

**AN ANALYSIS OF READING ASSESSMENT TECHNIQUES
IN THE ENGLISH TEXTBOOK USED
IN LANGUAGE DEVELOPMENT CENTRE
UIN SYAHADA PADANGSIDIMPUAN**



A Thesis

*Submitted to State Islamic University of Syekh Ali Hasan Ahmad
Addary Padangsidimpuan as a Partial Fulfillment of the Requirement
for the Graduate Degree of Education (S.Pd) in English*

Written By:

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ENGLISH EDUCATION DEPARTMENT

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY OF
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN**

2024

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2024

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Assalamu 'alaikumwarohmatullahwabarakatuh

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Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty in State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan. Thank you.

Wassalamu 'alaikumwarohmatullahwabarakatuh.

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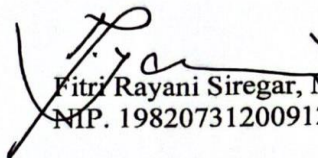


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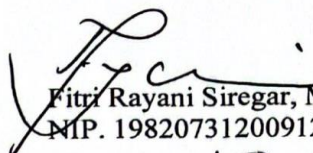
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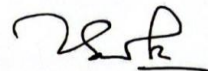

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ABSTRACT

Name : **Khairani Nasution**
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This study aimed to know how the techniques assessment in reading comprehension of the first grade student in Language Development Centre UIN SYAHADA Padangsidimpuan. This study used descriptive qualitative research. The sources of data in this research there are primary data and secondary data. The primary data source in this research is information from the research object obtain directly through document analysis with research subjects in the field is English textbook (English 2) for the first grade students at Language Development Centre UIN SYAHADA Padangsidimpuan. The secondary data obtain indirectly for complement and support primary data sources are related to implementation of lecturer techniques in assessing reading comprehension of the first grade students at Language Development Centre UIN SYAHADA Padangsidimpuan. The data were found from observation and interview with the lecturer at Language Development Centre. The techniques of data analysis are data reduction, data display and verification or conclusion. The result of the research is have concluded that lecturers use several techniques in assessing reading, such as matching true or fulse, cloze test, short answer, reading orally, word recognition list and sentence completion test, and summarizing information.

Keywords: *reading assessment, textbook.*

ABSTRAK

Name : **Khairani Nasution**
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Penelitian ini bertujuan untuk mengetahui bagaimana teknik penilaian pemahaman membaca siswa kelas satu di Pusat Bahasa UIN SYAHADA Padangsidempuan. Penelitian ini menggunakan penelitian deskriptif kualitatif. Sumber data dalam penelitian ini adalah data primer dan data sekunder. Sumber data primer dalam penelitian ini adalah informasi dari objek penelitian yang diperoleh secara langsung melalui analisis dokumen dengan subjek penelitian di lapangan adalah buku teks bahasa Inggris (Bahasa Inggris 2) untuk siswa kelas 1 Pusat Bahasa UIN SYAHADA Padangsidempuan. Data sekunder yang diperoleh secara tidak langsung untuk melengkapi dan mendukung sumber data primer berkaitan dengan penerapan teknik penilaian guru dalam pemahaman membaca siswa kelas satu di pusat bahasa UIN SYAHADA Padangsidempuan. Data diperoleh dari observasi dan wawancara dengan guru di pusat pengembangan bahasa. Teknik analisis datanya adalah data reduksi, data display dan verifikasi atau penarikan kesimpulan. Hasil Penelitian disimpulkan bahwa guru menggunakan beberapa teknik dalam menilai bacaan, seperti mencocokkan benar atau salah, test cloze, jawaban singkat, membaca lisan, pengenalan daftar kata test dan melengkapi kalimat, dan merangkum informasi.

Kata kunci: *reading assessment, textbook*

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الاسم : خيراني ناسوتون

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كلية : كلية التربية وعلوم التعليم

قسم : تعليم اللغة الإنجليزية

الموضوع : تحليل تقنيات تقييم القراءة لطلاب الصف الأول في مركز اللغات بجامعة الاسلامية الحكومية شيخ على حسن

احمد الداري بادانج سيدميوان

الطلاب لديهم مشاكل في القراءة. ومن المشاكل التي يواجهها الطلاب في اختبارات القراءة: عدم قدرة الطلاب على فهم نصوص القراءة، عدم معرفة الطلاب بالمفردات، معرفة الطلاب بالعلوم الضرورية الأخرى. يهدف هذا البحث إلى معرفة تقنيات تقييم فهم القراءة لطلاب الصف الأول في مركز اللغات الجامعة شيخ علي حسن أحمد الداري الإسلامية الحكومية بادنج سيدميوان يستخدم هذا البحث البحث الوصفي النوعي. مصادر البيانات في هذا البحث هي البيانات الأولية والبيانات الثانوية. مصدر البيانات الأساسي في هذا البحث هو المعلومات من موضوع البحث التي تم الحصول عليها مباشرة من خلال تحليل المستندات مع موضوع البحث في هذا المجال وهو كتاب اللغة الإنجليزية المباشر لطلاب الصف الأول في مركز اللغات الجامعة شيخ علي حسن أحمد الداري الإسلامية الحكومية بادنج سيدميوان تم الحصول على البيانات الثانوية بشكل غير مباشر لاستكمال ودعم مصادر البيانات الأولية المتعلقة بتطبيق تقنيات تقييم المعلم في فهم القراءة لطلاب الصف الأول في مركز اللغة الجامعة شيخ علي حسن أحمد الداري الإسلامية الحكومية بادنج سيدميوان. تم الحصول على البيانات من الملاحظات والمقابلات مع المعلمين في مراكز تطوير اللغة. تقنيات تحليل البيانات هي تقليل البيانات وعرض البيانات والتحقق منها أو استخلاص النتائج. وخلصت نتائج البحث إلى أن المعلمين استخدموا عدة تقنيات في تقييم القراءة، مثل مطابقة صح أو خطأ، واختبار الإجابات القصيرة، والقراءة الشفهية، وإدخال قوائم.

كلمات المفاتيح: نتائج القراءة، كتب النصوص

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I realize that this writing would not finish without helping and the guidance from the other people, so the researcher would like to say thanks to the following person.

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4. The Dean of Tarbiyah and Teacher Training Faculty and vices that have one the best improvement the faculty in creating various activities to increase student's skill.
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6. The chief of the school, teachers, and the students of the first grade in language centre of UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan for their permission, welcoming and contribution in doing this research.

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I realize that this thesis can not be considered perfect without some critiques and suggestios. Therefore, it is such a pleasure for meto let the readers read this. Finally, I dit it.

Padangsidimpuan,05th July 2024

Researcher

Khairani Nasution
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CHAPTER 1

INTRODUCTION

A. Background of the Problem

There are four skills to be learned in English, they are speaking, listening, reading and writing. Those skills are used to build students' language and enhance their motivation to learn English. The important thing and most acquired in academic field is reading. Reading is one of the skills that should be mastered by students. In academic settings, reading serves as a primary means for conveying informational contents to be learned. The information that students learn from reading is typically needed for academic writing, speaking, and listening tasks.¹ Reading is a vital skill for autonomous learning.

The main purpose of reading is to get information the text being read. Silberstein stated that "reading is a complex information processing skill in which the readers with the text in order to (re) create meaningful discourse".² It means reading is an activity or interaction between the reader and the text to get information from the text.

Reading comprehension is a process that includes the important development of an author's message by the utilize of earlier information, especially the knowledge of language.³ It means that reading

¹Jonathan, M. Newton. et.al., *Teaching English to Second Language Learners in Academic Context*, 2003, 189.

²Sandra Silberstein, *Techniques and Resources in Teaching Reading* (New York: Oxford American English, 1994), 12.

³Anderson, R. C & Pearson, P. D . *A Schema Theoretic Vodio of Basic Processes in Reading Comprehension* (New York: Longman., 1984), 37.

comprehension as a process of understanding and negotiating between the reader and the written.

Assessing reading comprehension is very important, to know students skills in reading comprehension. Teachers' needs to know what they asses in reading. So they need to know how to give an assessment, such as by giving practice in reading.

Assessment is one of the vital pedagogical practices to both teaching and learning.⁴ It entails a sum of instruments and techniques which are used in classrooms and help teachers accurately define their learners' needs and competencies. In other words, it is a pedagogical and instructive activity needed to gather information about learners so as to properly identify their strengths and weaknesses.

In general, assessment offers opportunities for teachers to appropriate their teaching goals and to know the extent to which the expected goals are attained. Essentially, it renders the teaching learning process more effective and reliable as teachers can adjust their instruction in link it to the assessment results and students' needs.

In other words, assesment is an essential component of classroom instruction that is designed to detect studets' weaknesses and demands in any learning subject.⁵ Accordingly, teachers can make the right decisions and provide constructive feedback to their learners. Reading comprehension

⁴Madani Habib, "Assessment Of Reading Comprehension'," *Revista Romaneasca Pentru Educatie Multidimensionala*, 8, no. 1 (2016).<http://dx.doi.org/10.18662/rrem/2016.0801.08>

⁵Madani Habib.

assessment is usually thought of in relation to reading. Students read standardized test passages and indicate their comprehension by answering questions. They read stories, novels, and textbooks, and teachers assess their understanding of the content in a variety of ways. However, the teachers also assess students after listening and viewing. Students participate in class discussion, and they listen to the teachers.

They have access to multimedia or hypermedia. They watch demonstrations and pay attention to explanations. They contribute to class projects and conduct experiments. Educators need to know what students have comprehended as a result of these varied activities.

According to the results of the interview conducted on Friday 4th August 2023 with one of the language teachers in UIN SYAHADA Padangsidempuan, students' reading comprehension in a language class is very limited. Students have problems with the reading.⁶ Among the problems that a student faces at reading test is:

1. Student's lack of the ability to understand reading text.
2. Student's knowledge of vocabulary is lacking.
3. Students' knowledge of other sciences are needed.

Thus teachers in language class at the language development centre will create an assessment model for good results. Among those assessment models are⁷:

⁶Siska Wahyu Dalimunthe, "English Teacher at Language Development Centre State Islamic University SYAHADA Padangsidempuan," (padangsidempuan, n.d.).

⁷Siska Wahyu Dalimunthe.

1. Retelling the story.
2. Interpreting a message moral in the text.
3. Essay test about text reading.
4. Multiple choice about text reading.
5. Making inference.
6. Identifying the main idea and summarization.

