



Reading Assessment in Learning English by Using Short-Story Method at Senior High School 4 Tanjabbar

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Abstract

The reading assessment activities utilized in English tale reading activities in class XI IPA 1 SMAN 4 Tanjabbar are described in this study. Not only that, but this study also considers the long-term effects of using the reading evaluation technique, as well as how the English instructor will do after that. The results of this research study state that basically every school has implemented a reading assessment technique when learning to read short story texts in English. Reading assessment was chosen because it is used to measure the process and student learning outcomes. Typically, this kind of assessment involves measuring the skills and knowledge acquired over a certain period of time-based on practiced reading skills. The teacher considers each student's progress based on the learning implementation plan, which includes Competency Standards (SK), Basic Competencies (KD), and Indicators. Questions from the reading assessment made by the teacher are based on their suitability with the characteristics of students and also from the assessment of teaching materials that have been applied. This activity is something that has been planned and the teacher also makes an assessment. The remedial action taken by the teacher was caused by the findings of students who could not achieve the standard competency values. "Multiple choice" and "short-fill" reading assessments are used from a story chosen by the teacher as types of student assessment questions.

Keywords: Reading Assessment, Reading Method, Learning by reading

Introduction

Education is a conscious and planned effort to realize the learning atmosphere and learning process so that students actively develop their potential to have strength in spirituality, religion, self-control, personality, intelligence, and noble character, as well as the skills needed by them, society, nation, and state, according to Law No. 20 of 2003 concerning System National Education Chapter 1 Article 1 paragraph (1). There are several skills that must be mastered in English lessons, one of them reading. These reading skills can be developed through formal education in school, which begins in elementary school and continues through college. Reading skills require a good and maximum learning process at the primary education level. Reading is the foundation for understanding many different fields of study. Similarly, in English, understanding it requires good reading skills; otherwise, one cannot understand what other people mean in their writing.

Students must improve their skills in understanding words when understanding texts in English reading skills. Reading skills and listening skills, namely the ability to comprehend a message, can be

grouped together (receptive skills). When the reading activity is text comprehension, the test takes the form of an objective test. That is, students are only required to respond in their own words and in a concise manner. This differs from a multiple-choice test, in which they must select the correct answer from a list of options. Nurhadi (2016) said that reading is a critical-creative process that is carried out by the reader to gain a thorough understanding of the reading, followed by an assessment of the reading's state, value, function, and impact. As the case with students at Senior High School 4 Tanjabbar. Where the researcher this time focuses on the assessment made by the teacher on students in class XI IPA 1 in understanding short story texts in English. The chosen text type is narrative fairy tale text. The reading assessment was chosen because it was used to assess the process and student learning outcomes after reading skills were taught.

In this case, the research found that the teacher's assessment method with the students' work was still insufficient. The teacher's assessment is based solely on when students are asked to read stories that they find uninteresting or monotonous, such as stories about politics and government. This is due to students' misunderstanding of text reading. The reason for this is that the teacher still uses the oration method in each lesson without providing a grid on how to learn with a good and correct short story method. When students are asked to repeat their reading, the teacher should assess their fluency, comprehension, and accuracy. According to the lesson plan's Basic Competence point 3, students are expected to understand and analyze existing phenomena, particularly in the process of learning to read. When assigned to retell short stories while learning to read short stories, students at the school struggled. Students are perplexed about where to begin because they do not understand the story's content.

Based on the thesis that written by Yunita Febriana Sari (2015) with the title *The Application Of Reading Assessment By Eight Grade English Teacher Of Smpn 1 Karangrejo In Academic Year 2014-2015*, which demonstrated that the teacher in this school used a list of accomplishments to organize the data of assessing reading. The data is organized by the teacher into four main points: task, middle examination, daily examination, and school examination. That is why the researcher is also interested in reading assessment in this research, which uses *short-story* of fairy tales to get more attention.

