

The result of the study shows the percentage for the reading skill materials develop in the English Assessment Test, based on the percentage, referring to schema of quality classification proposed by Suharsimi’s (1993) is 87.5%. It means that the quality of reading test is very good in developing reading skill as demanded by the School level-based curriculum. So the textbook are compatible with School level based Curriculum.

2. Suggestion

The writer proposed some suggestion for the person who have relation with their research. It is hoped that the English teacher are more selective in choosing English textbook to their references in the teaching English. For the book writer English Assessment Test should give balance among all language skill in every aspect in the textbook. For the next researcher are interests in this study, the study limits in evaluations of the materials in the textbook with the indicators suggested by the School Level-based Curriculum. The government is expected to control the distribution of the English textbook in the school.

REFERENCE


