

EVALUATING STUDENTS' ACHIEVEMENT TEST IN READING FOR INTERPRETATION

by

Aisyah

English Education Department
Swadaya Gunung Jati University Cirebon
Aisyah.pbi@gmail.com

Abstract

Reading is one of the important subjects in learning foreign language. Based on the curriculum 2014 in English Department, reading has some series. In order to get satisfying result of students in reading comprehension, the lecturer should know about the students' achievement in comprehending the text. By knowing students' achievement in reading for interpretation, the lecturer will know what they will do for the next and what should the lecturer give more attention to. This research is aimed to know the students' achievement in comprehending the text. The subject of this research is the first year students of English department.

This research is expected to give contribution for some aspects. For the students, it is expected to give information and feedback to the students about their competence in reading. For the teacher, this research is expected to give information for the lecturer about the students' error in comprehending the text.

Key words: Achievement test, Reading

INTRODUCTION

Reading is one of the important parts for human life, especially for students, reading is the most important thing. To get information and more knowledge they must have good reading habit and ability in understanding the text. Nowadays, many sources and information are written in English language. Especially for students of English Department, most of the sources are written in English. Besides, they will become a teacher someday, so they should be able to deliver material well.

Reading is one of the important subjects in learning foreign language. Based on the curriculum 2014 in English Department, reading has some series such as,

reading for literal meaning, reading for interpretation, reading for critical understanding, and advanced reading.

In order to get satisfied result of students in reading for interpretation, the lecturer should identify the difficulty that the students mostly faced. By knowing students' difficulty in reading, the lecturer will know what they will do for the next and what should the lecturer give more attention to. This research is aimed to know the students' error in reading for interpretation. Based on the course description in reading for interpretation subject, the students should be able to identify the topic of paragraph, recognize the meaning of vocabulary in context, find detail information from the text,

and identify the inference information. In this research, the researcher would like to conduct the research entitled "Evaluating Students' Achievement Test in Reading for Interpretation".

Based on explanation above, the researcher formulates the research question: what are the strengths and weaknesses of the students achievement test in each indicator in comprehending the text?. The objective of this research is to describe the strengths and weaknesses of the students' achievement test in each indicator.

This research is expected to give contribution for some aspects. For the students, it is expected to give information and feedback to the students about their competence in reading. For the teacher, this research is expected to give information for the lecturer about the students' achievement in reading.

LITERARY REVIEW

1. Theory of Reading

Reading comprehension means understanding what has been read. It is an active process that depends not only on comprehension skill, but also on the reader's experiences and prior knowledge. Peter (2001: 20) states that reading comprehension is seen as something that begins as early as the beginning of reading and not something that children move on to after they have learned to decode print. Even before children can read, the adult usually asks children questions about stories that they have just read to them.

Another definition is proposed by Harris and Hodge in Fresch (2008: 83) who state that "reading comprehension is the construction of meaning of a written communication through a reciprocal, holistic interchange of ideas between the interpreter and the message in particular context".

Klingner, et al. (2007: 2) state that "reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency".

Paris (2005: 20) states "subtests of reading comprehension are entities like finding main ideas, selecting details, determining word meanings, drawing conclusions, determining cause-effect relations, and distinguishing fact from opinion".

Davis in Paris (2005: 20-21) reviewed the literature describing reading comprehension as a construct and found several hundred skills mentioned. Then, he sorted them into nine categories, such as: (1) Word meanings; (2) Word meanings in context; (3) Answer specific text-based questions; (4) Main thought; (5) Follow passage organization; (6) Text-based questions with paraphrase; (7) Draw inferences about content; (8) Author's purpose; and (9) Literary devices.

From the theories above, it can be concluded that reading comprehension is the power to interpret the meaning from written text, guess word meaning in context, identify main idea, recognize passage organization, interpret the author's purpose, recognize the message from the text, determine cause-effect relation, recognize literary devices, and draw inferences.

In the course description, the students of reading comprehension in the first year should be able to identify the topic of paragraph, recognize the meaning of vocabulary in context, find detail information from the text, and identify the inference information.