Research Methodology

This research was using qualitative research which focuses on the ethnographic method. According to Emzir (2011), ethnography is a type of research that focuses on the meaning of sociology through closed field observations of sociocultural phenomena. Basically, ethnographic methods are a research approach in which people are observed in their cultural context with the goal of producing a

narrative account of that culture against a theoretical backdrop. Participant observation, interviews, and surveys are some of the individual methods available in an ethnographic study. Ethnography is a type of qualitative research that collects: observations, interviews, and documentary data in order to create detailed and comprehensive accounts of various social phenomena. The data presented is more descriptive in the form of words or pictures; this research is not presented as numbers. The stages of research that have been carried out are as follows:

- **Observation:** the researcher has seen the condition of the school in the learning process and the teacher's process of giving assignments and assessments in reading. The researcher acted as a passive participant-observer, which means that did not interact with the teacher, but instead closely observes the students' and teacher's behavior in class. When observing the reading assessment process, the researcher employed an observational checklist and photographs.
- **Interviews:** The researcher interviewed the teacher and three students who were classified as having lower, medium, and upper levels of reading ability. As a result, researchers can obtain data based on their level of difficulty.
- **Documentary:** This technique is used by the researcher to analyze the document that was collected from a paper, report, list of school grades, or other written documents. As a result, the writer will know whether or not the reading assessment is appropriate for students at senior high school, and the document will assist the researcher in understanding the central phenomenon in the study.

According to Miles and Huberman (Sugiyono, 2013, p. 337), "activities in qualitative data analysis are carried out interactively and continue until they are completed so that the data is saturated". The research instruments this time were observation sheets, interviews, and documentation. After the data is collected, the data is then analyzed by the researcher. Where the subject of this research is the English teacher of Senior High School 4 Tanjabbar who teaches twelfth-grade science 1. In this case, the researcher is interested in learning how the teacher assesses reading and how the teacher collects, organizes, and presents classroom data on reading assessment.

The research procedures that have been carried out by researchers are as follows:

1. Beginning
 - Field study (Teacher observations and interviews)
 - Studying literature related to teacher teaching technique
2. Core
 - Researchers acted as students to know how the teacher explained the material about reading

- Make a draft of teaching methods that are in line with basic competencies, and teaching methods that according to researchers, do not motivate students.

3. Closing

- The researcher devised a series of questions based on short stories in order to gauge students' interest in various reading topics (Due to the time the research was still in the Covid-19 pandemic, the questionnaire sheet was given online)
- The researcher compares the results of the short story method trial to the method previously used by the teacher.

Findings and Discussion

Findings

This chapter describes and discusses the data finding from the research. There was one class (XI IPA 1) conducted by the researcher. In this class, the questionnaire is given in the form of 25 questions consisting of 15 multiple choice questions and 10 questions with short-fill. In the 25 questions, in the short-fill, there are 5 students who still need re-guidance in understanding how to read correctly. Some of them are difficult to understand short-texts. And on multiple-choice questions, it was found that students were more interested in answering them.

Based on the observations of the researchers, overall there are only 5 students who need to be re-examined in order to achieve a score that is in accordance with the applicable curriculum competency standards. The assessment made by the teacher is quite correct and in accordance with the curriculum which focuses on Competency Standards (SK), Basic Competencies (KD), and Indicators. The teacher has also prepared appropriate questions for students who have not reached the standard score.

According to research, the use of short stories based on fairy tales captures students' attention faster than stories that are not based on fairy tales. We can see on the Average Rating below:

Table of Average Rating

NO	Group	Highest Score	Lowest Score
1.	Experimental (Student)	87	49,5

Based on the overall results of the calculations, it showed that the acquisition of student scores based on a questionnaire from the researcher, that is, there are 5 (five) students who need re-observation in giving directions for learning to read. In the next meeting, the teacher also attempted to use a fairy tale short story. According to the observations, students' activeness and creativity have increased. They are free to actively seek and discover their own intrinsic elements as well as those of the short stories they read. The test used in this study was a visual perception test designed to assess the reliability of the visual perception assessment instrument. This visual perception test is made up of visual perception dimensions

derived from a literature review. The results of student interest between the material provided by the teacher and by researcher can be seen in the following table:

COMPARISON OF STUDENT INTEREST IN READING (Check-list)