Based on the problem and explanation above, the researcher is interested to do a research how the teacher techniques in assessing students' reading comprehension in class room with the title: An Analysis of Reading Assessment Techniques of the First Grade Student in Language Centre of UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan

B. Focus of the Problem

Based on the background of the problem, the researcher focused on the techniques of reading assessment in English Textbook that used by the lecturer in the first year of UIN SYAHADA when learned english.

C. Formulations of the problem

The formulations of the research are:

1. What types of reading assessment technique used in the English textbook studied at the first grade students at Language Development Centre of State Islamic University SYAHADA Padang Sidimpuan?
2. What are the dominant techniques used in assessing reading comprehension in the English textbook for the first grade students at

Language Development Centre State Islamic University SYAHADA Padang Sidempuan?

3. How the techniques in reading assessment that used by the lecturer for the first students at Language Development Centre State Islamic University SYAHADA Padangsidempuan?

D. Objectives of the Study

The objectives of the research are:

1. To analyze of types the techniques in reading assessment in English textbook that used by the first grade students at Language Development Centre State Islamic Uneviristy SYAHADA Padang Sidempuan.
2. To describe what are the dominant techniques in reading assessment in English textbook that used by the first grade students at Language Development Centre State Islamic University SYAHADA Padangsidempuan.
3. To analyze the techniques in reading assessment that used by the lecturer at the first grade students at Language Development Centre of Statae Islamic Universisty SYAHADA Padangsidempuan.

E. Significances of the Research

The significances of the research are:

1. For students, are:
 - a) To help the students understand about assessing reading comprehension each.

- b) To increase the feeling of pleasure, motivation and their confidence to learn about reading comprehension.
2. For the English teacher, are:
 - a) The findings of this research hopefully will be beneficial for helping in teaching English,
 - b) The teacher techniques students' reading comprehension in reading assessment.
 3. For the researcher, are:

To give more information and input for the next researcher when they are writing on the similar research, especially about reading assessment comprehension.

F. Definitions of Key Terms

The following definition are provided to make readers have the understanding or perception for some terms used in this research. They are also aimed to avoid misunderstanding between readers and the researchers.

The terms are explain below:

1. Rreading Comprehension

Reading comprehension is the process of the understanding the text that is read. It means reading comprehension is the process of contracting meaning from the text that is read.

2. Reading Assessment

Reading assessment is gathering of information to determine a student's developmental reading progress. In addition, assessment

procedures provide information about the student's comprehension, phonemic awareness, phonic, vocabulary, fluency, interests, attitudes, and also communication skills.⁸

So, reading assessment is method or way to measure the student's ability in mastery reading text. We should know that as a teacher can know the ability of students through reading assessment, identifying the problem of students and developing solution to improve their reading.

3. Language Development Centre

The Language Centre is one of units or institutions at UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan, which is manage of language learning and development.

4. English Textbook

In Indonesia, using textbook is a must for every school and every major to support the learning process.

From the definition of key terms above, the researcher would like to analyzed English textbook under the title is "An Analysis of Reading Assessment Techniques of the English Textbook in Language Development Centre of UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan". It means the reading assessment techniques in English textbook of the first grade students in language

⁸Mariotti, A.S., & P. Homan, S., *Reading Assessment to Instruction on Application Worktest for Elementary Classroom Teachers* (New Jersey, London: Lawrence Erlbaum Associates, Publisher., 2005), 2.

development centre must be analyzed, so that the researcher can find same the technique between lecturer with the English textbook.

G. Outline of the Thesis

The thesis describe in five chapters, each of which is a chapter contains several subtopics with the follwing details; chapter I contains the background of the problem, the focus of the problem, formulation of the problem, objective of the research, significanses of the research and defenition of the key terms.

Chapter II contains a review of related findings. It talks about reading comprehension, the importances of reading comprehension, process of reading comprehension, types of reading comprehension, level of reading comprehension, factor that influence reading comprehension, definition of assessment, evaluation, reading assessment, goals for assessment, principles of assessment in reading comprehension, technique of assessment in reading comprehension, review of related findings.

Chapter III talks about research methodology. It contains the place and time of the research, the research design, the source of data, the research instrument, the tewchnique of collecting data, the technique of data analysis and the technique of the checking trustworthiness. Chapter IV contains of findings, discussion and technique of checking data trustworthiness. Chapter V talks about conclusion, implication and suggestion.

CHAPTER II

LITERATURE OF REVIEW

A. Theoretical Description

1. Definition of Reading Comprehension

Reading is an important skill in many different settings especially in educational setting.⁹ In English education field, reading comprehension would be improving students to understand the text or integrate new idea from the text. Silberstein stated that “reading is a complex information processing skill in which the reader with the text in order to create meaningful discourse”.¹⁰ It means reading is an activity or interaction between the reader and the text to get information from the text.

Reading comprehension is very important for understanding about text reading to get information. Students should master reading beside speaking, writing, and listening. Reading is very important in our life because it can give more information and knowledge from written text.

Reading is as a way to draw information from a text and a form an interpretation of that information.¹¹ A reader can begin by looking at the printed word, understand the meaning and interpret the information

⁹Grabe, W., *Reading in Second Language: Moving from Theory to Practice* (New York: Cambridge University Press., 2009), 5.

¹⁰Sandra Silberstein, *Techniques and Resources in Teaching Reading* (New York: Oxford America Education, 2002), 9.

¹¹Grabe William & Fredricka L. Stoller, *Teaching and Researching Reading* (London: Pearson Education, 2002), 9.

by using her knowledge. So, the students must be mastery in speaking, writing, and listening beside mastery in reading because it is very important for get information and knowledge from the text.

Based on some definitions presented, reading could be defined as a complex process where by looks at the text and understands what has been written, the combination of some components that result of one active attempt the part of the reader to understand writer's message.

Comprehension is a special kind of the thinking process. To understand reading activity needs comprehension. That is why we call it as reading comprehension. Snow stated that reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involver with written language.¹² However, the reader comprehends the ideas from the text with the intellect by analyzing and organizing ideas to get accurate ideas or information.

From the definition, the success of reader depends not only on his skill of comprehending but also on his experience, and his prior knowledge related to what he reads. So, reading comprehension is a communication process between the readers and the text to get information from the text with the understand the text.

¹²Cathrine Snow, *Reading for Understanding Toword an R&D Program in Reading Comprehension*, (New York: RAND Education, 2002), 11.

2. The Importances of Reading Comprehension

There are some reasons why reading is important to get students to read especially reading English texts. Harmer¹³ stated that there are some reasons why reading becomes so important:

a. Reading gives many exposures to students' language acquisition

They will unconsciously learn a new word, grammar and extract meaning of the word in contexts. When they read, they get many kinds of language exposures from many different kinds of texts, they repeat the exposures and easily memorize them.

b. Reading texts provide a good model for English

A good model of text is important to be given in teaching English. Hence, it helps students recognize the pattern of phrase, clauses, and sentences within the text. Before reading, good readers tend to set goals for their reading. They note the structure, or organization of the text, and often create a mental overview or outline of the text to help them decide whether it is relevant to their goals. Reading fluency is a very important part of reading comprehension as readers who spend their time decoding words tend to lose the understanding of what is being read. A major goal of reading comprehension instruction, therefore, is to help students develop the knowledge, skills, and experiences they

¹³Harmer Jeremy, *How to Teach English* (Addison Wesley: Longman, 1998), 68.

must have if they are to become competent and enthusiastic readers.

In addition, Harrison argues that the importance of reading is not only related to the development of knowledge but also it is related to the people thinking capability.¹⁴ This capability will be the basic development of emotional, moral and verbal intelligence. Moreover, these developments determine what kind of person people would be.

Peyton, et.al. stated that it is important to learn reading since it (1) helps people learn to think new language, (2) helps people build better vocabulary, (3) helps people more comfortable with written english, (4) can help people plan to study in english speaking country¹⁵. Reading not only helps us in the reading ability but also helps us at the other skills too. To get more knowledge the good readers realize about the importance of reading. From the benefits of reading above, those benefits will help the students a lot in their life then.

Reading is important for students both to develop their knowledge and develop the way they think related to the development of moral, emotion, as well as verbal intelligence. Reading is a very important skill that students have to master. Any exposure from reading gives many benefits for the students in the process of acquiring language and developing their thinking and emotional.

¹⁴Harrison, *Understanding Reading Development* (London: Sage Publication Ltd., 2004), 3.

¹⁵R. M. Peyton. Burt, J.K., & Adams, *Reading and Adult English Language Learners: A Review of the Research* (Washington: Center for Applied Linguistics., 2003), 33.

So from the explain above can be concluded the importances of reading comprehension is: Reading gives many exposures to students language acquisition. Reading text provide a good model for English. Helps people learn to think new language. Helps people build better vocabulary. Helps people more comfortable with written English. Can helps people plan to study in English speaking country.

3. Process of Reading Comprehension

Alderson¹⁶ defines eight subskills of reading processes. They are presented below:

- a. Recalling word meanings
- b. Drawing inferences about the meaning of a word in context
- c. Finding answers to questions answered explicitly or in paraphrase
- d. Weaving together ideas in the content
- e. Drawing inferences from the content
- f. Recognizing a writer's purposes, attitude, tone and mood
- g. Identifying a writer's technique
- h. Following the structure of a passage

Davies simply proposes a model of reading comprehension process. Based on his framework, reading comprehension employs some processes. Initially, the readers set up some expectations and ideas which are related to the texts they are going to read.¹⁷ Then, the readers identify the vocabularies, grammar and generic structure of the texts to help them understand the meaning. Besides, the readers should activate

¹⁶Alderson, J. Charles, *Assessing Reading* (Cambridge: Cambridge University Press, 2000), 9–10.

¹⁷P. Davies, *Success in English Teaching* (New York: Oxford University, 2002), 90–91.

their background knowledge and link it to the topic of the texts. Based on the points that are previously built, then the readers establish guess of what will come next.

Further, in comprehension at least needs three skills which should be possessed as a reader, knowledge of words forms and their meanings, the ability to understand the sentence in a paragraph, the ability to see the main thought of the writer and get the general ideas of a piece of reading material.¹⁸ So with out the three of skills the mentioned it the reader can't to comprehend the text. The reader must know of words forms and the meaning of word. The reader must comprehend the sentence in a paragraph, and the last the reader must know and see the main idea of the reading material.