Based on the course description and the theories above, it can be concluded that

reading comprehension is the power to identify the topic of paragraph, recognize the meaning of vocabulary in context, find detail information from the text, and identify the inference information.

2. Theory of Evaluation

Evaluation is the way to get information and identify about someone's competence. Evaluation takes the important part in teaching learning process. Evaluation is more than testing. According to Brown (2010: 5), evaluation involves the interpretation of information. Simply recording numbers or making check marks on a chart does not constitute evaluation. The result in such a way that the worth of the performance is conveyed to the test-taker, usually with some reference to the consequences good or bad of the performance.

Achievement test is a test aimed to get the data about the students' knowledge or capability in one subject. Achievement test is also a test that can identify the students' strength and weaknesses in one subject. According to Brown (2010: 9), achievement test is the most frequent purpose for which a classroom teacher will use a test is to measure learners' ability within a classroom lesson, unit, or even total curriculum. Achievement test can also serve the diagnostic role of indicating what a student needs to continue to work on in the future, but the primary role of an achievement test is to determine whether course objectives have been met and appropriate knowledge and skills acquired by the end of a given period of instruction. Achievement tests are often summative because they are administered at the end of a lesson, unit, or term of study.

Grading is also the important part in evaluating students achievement test. According to Brown (2010: 324) relative grading is more commonly used than

absolute grading. Relative grading is usually accomplished by ranking students in order of performance (percentile ranks) and assigning cut-off points for grades.

3. Theory of Achievement Test

A test is one of the important thing in teaching learning process, it cannot be separated from teaching. A test is part of assessment and teaching. There five kinds of test, they are aptitude test, diagnostic test, proficiency test, placement test, and achievement test. According to Brown (2010: 9-11) said that test is classified according to their purpose, there are five types of test:

- a. Achievement test
Achievement test is a test that should be limited to particular material addressed in a curriculum within a particular time frame and are offered after a course has focused on the objectives in question.
- b. Diagnostic test
Diagnostic test is to diagnose aspects of a language that a student needs to develop or that a course should include.
- c. Placement test
Placement test is to place a student into a particular level or section of language curriculum or school.
- d. Proficiency test
Proficiency test is the test that is not limited to any one course, curriculum, or single skill in the language, it tests overall ability.
- e. Aptitude test
Aptitude test is designed to measure capacity or general ability to learn a foreign language and ultimate predicted success in that undertaking.

In this research, the writer tries to analyze students' achievement test in order to know students strengths and weaknesses in comprehending the text.

RESEARCH METHODOLOGY

This research used descriptive qualitative. According to Cresswell (2008:53), qualitative research is best suited for research problems in which you do not know the variables and need to explore. The literature might yield little information about the phenomenon of study, and you need to learn more from participants through exploration.

In this research, the researcher will use test as the main data to be analyzed. The test will be given to the first year students of English Department. The researcher will use multiple choice forms.

To analyze the qualitative data, the researcher will use some steps. According to Lynch (1997: 139-147), there are some steps in analyzing qualitative data, such as:

- Focusing

In this stage, the researcher will concern with the focus of the evaluation. One useful way of doing this is to develop a thematic framework that represents the most important evaluation questions to be answered.

- Organizing the data

In this stage, the researcher collects all of the data which will be systemized in some way, so that the researcher knows where everything is.

- Coding the data

In this stage, the researcher will proceed to make several phases through the data, coding on a separate note-taking sheet.

- Classifying and reducing the data

In this stage, the researcher will classify the data based on category.

- Interpretation and conclusion

This is the final stage, in this stage the researcher will interpret the reducing data and forming conclusion.