Graded elements	Given by teacher	Given by researcher
Pronunciation accuracy	√	√
Intonation		√
Story comprehension		√
Voice clarity	√	√
Total Value	2 (two) check-list	4 (four) check-list

It can be seen that students are more interested in fairy tales as a method of learning to read. It does not imply that what the teacher has provided is inadequate; rather, particularly high school students, require something enjoyable to do while studying. Guthrie, Wigfield, & You, 2013; van den Broek, Mouw, & Kraal, 2016; VanSledright, 2010; Veenman, 2016, define observation as follows: We are beneficiaries of considerable knowledge about the complexities of reading and the manner in which accomplished student readers develop. The importance and necessity of learning phonics, or the correspondence between speech sounds and printed letters, for example, is well documented. As a result, reading assessment materials and procedures that allow students to demonstrate their knowledge and use of phonics, were developmentally appropriate, should be included.

In the ***pronunciation accuracy*** section, the two materials that have been given either from the teacher or the researcher show the same results, namely student's understanding. ***Intonation*** when reading, on the material given by the teacher the result is that some students do not understand how to teach. The ***understanding of the stories*** given by the researcher makes students more active in developing their interest in reading.

Discussion

The data showed that reading is an active and complex process that involves: Understanding written text, developing and interpreting meaning, using meaning as appropriate to the type of text, purpose, and situation. The existence of these findings demonstrates that, in order to increase student motivation in learning, teachers must provide innovations based on student interest in schools all over the world. For example, if students want to learn more about the world of fauna, then reading about fauna is the teaching material. Because, in essence, learning in the classroom has two main goals: to deliver students to the minimum level of competence and to develop students' literacy skills in accordance with

the subject's scope. According to the summative assessment of the teacher, the achievement will be obtained only on the first point, while the second will be difficult to achieve.

Scribner defines reading literacy as the use of written symbols in social practices in Britt, Rouet, and Durik (2018: 1). Reading literacy, according to this definition, is not limited to reading letters/words/sentences/writing on a piece of paper or a book, but also to practice that students can do when they are not at school or studying at home. Assessment for student competence in both the cognitive and psychomotor domains is accessed through the provision of questions or skills test tests. In this study, the teacher also gave a re-assessment to students who were found not to meet the competency standard criteria in order to achieve the appropriate value. Based on the research findings, it concluded that:

1. The choice that was made in the multiple-choice is the right one because it is easy to administer and quick to be scored.
2. Students are more interested in multiple-choice questions because they think the answers they are looking for are easy to find, and also they can compare what they catch in the story and then easily find the answers in multiple-choice.
3. Reading assessment also gives teachers more opportunities to assess students' abilities, which then the treatment that has been done can be used later.

As a result of this research, the teacher was able to determine what was still unclear, what had been understood, and who did and did not understand, including those who had never read or been literate, in less than 5 minutes. So that the teacher can diagnose student needs and provide targeted feedback at the start of learning. The basic concepts that must be understood so that the reading assessment process can run as desired, namely:

- Give students space to express their appreciation for the material they like
- The teacher must be able to sort the reading material well, that is according to the sentence structure. Because not all students have the same skills in receiving lessons
- The existence of a reassessment can be a step to correct mistakes, be it from students or teachers who may choose the wrong teaching strategy.

Answer the incorrect question on the previous test until the answer is correct, allowing the student to achieve a minimum completeness score. Following the implementation of the remedial, the teacher collects the results of the reading assessment as reference material in evaluating learning.

Conclusion and Suggestion

Based on the findings of the analysis, the researchers conclude that reading assessment is critical to carry out in order to monitor the process, progress, and learning outcomes achieved by students, as well as to serve as reference material in evaluating learning English reading skills. Whereas, when beginning

the reading assessment, the teacher is better off preparing an assessment sequence based on the lesson plans, applicable curriculum, and syllabus while also considering the students' condition. A teacher should consider the students' personalities, the weight of the appropriate value based on the student's ability, the weight of the questions and teaching materials, as well as the reading assessment threshold that will be used.

One of the barriers to achieving good learning objectives may be the scarcity of teaching materials. However, it is hoped that as a result of this research, other new innovations will emerge that will boost teachers' creativity and ability to assess student work.

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