Based on explanations above, it can be concluded that reading comprehension is mental process in which the readers try to understand the meaning in the text by interpreting what have been read in order to find the idea given by the writers. In reading comprehension, the readers should pay attention for some aspects such as how they understand the words and the information from the text, understanding main ideas and details, and be able to make conclusion. All of the aspects will be the indicators of this research on reading comprehension. The result of reading comprehension depends on kinds of texts, background

¹⁸Eka Sustri Harida, "Reading Strategies Used by Muhammadiyah University Studnets", (Padang state university: padang, 2007), 28.

knowledge of the readers, goal of reading, and tools which are used to values interpretation of reading.

4. Types of Reading Comprehension

Brown¹⁹ classifies reading comprehension into two types namely oral reading and sustained silent reading :

a. Oral Reading

Oral reading can be divided into group reading and individual reading. Reading in group is done with a whole group reading loudly usually by imitating the teacher. This type intends to check pronunciation and intonation of the students one by one.

In the process of teaching and learning teaching in the classroom, the teacher may ask the students to read orally. There are some advantages in the oral reading done at beginning and intermediate levels.²⁰ The advantages of the oral reading are as an evaluative check on bottom up processing skills, a pronunciation check, and an extra activity for students to help the teacher to highlight a certain short segment of a reading passage. At advanced levels, the teacher also can apply this type to reach those three advantages above.

Unfortunately, this type has several disadvantage. The oral reading is not authentic language activity. While a student is

¹⁹H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy Second Edition* (New York: Pearson Education Company, 2001), 312.

²⁰H. Douglas Brown, 312.

reading a text, others can easily lose attention. It also has the outward appearance of student participation when in reality it is mere recitation.

b. Sustained Silent Reading

Sustained silent reading does not mean that a reader reads without sounds. A reader may sound in response to words. But there is no need to say out each word. A reader, in silent reading only says the words in his mind, thus, the main aim in silent reading is to understand without any references to pronunciation, stress, or intonation. It is subcategorized into intensive and extensive reading. The intensive reading focuses on linguistic or semantic detail of a passage. It is usually a classroom-oriented activity.²¹

The students are demanded to pay attention to grammatical forms, discourse markers, and other surface details. To achieve general understanding especially when the students are asked to read longer text, such as books, magazines, novels, essays, and the like, extensive reading is more compatible than intensive reading. It belongs to outside of classroom activity. The extensive reading also can help the students get away from their tendency to over-analyze or look up words they do not know, and read for understanding²².

²¹H. Douglas Brown, 312.

²²H. Douglas Brown, 312.

So sustained silent reading is very good to do in understanding reading or text. This method is really helps lecturers in assessing reading comprehension.

5. Level of Reading Comprehension

Comprehension is reading specially for getting the content of message, the meaning of the words, inferring implied meaning or another has variety of skills. It must be had by the reader to comprehend it easily or may be quickly. Otto²³suggested that the level of reading comprehension may be divides into four categories, they are:

a. Literal Comprehension

Literal comprehension is getting the information from the reading material. The word to word from the reading material information has explicitly stated. It also can be said as comprehending the text through understanding.

b. Interpretation

Interpretation means trying to getting information from the reading material both explicit and implicit. In this process the reader try to interpret the information by assimilation that is gotten from the reading material while accomodation means the information that is gotten through making perception to the reader knowledge.

²³Wayne Otto, *How to Teach Reading*, (USA: Wesley Publishing Company, 1979), 163.

c. Critical Reading

Critical reading is evaluating what has been read by the reader. Evaluating means making revising to the information that has been gotten from reading material.

d. Creative Reading

Creative reading is applying ideas read to new situation. It means that the information which is gotten from the reading material will be applied in new context. This applying of course through making manipulation knowledge to the new context or situation. So the level of reading comprehension that students can start do, including: Literal comprehension, Interpretation, Critical reading, and Creative reading.

6. Factors that Influence Reading Comprehension

The influential factors of the students' reading comprehension may not be separated with the influence of students in learning process. Purwanto²⁴ stated that there are two big factors that influence students in learning process. They are as follows:

a. The Internal Factor

The internal factor means the factor which come from the reader himself or usually we know as personal factors, because the factor has existed inside the reader. This factor deals with self-motivation and interest.

²⁴Ngalim Purwanto, *Psikologi Pendidikan* (Bandung: Rosdakarya, 2004), 107.

1) Motivation

When we talk about motivation, it plays an important role in comprehending the text. The student will be motivated to read when they feel that they need something from the text.

2) Interest

Interest is being one of the important factors in order to increase the students' reading comprehension. If one has interest to read, it means that he/she will get a good comprehension. On the other hand, if the readers have no any interest to read, can influence their comprehension.

b. The External Factor

The external factor has a close relationship with reading material and teacher of reading.

1) Reading material

The students' reading comprehension depends on the level of the difficulty of the text. Thus, it can influence students' comprehension in the text/paragraph given, not at the right level of the difficulty of the readers or the students.

2) Teacher of reading

The teacher of reading should be careful in choosing the text and giving the text, because they are related to the students' reading comprehension²⁵.

So the factor that influence reading comprehension there are two the factors: The internal factor is motivation and interest and The external factor is reading material and teacher of reading.

7. Definition of Assessment

Reading assessments are used for many purposes, but all appropriate uses begin from an understanding of the reading construct, an awareness of the development of reading abilities, and an effort to reflect the construct in assessment tasks. Reading assessment can be intimidating and sometimes overwhelming for many teachers and administrators, thus, a first goal of this chapter is to present a straight forward framework that categorizes the many uses and purposes for assessment.

A fairly simple, yet thorough framework should allow readers to sort through their own assessment experiences in a way that gives interpretive force to the framework. Reading assessment is a decision making key regarding how to allocate resource more effectively in order to improve specific skills.²⁶ It can be said define that teachers need

²⁵Ngalim Purwanto, 107.

²⁶I. Kudo & Bazan, J., *Measuring Begginer: Reading Skills an Empirical Evaluation of Alternative Instrument and Their Potential Use for Polymaking and Accountability in Peru* (Peru: America Latin, 2009), 132. <https://www.researchgate.net/publication/23970234>.

to allocate the reading materials into the students effectively through teaching process to develop the education system to develop better education.

Assessment procedures to evaluate learners' capacities to modify old or build new knowledge structures, to use information acquired while reading to solve a problem, to evaluate texts on particular criteria, or to become absorbed in reading and develop affective or aesthetic responses to text, have occasionally been developed for particular research programs but have not influenced standard assessment practices. Because knowledge, application, and engagement are the crucial consequences of reading with comprehension, assessments that reflect all three are needed. Further, the absence of attention to these consequences in widely used reading assessments diminishes the emphasis on them in instructional practices as well.

Habib stated that “Assessment is viewed as one of the vital pedagogical practices to both teaching and learning”²⁷ It entails a sum of instruments and techniques which are used in classrooms and help teachers accurately define their learners’ needs and competencies. In other words, it is a pedagogical and instructive activity needed to gather information about learners so as to properly identify their strengths and weaknesses. Assessment is the evaluation in order to know the students

²⁷Habib Madani, “Assessment Of Reading Comprehension”.

learning result. Assessment as applied in education describes the measurement of what an individual knows and can do.

More over, assessment is the systematic collection, review, and use of information about educational programs undertaken for the purpose of improving student learning and development²⁸.

Assessment offers opportunities for teachers to pinpoint their teaching goals and to know the extent to which the expected goals are attained. Essentially, it renders the teaching learning process more effective and reliable as teachers can adjust their instruction and link it to the assessment results and student's needs. In other words, assessment is an essential component of classroom instruction that is designed to detect students' weaknesses and demands in any learning subject.

8. Evaluation

Evaluation²⁹ is a form of inquiry that seeks to address critical question concerning how well a program, process, product, system, or organization is working. It is typically under taken for decision making purposes, and should lead to a use of findings by a variety of stakeholders. Evaluation³⁰ refers to the process of determining the merit, worth, or value of something, or the product of that process. The

²⁸Banta, Trudy W, et. al., *Assessment Essential: Assessment, Implementing, and Improving Assessment in Higher Education* (New York: John Willey & Sons, Inc, 2015), 215.

²⁹Russ-Eft, D. & H.Preskill, *Evaluation in Organization: A Systematic Approach to Enhancing Learning, Performance, and Change* (New York: Basic Book, 2009), 6.

³⁰M. Scriven, *Evaluation Thesaurus* (Newbury Park, CA: Sage, 1991), 139.

evaluation process normally involves some identification of relevant standards of merit, worth, or value; some investigation of the performance of evaluands on these standards; and some integration or synthesis of the result to achieve an overall evaluation or set of evaluations³¹.

Evaluation³² is determining the value of something. So, more especially, in the field of education, evaluation means measuring or observing the process to judge it or to determine it for its value by comparing it to others or some kind of a standard. The focus of the evaluation is on grades, it is rather a final process that is determined to understand the quality of the process. The quality of the process is mostly determined by grades. That is such as evaluation can come as a paper that is given grades.

This type of paper will test the knowledge of each student. So, here with the grades, the officials come try to measure the quality of the programme. Furthermore, Evaluation is comparing a student's achievement with other students or with a set of standards.³³ It refers to consideration of evidence in the light of value standards and in terms of the particular situation and the goals, which the group or individuals are striving to attain.

³¹J.C.Weir & Roberts, *Evaluation in ELT* (Oxford: Blackwell, 1994).

³²M. Scriven, *Evaluation Thesaurus*, 139.

³³Amanda Howard & Helen Donaghue, *Teacher Evaluation in Language Education* (London, New York: Bloomsbury, 2015).

9. Reading Assessment

There are there aspects of reading comprehension according to Nuttal which the students should understand to comprehend a text well, such determining main idea, finding specific information, making inference, identifying reference, and the understanding meaning of words.³⁴ These aspects are regarded as difficulties that the students encounter in comprehend the text :

a. Determining Main Idea

Roell stated that “main idea of a paragraph is the point of the passage, minus all the details”.³⁵ In determining of the main idea, the students are expected to find the main idea of the text. So, they should comprehend the topic that is told in the text. The main idea is usually a sentence, it is usually the first sentence but it can be in the middle or in the last sentence.³⁶ Therefore, this can make the main idea is more difficult to find. The students may get confused to see what the main idea of a passage is, and where the main idea is located.

b. Making Inference

In making of inference, the students are expected to comprehend the text to find the conclusion of the statements in

³⁴Christine Nuttal, *Teaching Reading Skills in Foreign Language* (Hongkong: A Division of Macmillan Publisher, 1982), 30.

³⁵K..Roell, “Howto Find the Main Idea”, 2015, http://testprep.about.com/od/tipsfortesting/a/Main_Idea.htm.