The writer also categorized the result of test as follow:

Table 1
The system of score category

Score	Category
81-100	Very Good
61-80	Good
41-60	Fair
21-40	Poor
0-20	Very Poor

Research Finding and Discussion

1. Research Finding

a. The Result of Achievement Test

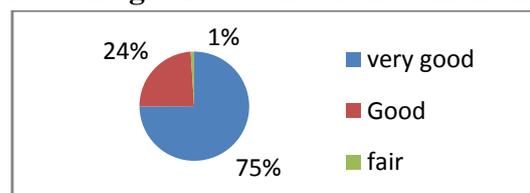
The data of this research was taken from the result of final examination on the subject reading for interpretation. Based on the result of the test, it showed that most of the students got high score or in very good category. It can be seen on the table below:

Table 2
The Percentage of Students Achievement Based on Score Category

Percentage	Score	Category
74.9 %	81-100	Very Good
24 %	61-80	Good
1.1 %	41-60	Fair
0 %	21-40	Poor
0 %	0-20	Very Poor

Based on the table above, it can be seen that there are 74.9% of the students are in very good category, 24% of the students are in good category, 1.1% of the students are in fair category and no one of the students in poor and very poor category. The writer also tried to illustrate the result of achievement test as follow:

Figure 1
Percentage of Students Achievement Test



Based on the diagram above, it can be seen that there are 74.9% of the students

are in very good category, 24% of the students are in good category, 1.1% of the students are in fair category and no one of the students in poor and very poor category.

b. Students' Achievement Test in Each Indicator

In this part, the writer also described the result of students' achievement test in each indicator. It can be seen on the table below:

Table 3
Percentage of Students' Achievement in Each Indicator

Indicator	Percentage
Topic of paragraph	93%
Vocabulary in context	97%
Detail information	100%
Making inference	88%

Based on the table above, it can be seen that there are 93% of the students that can answer the question about topic of paragraph, 97% of the students that can answer the question about vocabulary in context, 100% of the students that can answer the question about detail information, 88% of the students that can answer the question about making inference.

DISCUSSION

Based on the research finding above, it can be seen that most of the students got high score. Based on the research finding, there are 74.9% of the students are in very good category, 24% of the students are in good category, 1.1% of the students are in fair category and no one of the students in poor and very poor category. It means that teaching learning process in that semester was successful.

Besides, based on the research finding, the students had already mastered all

material in that semester. It can be seen from the result of research finding that there are 93% of the students that can answer the question about topic of paragraph, 97% of the students that can answer the question about vocabulary in context, 100% of the students that can answer the question about detail information, 88% of the students that can answer the question about making inference. It means that all learning objectives were achieved by the students. As stated by Brown (2010: 9), achievement test is the most frequent purpose for which a classroom teacher will use a test is to measure learners' ability within a classroom lesson, unit, or even total curriculum. Achievement test can also serve the diagnostic role of indicating what a student needs to continue to work on in the future, but the primary role of an achievement test is to determine whether course objectives have been met and appropriate knowledge and skills acquired by the end of a given period of instruction. Achievement tests are often summative because they are administered at the end of a lesson, unit, or term of study.

CONCLUSION

In this research, the writer concluded that teaching learning process in that semester was successful. It can be seen from the research finding that there are 93% of the students that can answer the question about topic of paragraph, 97% of the students that can answer the question about vocabulary in context, 100% of the students that can answer the question about detail information, 88% of the students that can answer the question about making inference. It means that all learning objectives were achieved by the students and the students had already mastered all material in that semester.

REFERENCES

- Broughton, Geoffrey., Et al. 2003. *Teaching English as a Foreign Language*. New York: Routledge
- Barkley, Elizabeth et.al. 2005. *Collaborative Learning Techniques: A Handbook for Collage Faculty*. San Francisco: Jossey-Bass A Wiley Imprint.
- Frey, Nancy., Et al. 2009. *Productive Group Work*. Alexandria: ASCD.
- Gillies, Robyn M. and Ashman, Adrian F. 2005. *Co-operative Learning: The social and intellectual outcomes of learning in groups*. New York : RoutledgeFalmer
- Klingner, Anette K. et. al. 2007. *Teaching Reading Comprehension to Students With Learning Difficulties*. New York. The Guilford press.
- Nuttall, Christine. 1996. *Teaching Reading Skills in a Foreign Language*. Oxford: Heinemann.
- Paris, Scott G. & Stahl, Steven A.2005. *Children's reading comprehension and Assesment*. New Jersey: Lawrence Erlbaum Associates Publishers
- Creswell, John W. 2008. *Educational Research: Planning Conducting, and Evaluating Quantitative, and Qualitative Research*. Boston: Phoenix color crop.