³⁶K..Roell.

the text. For example, the question is “what the meaning of the statement above?” It means that the students need to find the conclusion based on the statement. Kopitski also said that “readers need to practice combining clues from the text with their background knowledge in order to make inferences”.³⁷ Therefore, sometimes the students are difficult to find the conclusion of the text because the meaning of the statement is not written on the text.

c. Understanding the Meaning of Word

In understanding the meaning of words, the students have to find the meaning of difficult word on the text context by comprehending the meaning of the sentence or the text, and then they will find the suitable meaning of the word. Nuttal said “vocabulary is another major component of reading ability with which language learners will experience difficulty”.³⁸ Therefore, unfamiliar vocabularies about the text need to be taught to students before reading the material so that they can be easily understand the material.

According to Linse & Nunan so assessment is the gathering of information for a specific purpose.³⁹ They also in Freeman and

³⁷Klingerr K., Janette, Vaughn, Sharon, et al., *Teaching Reading Comprehension to Students with Learning Difficulties* (New York: The Guilford Press, 2007), 87.

³⁸Christine Nuttal, *Teaching Reading Skills in a Foreign Language* (London: Heinemann Educational Books, 2000), 193.

³⁹Caroline Linse and David Nunan, *Practical English Language Teaching Young Learner* (New York: The Mc Graw Hill Companies, 2005), 95.

Freeman said “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”.⁴⁰ So the teachers must really assess students’ abilities and knowledge in understanding reading text.

10. Goals for reading assessment

Reading assessments are meant to provide feedback on the skills, processes, and knowledge resources that represent reading abilities though it is important to note that different assessment practices may assume different theories of reading and reading development. Assessment in general can be categorized in a number of ways, and all assessment frameworks serve important purposes. Commonly, assessment has been categorized in terms of:⁴¹ 1) norm-reference and criteria on reference testing; 2) formative and summative assessment; 3) formal and informal (or alternative) assessment and 4) proficiency, achievement, placement, and diagnostic assessment. Five purposes for reading assessment there are:

- a. Reading-proficiency assessment (standardized testing)
- b. Assessment of classroom learning
- c. Assessment for learning (supporting student learning is the purpose)
- d. Assessment of curricular effectiveness
- e. Assessment for research purposes

⁴⁰D. E. Freeman & Y. S Freeman, *Essential Linguistics: What You Need to Know to Teach Reading, ESL, Spelling, Phonics, and Grammar* (portsmouth,NH: Heinermann, 2004), 97. <https://www.scrip.org/reference/referencespapers?refenceid=1189772>

⁴¹Sri ulina Br Sembiring, “Reading Comprehension Assessment English Textbook for Junior High School Publish by Erlangga” (Medan: UMSU, 2020), 14.

There is an inevitable overlap among specific test uses across these categories, but these categories, nonetheless, serve as a useful framework for organizing reading assessment.

11. Principles of Assessment in Reading Comprehension

In assessment of reading comprehension there are principles. The principles of reading comprehension to make easy for the teacher in assessing reading comprehension. The goal of classroom is to help teachers plant and provide appropriate instruction, and to help both teachers and students evaluate progress toward expert reading. Therefore the types of questions to be answered will be focused on instructional adaptations for individual students such as our students experiencing trouble in science.⁴²

a. Assessment Must Acknowledge the Complexity

Reading is interactive it is simultaneously influenced by many factors such as topical knowledge, text characteristics, task demands, and the situational context in which the act of reading occurs.⁴³ It means the reader must know about the topic or main idea in the text, and the characteristics of the text such as text narration, or exposition and others.

⁴²Sheila W. Valencia and P. David Person, "Principles for Classroom Assessment," *Research Gate*, 9, no. 1 (1998), <https://www.researchgate.net/publication/249834504>.

⁴³Sheila W. Valencia and P. David Person.

b. Assessment Focus on the Orchestration of Knowledge and Skills

Reading involves the orchestration of many types of knowledge, including that which we have traditionally defined as reading skills.⁴⁴ It means we need to focus on the orchestration of many types of knowledge and skills rather than the individual components themselves so that we do not come to confuse the means with the ends of reading instruction.

c. Assessment Must Allow us to Assess the Dynamic Quality

Reading is dynamic, it changes continually during the very act of making meaning.⁴⁵ Such variability is inevitable and desirable, for readers must apply reading techniques opportunistically. That is they must exhibit sensitivity to features of knowledge, text, and context, and must exhibit flexibility in adapting to these ever changing features. This point leads to two conclusions:

- 1) Variability between students and variability within a student from one context to another is to be expected.
- 2) It is the process, rather than the product, of reading that deserves our careful attention. As a consequence, we must develop assessment techniques that focus on dynamic, rather than static, aspects of reading.

⁴⁴Sheila W. Valencia and P. David Person.

⁴⁵Sheila W. Valencia and P. David Person.

d. The Teacher as a Co-conspirator- An Advocate for Students Reading Process

A lingering tension in the assessment of all human abilities is whether to assess what people can do versus what they actually do.⁴⁶ In reading assessment, we have clearly come down on the side of learning the most about students typical performance rather than their potential competence.

e. Making Instructional Decisions as Students Grow and Change

One technique we have explored is a simple modification of a standard multiple choice format.⁴⁷ Students are encouraged or required to find several acceptable answers rather than a single correct answer.

Thurlow in a research article National Accessible Reading Assessment Projects conclude several principles for assessment reading comprehension as follows.⁴⁸

a. Reading assessments to all students including with disabilities.

Rationale, large scale reading assessments must show whether students have developed the knowledge and skills specified in reading content standards well enough to perform at the level specified by achievement standards. Students with disabilities present particular challenges because their

⁴⁶Sheila W. Valencia and P. David Person.

⁴⁷Sheila W. Valencia and P. David Person.

⁴⁸D. R. Thurlow, M. L., Laitusis, C. C & Dillon, "Accessibility Principles for Reading Assessment: Minneapolis, MN: National Accessible Reading Assessment Projects," September 2009. <http://www.narap.info>

disabilities sometimes interfere with their performance on the assessments. The accessibility of these assessments needs to be carefully considered and planned. This involves understanding the many sensory, physical, and cognitive disabilities students can have that create specific barriers to demonstrating reading knowledge and skills. Increasing accessibility also involves applying principles of universal design, using new technologies and other approaches as appropriate and employing assessment accommodations when needed to obtain valid measures.

- b. Reading assessments are based on a definition of reading that consists of clearly defined constructs.

Rationale, to be effective, large scale reading assessments should be based on a clear and coherent definition of reading. Definitions of reading describe the complex processes that students engage in when they read. An example is the NAEP 2009 Reading Framework definition, which defines reading as follows: “Reading is an active and complex process that involves understanding written text; developing and interpreting meaning; and using meaning as appropriate to type of text, purpose, and situation.” NAEP draws upon what we know from cognitive, perceptual, and linguistic theoretical models that explain reading processes and the underlying constructs of reading. Current definitions also acknowledge that reading is a social and cultural activity. This means that students’

understandings are shaped by their interactions with others and who these young people are as cultural beings. In addition, definitions are shaped by broader contextual dimensions or affective frameworks such as students' interests, attitudes, and motivation.

- c. Reading assessments with accessibility throughout test, development and implementation.

Rationale, employing test design and development procedures that are recognized as good practice for creating any assessment is especially important for ensuring that reading tests are accessible. Accessibility concerns highlight the importance of attending to the needs of all test takers throughout standard test design and development procedures. The ideal is to plan for accessibility from the outset, but there are also steps that can be taken when new items or versions are developed for existing reading tests, and existing reading assessments can be retrofitted to be more accessible by using accommodations.

- d. Reading assessments to accommodations to make valid inferences student's proficiencies.

Rationale, although a goal in designing and developing reading assessments that are accessible is to minimize the need for accommodations, some students may still need them. To be accessible, reading assessments first must attempt to build accessibility throughout the test itself, often by integrating tools

that have functions similar to some accommodations. When this cannot be accomplished, accessibility considerations require that the assessment allows a variety of accommodations that address students' needs, and produce valid results. The accommodation should allow students to show what they know and can do in grade level reading rather than merely show the effect of their disabilities. The assessment indeed must be reviewed to make sure all access tools that can be integrated into the assessment have been integrated.

- e. Reporting of reading assessment results is designed to relevant audiences.

Rationale, a great deal of effort goes into the creation of scores for any large scale testing program. Care is taken to assure that the test is designed and developed with a high level of quality and that attention is paid to meeting professional standards for the assessment. Focus is often on the reliability, validity, and fairness of the assessment, as well as other characteristics of the test scores. Because it is the testing program score reports that convey the final results of the assessment to the test taker, teacher, parent, policymaker, and so on, it is important that the same level of care be invested in score reporting as in other aspects of the testing program. Assuring that the score reports that are produced by a testing program support the correct interpretation and use of the scores is of

primary importance to the testing program and to all score recipients. It is particularly important that testing programs consider the needs of a diverse population of test takers and parents, such as students with disabilities and English language learners, when designing score reports and score reporting procedures.

12. Technique of Assessment in Reading Comprehension

In this point the technique of assessment in reading comprehension can help the teacher to assess students in reading comprehension. With the assessment the teacher will know students reading comprehension, from low value, normal value and high value.

The below are several techniques of assessment reading comprehension quoted from several books and journals:

a. Reading Orally

Singleton who claimed that reading comprehension cannot can interfere with reading comprehension.⁴⁹In this technique teacher poses a question and the student answers verbally, rather than in writing. This technique helps the teacher to determine whether students understand what is being, or has been , presented, and helps students to extend their thinking, generate ideas, or solve problems.

⁴⁹C.H. Singleton and J.R. Beech, *Computerized Assessment of Reading : The Psychological Assessment of Reading*, (London: Routledge, 1997), 257–78.

b. Word Recognition Lists and Sentence Completion Tests

Word recognition lists and sentence completion tests can be tested regularly. Students can read word lists loud to the teacher and complete sentences by filling in the correct word.⁵⁰ The teacher gives the immediate oral and written feedback. The formal word tests and sentence completion tests can be conducted weekly. Argued that word recognition lists and sentence completion tests are highly reliable in test-retest situations, but tell us little about the child's success on a range of everyday reading tasks. Sentence completion sentences offer lots of clues about the meanings of the missing words, so make use of those clues by reading the sentence thoroughly. Note words that indicate contradiction like but or though, and pay attention to the relation of different concepts mentioned in the sentence.

c. Text Comprehension Test

Students read the text which is prepared before silently then answer questions silently in a prescribed amount of time. Teachers can prepare several types of tests such as multiple choices, matching, true/false, cloze, short answers, and summarizing information.⁵¹ Tests or silent reading

⁵⁰P. J. K.. Owen, *Defining Reading Standards: Establishing the Operational Validity of Assessment Reassessing Language and Literacy*, (Buckingham England: Open University Press, 1992), 95–107.

⁵¹C.H. Singleton and J.R. Beech, *Computerized Assessment of Reading : The Psychological Assessment of Reading*, 257–78.

comprehension are supported, who claimed that reading comprehension cannot be measured accurately when someone has been asked to read aloud, since the process of dealing with correct pronunciation and expression can interfere with comprehension. This test can also use a total score of 100% and each question weighs a certain percentage to measure students' performance. Test measured by using a specific score to show correct answer can accurately show students' learning achievement. Both teachers and students will thus be more clearly aware of the teaching and learning progress.

d. Reading self-assessment

Student self-assessment is a process by which the student gathers information about, and reflects on, his or her own learning.⁵² Students need to monitor their own progress and move towards successful independent learning. Learning will be more effective when the learners actively engaged and make more contribution to their own learning. Kulm that say⁵³ : suggests that students who are able to evaluate their own thinking and learning processes have higher achievement. As students will not automatically have the skills to undertake self-assessment, it is important for the teacher to provide models of learning, e.g.,

⁵²P. Howell & B. S. Heap, *Planning Process* (London: David Fulton, 2001), 145.

⁵³G. Kulm, *Mathematics Assessment: What Works in the Classroom* (San Francisco: Jossey Bass, 1994), 73.

samples of learning logs and journals for students to record their reading progress. Self-assessment leads students to a greater awareness and understanding of themselves as learners. One of the most ways that students can use to evaluate their learning is portofolio.

A portofolio is a purposeful collection of significant work carefully selected, dated and presented to tell the story of a student's achievement or growth in well defined areas of performance. It offers a visual demonstration of a student's achievement, capabilities, strengths weaknesses, knowledge, and specific skills. Another way is learning log. In learning log students maintain a simple log to record at the end of each day what they learned that day. They may record sentences or a bulleted list based on the teacher's direction.

B. Review of Related Findings

Actually, there were some researchers related to this research. Many researchers had done research about techniques of assessing reading comprehension. One of the researchers was written by Martika and Zaim.⁵⁴ The research instrumen used in the study were documentation, questionnaire, and interview. The result of the research is the forms of authentic assessment of reading comprehension used by teachers at SMA 8 Padang, the level of difficulty in implementing authentic assessment of

⁵⁴Sesy Erlina Martika & M. Zaim, "The Implementation of Authentic Assessment on Reading Comprehension of the Tenth Grade Students of SMAN 8 Padang", *Journal of English Language Teaching*, 10, no. 1 (2021): 129–37. <http://ejournal.unp.ac.id/index.php/jelt>

reading comprehension was easy carried out by students, and several problems faced by teachers in implementing of authentic assessment on reading comprehension.

The other research was written by Ajloun and Jordan.⁵⁵ The research instrument used in the study is survey card with semi-structured interviews. The result of the research is: extensive amount of research still needs to be undertaken in order to provide teachers with the most effective assessment strategy to monitor student's learning progress.

The other research was written by Sembiring.⁵⁶ The research instrument used in the study were observation, interview, and documentation. The result of the research is two points, the first the types of reading assessment, there were 41 of 194 reading assessment there are 16 assessments in interactive reading, 12 assessments in perceptive reading, 11 assessments in selective reading, and 2 assessments in extensive reading. The most dominant reading assessment is interactive reading. The second, the levels of thinking skills in the course books obtained 81% reading assessment of lower order thinking skills, while the higher order thinking skills obtained 19% reading assessment. It can be conclude that the distribution of higher order thinking skills is lower than lower order thinking skills.

⁵⁵Ajloun & Jordan, "The Assessment of Reading Comprehension Strategies : Practice of Jordanian Public Teachers at Secondary Level", *International Journal of English Language, Literature and Humanities*, 3, no. 5 (2015). <http://www.ijellh.com>

⁵⁶Sri ulina Br Sembiring, "Reading Comprehension Assessment English Textbook for Junior High School Publish by Erlangga".

The other research was written by Adi Nugraha et.al.⁵⁷ The research instrument used in the study is observation and interview. The result of the research is: the type of assessment used by the teachers at SMAN 22 Makassar in assessing reading comprehension is formative assessment.

The other research was written by Laras Anjarsari and R. Bunga Febriana.⁵⁸ The research instrument used in the study is observation and interview. The result of the research is the use of authentic assessment to improve student's reading comprehension in learning English literature can be used in online classroom activities. The use of authentic assessment is also effectively used in online learning.

So from the review of the previous findings, there are many similarities in this study such as used qualitative method but has different result, where researchers analysis the technique used in assessing reading comprehension. Researchers plan to apply or develop the technique used through the program provided at the Language Development Center State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan.

⁵⁷Adi Nugraha et.al., "The Assessment on Reading Comprehension at SMAN 22 Makassar In Journa" *Cilebes Journal of Language Studies*, 1, no. 2 (2021). <https://doi.org/10.51629/cjls.V1i2.55>

⁵⁸Laras Anjarsari and R.Bunga Febriana, "The Use of Authentic Assessment in Enhancing Students' Reading Comprehension an Online Learning of English Literature", *In Journal of English Education Program* 9, no. 1 (2022). <https://jurnal.unigal.ac.id/index.php/jeep>

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time of the Research

The research was done at Language Development Centre of UIN SYAHADA Jl.T.Rizal Nurdin km 4.5 Sihitang, Padangsidempuan. This university is location in Sihitang, Padang Sidempuan Tenggara, Padang Sidempuan, Province of South Sumatra, Indonesia. The researcher is interested to choose this university for the research about the technique of assessing reading comprehension, because in this University, the first year students are reading English everyday from Monday to fryday. This research was started on September 2023 up to July 2024.

B. Research Design

This research is categorized as qualitative, because the research describes the techniques used by the teacher in assessing reading comprehension. Therefore, the design is a descriptive qualitative approach. Descriptive qualitative research is aimed at describing a social phenomenon in the form of words. So, in this case, the main purpose of descriptive research is describing the existing phenomena in a teachers technique in assessing reading comprehension at the first grade students at Language Development Centre UIN SYAHADA Padangsidempuan.

C. Source of Data

The source of the data is a significant part of a research. The researcher requires the data source from the analysis English textbook (English 2). The

data of this research from the analysis English textbook and the information of English lecturers about their technique used in assessing reading comprehension at the first grade students at Language Development Centre UIN SYAHADA Padang Sidempuan. In this research the required data is obtained from two sources, they are:

1. Primary data (English Textbook)

The primary data source in this research is information from the research object obtained directly through document analysis with research subjects in the field. The primary data source in this research is English textbook (Englisg 2) for the first grade student at Language Development Centre UIN SYAHADA Padangsidempuan.

2. Secondary data (Lecturer)

Apart of using primary data sources, this research also using secondary data obtained indirectly for complement and support primary data sources. Secondary data from this research is sourced related to implementation of teacher techniques in assessing reading comprehension of the first grade students at Language Development Centre UIN SYAHADA Padangsidempuan. The data will be found from interview wit the teacher at language development centre.

D. Research Instruments

This research was used some technique in collecting data. It aims to obtain valid information about an analysis of reading assessment technique

of the English textbook in Language Development Centre of UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan.

1. Document Analysis

Document analysis is documents that may be used for systematic evaluation as a part of study take a variety of forms. The instrument which used the collect the data in this study is use checklists sheet.

Table I.I
Indicator of document analysis

Aspect	No	Indicators of document analysis	Yes	No
Types of reading comprehension assessment technique	1.	Reading orally		
	2.	Word recognition list		
	3.	Sentence completion test		
	4.	Multiple choices		
	5.	Matching true or false		
	6.	Cloze test		
	7.	Short answer		
	8.	Summarizing information		
Dominant technique of assessment reading comprehension	1.	Reading orally		

Aspect	No	Indicators of document analysis	Yes	No
	2.	Word recognition list		
	3.	Sentence completion test		
	4.	Multiple choices		
	5.	Matching true or false		
	6.	Cloze test		
	7.	Short answer		
	8.	Summarizing information		

2. Observation Sheet

The researcher did observation the teacher about the types of assessment reading comprehension technique used for the first grade students at Language Development Centre of UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan.

Table II.I
Indicator of observation

Aspect	No	Indicator of observation	Yes	No
Types of reading comprehension assessment technique	1.	Reading orally		
	2.	Word recognition list		
	3.	Sentence completion test		
	4.	Multiple choices		
	5.	Matching true or false		

Aspect	No	Indicator of observation	Yes	No
	6.	Cloze test		
	7.	Short answer		
	8.	Summarizing information		
Dominant technique of assessment reading comprehension	1.	Reading orally		
	2.	Word recognition list		
	3.	Sentence completion test		
	4.	Multiple choices		
	5.	Matching true or false		
	6.	Cloze test		
	7.	Short answer		
	8.	Summarizing information		

3. Interview Sheet

The researcher did interview the teacher about the types of assessment reading comprehension technique used for the first grade students at Language Development Centre of UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan.

Table III.I
Indicator of interview

Aspect	No	Indicator of interview	Yes	No
Types of reading comprehension assessment technique	1.	Reading orally		

Aspect	No	Indicator of interview	Yes	No
	2.	Word recognition list		
	3.	Sentence completion test		
Types of reading comprehension assessment technique	4.	Multiple choices		
	5.	Matching true or false		
	6.	Cloze test		
	7.	Short answer		
	8.	Summarizing information		

E. Techniques of Collecting Data

The technique to collect the data in this study is by using document analysis and the reading texts available on the English textbooks for the first grade student at Language Development Centre UIN SYAHADA Padangsidempuan and the steps of collecting the data are follows:

1. Document Analysis

Document analysis to analysis the techniques assessment reading comprehension use the teacher in English textbook. Corben et al cited in Glend document analysis is a systematic procedure for reviewing or evaluating documents both printed and electronic (computer-based and Internet-transmitted) material. Like other analytical methods in qualitative research, document analysis requires that data be examined and interpreted in order to elicit meaning, gain understanding, and

develop empirical knowledge. The steps for creating an analysis documents are as follows:

- a. Make checklist of document analysis
- b. Read the English textbook of the first grade students in Language Development Centre of UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan
- c. Search the aspect that make in indicator of document analysis.

2. Observation

In order to get the data directly from the existing phenomenon, observation is used by the resercher as the instrument of the present research. There are two types of observation. The first type of observation is participant observation, in which the observer dose not has to participate actively in the observed field.

In this case, the researcher acted as non participant observation, in which the researher just observed the ways of the teacher in implementing the assessing reading comprehension technique through the group in the classroom. The researcher observed the technique of the teacher for assessing reading comprehension strudents in class language. Does the teacher use reading orally or word recognition list and others. According to the indicators of observation. The steps for creating an observations are as follows:

- a. Make the indicators of observation in the paper
- b. Preparing paper and pen
- c. Do the observation with the teacher in the classroom

3. Interview

Interview is one of the data collection technique which is done by asking open ended question to the participants of the research. It can help the researcher to understand, and explore subjects' behavior, experiences, and opinions to gain depth information based on the phenomena researched.

Bungin stated that the “ interview is a process to gain information needed for the aim of the research by face to face questioning between the interviewer and interview, with or without use of an interview guide”. In this research, the researcher focused on interviewing two participants.

In conducting the interview, the researcher was prepared a list of a question as a guidance to get information about teacher technique in assessing reading comprehension students in language class. The researcher was interview the teacher about the technique assessing reading comprehension students in language class. The steps for creating an interview are as follows:

- a. Preparing questions design according to research
- b. Studying the problem related to interview topic

- c. Compiling outline of question to be ask to the resource person
- d. Making appointments with resources person.

F. Techniques of Data Analysis

After collecting the data, the researcher needs to analyze the data. Data analysis in this research was concerned at describing what were in the data. Based on the collecting data, they were preliminary, analysis, and drawing conclusion, the data was analyzed in qualitative ways, there are data reduction, data display, and making verification or conclusion.⁵⁹

1. Data reduction

Firstly, the researcher has been recording and writing the transcription or interview through several stages such editing, segmenting, coding. After writing the transcription of the interview, researcher did a reduction. The important thing has gotten by the researcher to present the data from the transcription of the interview, and analysis.

2. Data display

Secondly, the researcher presented the data by taking the important one from the transcription of the interview, and analysis. That was appropriate for the result of the interview and analysis, the researcher

⁵⁹ Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif Dan R & D*, (Bandung: CV. Alfabeta, 2008), 45–92.

presented the data by describing the data in a qualitative way. The description of data here was in a narrative way.

3. Verification or Conclusion

Lastly, when the data display was presented, the researcher did a conclusion or verification. The researcher summarized the data that has been presented. In the end, the researcher took the conclusion of the data presented and gave suggestion. To sum up, the researcher did those three steps in analyzing the data. The researcher reduced the transcription of the interview, presented the data, and concluded the data presented.

So from the explain above can be concluded techniques of data analysis there are three ways: data reduction, data display, and verification or conclusion.

G. Technique of the Checking Trustworthiness

In this research, the data was obtained by conducting observation, interview, and documentation. Thus, triangulation was used as a tool to check the validity of the data. Creswell “stated that triangulation is a ways of data verification by using two or more methods of data collection in the research of data collection in the research of human behavior”.⁶⁰

Futhermore, Sugiyono “ stated that three are four techniques in triangulation. Those are, source triangulation, investigator triangulation,

⁶⁰ Jhon, W. Creswell, *Qualitative Inquiry and Research Design Choosing Among Five Approaches United State of America* (America: Sage Publication, Ltd., 2013), 232.

methodological triangulation, and theoretical triangulation”.⁶¹ Based on the explanation above, the researcher validated the data collection in this research by using methodological triangulation through observation, interview, and documentation.

⁶¹ Sugiyono, *Metode Penelitian Pendidikan Kualitatif*, (Bandung: CV. Alfabeta, 2014), 32.

CHAPTER IV

RESEARCH RESULT & DISSCUSSIONS

This chapter present the result of the research entitled an analysis on reading assessment techniques at the first grade students of Language Centre of UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan. The data were collected through document analysis, interview and observation. The researcher held the observation three times for three imformants.

After that the reseacher interviewed the English teachers to clarify the data gotten from the observation and document analysis. The researcher did the interview by using English. The English teachers who became an important in this research was as English teachers who tought English lesson at the Language Center of UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan. The teachers are Mrs. Siska Wahyu Dalimunte, S.Pd., Mrs. Inatigris Anggriani Harahap, M.Li., and Mr. Muhammad Khoir, S.Pd., M.Hum.

A. General Description

The book which is titled English Textbook (English 2), overall this book contains listening, speaking, reading, and writing. The analysis in this research is about analyzing types of reading assessment techniques derived from the Textbook used by the students and lecturers in teaching and learning reading.

In this research to do observation and interview the lecturer in english development centre of UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan. The observation and interview about the reading

assessment techniques used by the lecturers in language class. The lecturers are Mrs Siska Wahyu Dalimunthe, Mrs. Inatigris Anggriani Harahap and Mr. Muhammad Khoir Nasution.

B. Findings

1. Types of reading assessment techniques in English textbook used at language Development Center

a. Technique in English Textbook

Related to the reading assessment techniques that were analysed, the result of analysis from the English textbook is seen in the table 1 below.

Table IV.1 Techniques of reading assessment in English textbook

No	Chapters	Techniques of Reading Assessment
1.	11A (Artist, Actor, Athlete)	Word Recognition List, Sentence Completion Test
2.	11C(Britain's Favourite Paintings)	Short Answer
3.	12A (Getting Through)	Matching True or False
4.	12B (After the Course)	Short Answer
5.	12D (Reading)	Multiple choices
6.	1D (In Person)	Short Answer
7.	1D (Reading)	Sentence Completion Test
8.	2D (Reading)	Short Answer
9.	3C (My First Flat)	Short Answer
10.	3D (Tate Modren)	Short Answer
11.	3D (Reading)	Matching True or False

No	Chapters	Techniques of Reading Assessment
12.	5A (Languages Made Easy)	Short Answer
13.	5C (Travel Essentials)	Short Answer
14.	5D (Reading)	Multiple Choices
15.	6B (Actor , author)	Short Answer
16.	6D (Reading)	Short Answer
17.	7B (Rice)	Short Answer
18.	8A (I Hate Flying)	Short Answer
19.	8C (Follow the Car)	Multiple choices
20.	8D (Let's Take the Bus)	Short Answer
21.	9A (A Good Impression)	Short Answer
22.	9D (Giving Advice)	Short Answer

Based on the table above, can concluded the techniques of reading assessment in English textbook there are five. They are word recognition list, short answer, matching true or false, multiple choices and sentence completion test. The five will be explained in the following description and which chapter are included into five.

1) Short Answer

Short answer item can be answered by a word, phrase, number or symbol.⁶² Related to the type of short answer technique

⁶² Rahmayani Farisqa, "A Comparative Study Between Multiple Choices and Cloze Test Toward Students' Reading Comprehension Achievement" (Banda Aceh: UIN Arraniry, 2016), 35.

in assessing reading, this research found some chapters and materials in the textbook they are:

a) Chapter 5A (Languages Made Easy)

In chapter 5A, the title of reading material is about the *Language Made Easy*. In this chapter talks about the *Lingo Global* and the *Phraselator* can make easy about language. In this chapter there are two texts, the first text about the *Lingo Global* and the second about the *Phraselator*.

Text

The Lingo Global 29
The Lingo Global is a small computer. It knows 29 languages, and it can translate more than 58,000 useful phrases and 580,000 words. To use the Lingo Global 29, type a word in one language and then choose the language you want for the translation, with the Lingo Global 29, you can read the translation, but you can't hear it. The Lingo Global 29 also has a calculator and a clock. It can even tell you the time in 200 cities around the world.

Source: English Textbook IAIN Padangsidempuan(English 2) p.86.

The Phraselator
The Phraselator is a translation machine. It can translate phrases from one language into another language. But the Phraselator different, because it can hear a phrase and then say the translation for that phrase in a different language. It's easy to use the Phraselator. First say your phrase into the microphone. The computer inside the Phraselator translates the phrase and then say the phrase in the other language. You can hear the new phrase. Today the Phraselator can translate English to other languages, but it can't translate other languages to English.

Source: English Textbook IAIN Padangsidempuan(English 2)p.86.

Example

- Do you have the Lingo Global 29 and the Phraselator?
- How many languages can Lingo Global translate?
- Can Phraselator translate other language to English?

From the exercise, it is seen that there are questions related to short answer. They are *do you have*, *how many* and *can*.

b) Chapter 8A (I Hate Flying)

In chapter 8A, the title of reading material is about the *I Hate Flying*. In this chapter talks about how many hate flying, who is famous hate flying.

Text

If you don't like flying, you are not alone. Fear of flying is one of the most common phobias in the world. More than 10 million British adults are afraid of flying. In America, this number is more than 25 million. Many famous people hate or hated flying: Ronald Reagan, Aretha Franklin, Mohammed Ali, Cher and Billy Bot Thornton are only some examples.

Source: English Textbook IAIN Padangsidempuan(English 2)p.125.

Example

- How many Americans hate flying?
- Who are famous people hate flying?
- How many millions of British adults are afraid of flying?

From the exercise, it is seen that there are questions related to short answer. They are *how many*, *who are* and *how many*.

c) Chapter 9A (A Good Impression)

In chapter 9A, the title of reading material is about *A Good Impression*. In this chapter talks about how to look someone at the first time meet, how about her voice, her visual like clothes, her vocal or voice.

Text

Every personal or business relationship starts with a first impression. Psychologists say that when you meet someone for the first time they make an impression on you in less than thirty seconds. We evaluate another person using three Vs: visual (how you look your clothes), vocal (your voice), and verbal (what you say). When you meet someone for the first time, your body language and your clothes make 93 % of the first impression. Only 7 % are the words you say. There is an impression in English: you never get a second chance to make a first impression. But what makes a good impression on you? Send us your emails. For me, eye contact. You should look at the other person when you meet them. I don't trust a person if he or she doesn't make eye contact. David Hill, USA. You should wear clean and neat clothes. A dirty shirt makes a very bad impression, and so do dirty shoes. Emma Lowry, UK.

Source: English Textbook IAIN Padangsidimpuan(English 2) p.138

Example

Read the text again and answer the questions

- Which Vs are more important?
- What do you see when you meet someone for the first time?
- What percentage of people look at our appearance and body language?

From the exercise, it is seen that there are questions related to short answer. They are *what are* and *which, what do you* and *what*.

d) Chapter 6B (Actor, Author)

In chapter 6B, the title of reading material is *Actor* and *Author*. In this chapter talks about the Big Read.

Text

The Big Read

In 2003, the BBC had a television show and competition to discover Britain's favourite books. More than 750,000 people voted for the book they liked the most. Here is the list of the top ten books in Britain.

Source: English Textbook IAIN Padangsidempuan(English 2) p.103.

1. The Lord of the Rings, J. R. R. Tolkien
2. Pride and Prejudice, Jane Austen
3. His Dark Materials, Philip Pullman
4. The Hitchhiker's Guide to the Galaxy. Douglas Adams
5. Harry Potter and the Goblet of Fire, J. K. Rowling
6. To Kill a Mockingbird, Harper Lee
7. Winnie the Pooh, A. A. Milne
8. Nineteen Eighty-four, George Orwell
9. The Lion, the witch and the Wardrobe, C. S. Lewis
10. Jane Eyre, Charlotte Bronte

Example

Answer the question

- Do you know any of these books?
- What year did the BBC hold the discover Britain's favourite books competition?
- How many people choose the book they like most?

From the exercise, it is seen that there are questions related to short answer. They are *do you know*, *what* and *how many*.

e) Chapter 7B (Rice)

In chapter 7B, the title of reading material is about *Rice*. In this chapter talks about Rice, how many people eat rice and the national food.

Text

Rice is life for millions of people around the world. It is the most important food for 50 % of the world's population. Almost every country has rice in their diet. Europeans don't eat much rice, perhaps three kilograms per year. But in Myanmar, for example each person eats half a kilograms of rice every day. Rice and fish is a popular combination in many Asian countries; rice and vegetables are important dishes in the Middle East and Southern Europe; and rice and beans is very popular in Latin America (in Colombia it is the national food).

Source: English Textbook IAIN Padangsidimpuan(English 2) p.115.

Example

- How much rice do Europeans eat every year?
- What the national food in Colombia?
- What the popular combination meal in Asian countries?

From the exercise, it is seen that there are questions related to short answer. They are *how much* and *what the*.

f) Chapter 12B (After The Course)

In chapter 12B, the title of reading material is *After the Course*. In this chapter talks about activity after the course.

Text

June 16

Our course finished today. We all went to the park after the class and talked about our future plans. I'm a little sad because there aren't any more classes, but I'm happy because I have many new friends now. We're going to keep in touch, and of course we're going to see each other next year! Here's photo of all of us together. I'm tired now, time for bed! Tomorrow we're going to have our final exam.

Source: English Textbook IAIN Padangsidempuan (English 2) p.20.

Example

Read the blog again and answer the question

- When did the course finish?
- Why the author is happy?
- When the author take the exam?

From the exercise, it is seen that there are questions related to short answer. They are *when did the*, *why the* and *when the*.

g) Chapter 3C (My First Flat)

In chapter 3C, the title of reading material is about *My First Flat*. In this chapter talks about *First Flat*, someone have flatmate.

Text

Shelly: Hello?
 Father: Hallo Shelly?
 Shelly: Oh hi, Dad.
 Father: How are you?
 Shelly: I'm fine. Fine.
 Father: How's your new flat? Do you like it?
 Shelly: Yes.. I do it's... perfect.
 Father: Well, tell me about it. It is big?
 Shelly: Yes, it is.

Father: And what about furniture? Is there any furniture?
 Shelly: Yes, I have a desk and a bed in my room.
 Father: Would you like a lamp? We have an extra lamp at home.
 Shelly: No thanks, Dad. Claudia has a lamp for the living room.
 Father: Who is Claudia?
 Shelly: She's my flatmate. She's Italian. Don't worry there aren't any boys here.
 Father: Good your mother has some old curtains. Do you want them?
 Shelly: No, that's fine. We have curtains.
 Father: Really?
 Shelly: Yes.
 Father: Oh, So, when do we come and see the flat?
 Shelly: This week isn't good. We don't have any chairs.
 Father: No chairs. What does that mean, no chairs.
 Shelly: I don't know, sorry, that's the door. Talk to you later, Ok, Dad? Bye.

Source: English Textbook IAIN Padangsidimpuan(English 2) p.67

Example

- Where is Claudia from?
- Who is Claudia?
- Who has thre lights in the living room?

From the exercise, it is seen that there are questions related to short answer. They are *where*, *who is* and *who has*.

h) Chapter 5C (Travel Essential)

In chapter 5C, the tittle of treading material is about *Travel Essential*. In this chapter talks about travelling Walter and Thelma.

Text

Walter: Come on!
 Thelma: I' m here. I'm here.
 Walter: Did you turn off the lights?
 Thelma: Yes. I did. I turn off the lights and your computer.
 Walter: Good. Did you pack my digital camera?
 Thelma: Yes. I did. It's in the black bag with your mobile phone and book.
 Walter: Which book?
 Thelma: The book that was on the table nxt to your bed.
 Walter: Oh.. I didn't want a book. I wanted the ipod then,
 Thelma: Well. I didn't know.
 Walter: We don't have the ipod then,
 Thelma: No, we don't
 Walter: Do you have the guide book?
 Thelma: Just a minute.
 Walter: Oh no, you didn't remember the guide book.
 Thelma: Yes. I did. Here it is!
 Walter: Plane tickets?
 Thelma: I remembered. They're here.
 Walter: Good. Good. Well darling, we're on holiday.
 Thelma: We can finally relax.

Source: English Textbook IAIN Padangsidempuan(English 2) p.92.

Example

- Who is the turn of the lights?
- Who has the guide book?
- Who packs the digital camera?

From the exercise, it is seen that there are questions related to short answer. They are *who is*, *who has* and *who*.

i) Chapter 11C (Britian's Favourite Paintings)

In chapter 11C, the title of treading material is about *Britain's Favourite Paintings*. In this chapter talks about competition in 2005 between the National Gallery of London and the BBC.

Text

In 2005, the National Gallery of London and the BBC had a competition to find Britain's favourite painting. More than 118,000 people voted. The competition made people talk and think more about art. Here are some of the favourite paintings.

Source: English Textbook IAIN Padangsidmpuan(English 2) P.7

Example

Read the article again and answer the question

- When was the competition?
- What the competition about it?
- How many people voted for this competition?

From the exercise, it is seen that there are questions related to short answer. They are *when was*, *what the* and *how many*.

j) Chapter 1D (In Person)

In chapter 1D, the title of reading material is about *In Person*. In this chapter talks about invite someone or friend come to party in the hotel.

Text

From: Valerie Hudson v.hudson@explorelondon.org
 To: Mr and Mrs Curtisherbcurtis@americainternet.com
 Subject: Welcome party
 Date: Mon, May 8 2006 09: 15:53

Dear Mr Curtis,
 My name is Valerie and I am your tour guide for the explore London tour. Explore London Tours would like to invite you to a welcome party at the Regent Hotel, London on Sunday, May 14 at 07: 30 pm. Come for a drink and meet the other people on your tour. If you have any question about your tour, please email me or phone our head office in London on 0207 954 6178.
 We look forward to seeing you,
 Valerie Hudson

Explore London Tours “London...In Style”

Source: English Textbook IAIN Padangsidimpuan(English 2) p.43.

Example

Read again and answer the question

- Who is Valeria?
- What even is the invitation?
- What date is the party?

From the exercise, it is seen that there are questions related to short answer. They are *who is* and *what*.

k) Chapter 2D (Tour Group)

In chapter 2D, the title of treading material is about *Tour Group*. In this chapter talks about someone do tour groupa and send the letter to her friend.

Text

Dear Sam

1

How are you? I hope you are well. I live in Las Palmas in the Canary Island now. I work in a school in the city. I teach English to students.

2

Some things are the same here, I go to work on the bus. I watch the news on the tv in the morning and I drink lots of coffe. But some things are very different. I start work at 7o'clock. I go to the beach and swim. I have dinner at 9 o'clockin the evening.

3

I have a boy friend. His name is Carlos. He's twenty-five years old and he's a student at university. He's really handsome. He has black hair and brown eyes,. I love to live her. Write soon.
Love
Jemma

Source: English Textbook IAIN Padangsidempuan(English 2) p.69.

Example

Read the letter again and answer the questions.

- Where does she live?
- What is her friend's name?
- Where does she work?

From the exercise, it is seen that there are questions related to short answer. They are *where does*, *what is* and *where does*.

1) Chapter 3D (Tate Modren)

In chapter 3D, the tittle of treading material is about *Tate Modren*. In this chapter talks about museum of modren and how many people come to invite it.

Text

Tate Modren is Britain's new museum of modren. It is an old power station next to the Millenium Bridge in London. It opened in May 2000 and is very popular with British people and tourist.

Source: English Textbook IAIN Padangsidempuan(English 2) p.69.

Example

Read the text and answer the question

- Where is Tate Modren?
- When will the Tate Modren open?
- What is Tate Modren?

From the exercise, it is seen that there are questions related to short answer. They are *where is*, *when* and *what is*.

m) Chapter 6D (Reading)

In chapter 6D, the title of reading material is about *Reading*. In this chapter talks about the film *3100*, *Mr. Right* and *The Hands*.

Text

3100
I really enjoyed this film. The story begins in New York in the year 3100. It's about two people who are from the 21st Century and who are in the same city 1,000 years in the future. The acting was really good and the story was very interesting. A really great film.
Mr right?
Sandra (Jo- Anne Massey) moves to a new city. She is very unhappy because she has no friends. She meets Josh (Alex Smith) and they go for walks, they go out for dinner and she is very happy. Then she discovers that Josh is married! Jo- Anne Massey and Alex Smith act badly in the film. One to miss.
The hands
The best film this year. So I went to see it! I liked watching the two actors Nell Ash and Peter Brock because I think they were both excellent. But the story was awful. After only ten minutes I guessed the end of the film! Ok for a rainy day.

Source: English Textbook IAIN Padangsidimpuan(English 2) p.111.

Example

- Which film does Mike like?
- Is Sandra happy to move to a new city?
- Is the actor's acting in the film 3100 good?

From the exercise, it is seen that there are questions related to short answer. They are *which* and *is the*.

n) Chapter 8D (Let's Take the Bus)

chapter 8D, the title of reading material is about *Let's Take the Bus*. In this chapter talks about Max and Meg holiday in London.

Text

Read the text and answer the question

Last year Meg and Max were on holiday in London. Their flight took twelve hours from the USA and when they arrived they were very tired so they took a taxi to their hotel. Meg took a shower and Max ordered some food. The next day they decided to go to a museum. When they arrived at the museum they were unhappy because they found out that they couldn't take photographs.

Source: English Textbook IAIN Padangsidimpuan(English 2) p.136.

Example

- How long did their flight take?
- Where do Meg and Max go on holiday?
- What did Max order?

From the exercise, it is seen that there are questions related to short answer. They are *how long did*, *where do* and *what did*.

o) Chapter 9D (Giving Advice)

In chapter 9D, the title of reading material is about *Giving Advice*. In this chapter talks about a letter from someone for Ashley.

Text

1
Dear Ashley I'm not feeling very well at the moment. I have got backache and my eyes hurt. I think it's because I sit in front of computer all day in the office . I can't stop work, so what should I do? Simon
2
Dear Ashley I've got an interview, next week for a job at a bank. I really don't know what to wear. Have you got any ideas? Jason
3
Dear Ashley I want to party last weekend and I meet this really nice man. The problem is I can't remember his name. I've got his phone number but I don't want to call him and say I'm sorry what's your name? But I do want to see him again. What should I do? Megan

Source: English Textbook IAIN Padangsidempuan(English 2) p.152.

Example

Read the letters again and answer the questions

- What's wrong with Simon?
- Where was Megan last weekend?
- Did Jason get an interview for a job at a bank?

From the exercise, it is seen that there are questions related to short answer. They are *what's*, *where was* and *did*.

2) **Word Recognition List**

Word recognition is a process by which students learn to identify words and word parts. It begins with an understanding

letters symbolize the sounds in words and progresses to the ability to understand complex word parts and syllabication principles⁶³.

a) Chapter 11A (Artist, Actor, Athlete)

In chapter 11A, the title of reading material is about *Artist, Actor, Athlete*. In this chapter talks about the name artist and actor

Text

<p>The Artist My name is Nathan. I work for a big company. I'm a graphic artist. I make websites. I can type fast-114 words a minute.</p> <p style="text-align: center;">The Actor I'm Janice. I'm an actor. I can act, I can sing and I can dance. I speak English, French and Spanish and I work on Broadway, New York.</p>

Source: English Textbook IAIN Padangsidempuan(English 2) p.1.

Example

Read the text again and complete the sentence with a name.

1. ___ uses at computer network
2. ___ knows many different language
3. ___ ___ for a big company

From the exercises, it is seen that the students are asked to complete word list and fill in the blank with the words derived from the reading text.

3) Matching True or False

True false test consists of questions that have two possible answers; true or false. This test is also in the form of sentences.

⁶³ Michael Rost, *Teaching and Researching Listening* (Great Britain: pearson, 2002).

Here the students are asked to choose one possible answer by circling T or F alphabet.⁶⁴

a) Chapter 12A (Getting Through)

In chapter 12A, the title of reading material is about *Getting Trough*. In this chapter talks about mobile phone has a camera and MP3 player.

Text

Me and my mobile

This is my mobile phone. It has a camera, an MP3 player and a little television. It's very small. I love it. It's my fourth or fifth mobile phone. I change phones very often I always have the new model.

I have a mobile phone, but I don't use it often. I don't like them very much. I always forget to turn it off. And when I turn it off, I forget to turn it on again. The other problem is: when I want my mobile phone, I can't find it !

Source: English Textbook IAIN Padangsidempuan(English 2) p.14.

Example

Read the text again and decide if the sentences are true (T) or false (F)

1. Sara's phone is very old
2. Sara changes phones often
3. Sara has a phone new model

From the exercise above, it is seen that the students are asked to answer the questions by choosing True or False to the statement. Ofcourse, students have to read to know whether the absver is True or False.

⁶⁴ Rahmayani Farisqa, "A Comparative Study Between Multiple Choices and Cloze Test Toward Students' Reading Comprehension Achievement," 35.

b) Chapter 3D (Reading)

In chapter 3D, the title of reading material is *Reading*. In this chapter talks about Bob and Madge come to Malcolm's house.

Text

Dear Bob and Madge
 Welcome to my home. I hope you have a nice stay for the weeks you are here. Here is some useful information about the house and the town. Crawford is a nice small town. There are some good shops but there isn't a cinema or theatre. There is beautiful park near to the river. The river is about 15 minutes from my house. There is a small shop on the street. My house number 15, is opposite the shop and next to a school. Don't worry in the holiday the school is closed so it is quiet. Ok inside the house. There are three rooms on the first floor: the kitchen, living room and small room at the back with the washing machine and fridge. There are some plants in the kitchen next to the fridge. The tv is on the table next to the bookcase in the living room. There are two bedrooms on the second floor. Please use the one opposite the bathroom. In the study –next to bathroom- there is a computer and a small stereo with my CDs.
 So enjoy our stay.
 Malcolm

Source: English Textbook IAIN Padangsidempuan(English 2) p.72.

Example

Read the letter again. Are the sentences true (T) or false (F)

1. There is a beautiful park near the house
2. Malcolm's house is next to the shop
3. The river is about 15 minutes from malcon's house

From the exercise above, it is seen that the students are asked to answer the questions by choosing True or Flase to the statement. Of course, students have to read to know whether the abswer is True or False

4) Multiple Choices

In multiple choice test, the test takers has to weigh up carefully all the alternatives and select the best one.⁶⁵

a) Chapter 5D (Reading)

In chapter 5D, the tittle of treading material is about *Reading*. In this chapter talks about description the *Treetops*, *Sanders B and B*, and *The Ox Hotel*

Text

<p>Treetops</p> <p>Beautiful gust house located near the famous city of Oxford. Open all year round. We welcome children and pets. In our restaurant you can eat traditional English food and drink local beers. There is lovely garden for our guests to enjoy.</p>
<p>Sanders B and B</p> <p>Small bed and breakfast located next to the centr of Oxford. There are lost of shops and restaurants in walking distance. All rooms have showers and are non-smoking.</p>
<p>The Ox Hotel</p> <p>19th-Century hotel located a short drive from the centre of Oxford. All our 500 roomshave bathroom (some with shower), complimentary tea and coffee, and tv. Breakfast is included with the price of the room. Free parking for hotel guests.</p>

Source: English Textbook IAIN Padangsidimpuan(English 2) p.98.

Example

Choose the correct definition for each word or phrase a or b.

1. Located
 - a. A piece something is
 - b. near to the something

⁶⁵ Rahmayani Farisqa, 35.

2. To book
 - a. To reserve a room in a hotel
 - b. To ask for something
3. Parking for hotel is
 - a. free
 - b. paid

From the exercise the technique of assessment is multiple choice. It is known from the questions which ask students to choose one answer from a or b.

b) Chapter 12D (Reading)

In chapter 12D, the title of reading material is about *Reading*. In this chapter talks about letter from Sandra for Katty and letter from Thomas for Munt.

Text

Dear katy

Here another postcard from our school trip to England. I'm here with Kerry and Matt. This place is fantastic. We arrived on Monday and stayed in the hotel. Yesterday we went to the town centre. We walked around the cathedral. It's next to the castle and it's very English! I love it, tonight, there is a free concert in castle square. It's going to be great. Tomorrow we're going to the theatre. Anyway, I'm having a good time. You wouldn't like it here, there isn't a beach!

Bye

Sandra

Hi Munt

How are you? This postcard is from Lincoln. It's a small city in England. The cathedral is great. They made the film of Davinco Code ther, but I don't like the city very much. I'm here for the weekend. The weather today is awful, cold and grey. I'm at a good hotel in the city centre. The other problem is I don't have my car here., and you know I hate public transport! Last night we had dinner in a restaurant and I walked back to the hotel, in the rain! Tomorrow, I'm going to be at the conference for

the day. Maybe I can phone you then. Anyway, hope you are well.
Love Tomas

Source: English Textbook IAIN Padangsidimpuan(English 2) p.26.

Example

1.likes the city
 - a. Kati
 - b. Sandra
 - c. Tomas
2. thinks the cathedral great
 - a. Kati
 - b. Sandra
 - c. Tomas
3. is great
 - a. The Cathedral
 - b. The mosque
 - c. The house

From the exercise the technique of assessment is multiple choice. It is known from the questions which ask students to choose one answer from a or b.

c) Chapter 8C (Follow the Car)

In chapter 8D, the title of reading material is about *Follow the Car*. In this chapter talks about Mrs. Lunan and Tracy follow the car Mrs. Lunan's husband.

Text

Tracy: Mrs Lunan. It's Tracy Dick here
Mrs Lunan: Yes?
Tracy: You asked me to call you. I'm outside your husband's office now.
Mrs Lunan: Oh.. thank you. He doesn't leave work before six o'clock. And it's now only half past five.

Tracy: Well.. Mrs. Lunan, your husband is leaving work now.
 Mrs Lunan: What's he doing?
 Tracy: He is taking a taxi.
 Mrs. Lunan: But my husband hardly ever takes taxis! He says they're too expensive! He usually goes by bus.
 Tracy: Do you want me to follow him?
 Mrs. Lunan: Yes, yes. Follow that car.
 Tracy: Mrs. Lunan, I' m in the centre of the city.
 Mrs. Lunan: Where's my husband?
 Tracy: Mrs. Lunan paying the taxi driver... It's getting out of the taxi.
 Mrs. Lunan: Where is he exactly?
 Tracy: He is in front of a restaurant, the Green Leaf.
 Mrs. Lunan: He always goes to that restaurant. We went there together in the past.
 Tracy: He is not going in the restaurant. He is going into a flower shop.
 Mrs. Lunan: What?! He never buys flowers!
 Tracy: I'm parking my motorbike now.
 Mrs. Lunan: Phone me back please.
 Mrs. Lunan: Hello?
 Tracy: I'm in the restaurant. Mrs. Lunan is at another table.
 Mrs. Lunan: What is he doing now?
 Tracy: He is looking for something his mobli phone.
 Mrs. Lunan: Yes?
 Tracy: He is making a phone call.
 Mrs. Lunan: Can you har? Who's he phoning? This terrible.

Source: English Textbook IAIN Padangsidimpuan(English 2) p.131.

Example

Read the story again. Choose the correct words the complete the sentences.

1. Mr. Lunan usually leaves work

- a. at six o'clock
- b. at half past five

2. He hardly ever

- a. goes by bus
- b. takes a taxi

3. Who is pays for the taxi?

- a. Mrs. Lunan

b. Tracy

From the exercise the technique of assessment is multiple choice. It is known from the questions which ask students to choose one answer from a or b.

5) Sentence Completion Test

Sentence completion is a combination of a projective technique and a questionnaire⁶⁶, where by respondents are given incomplete sentences (called sentence stems) which they then complete in ways that are meaningful to them⁶⁷.

a) 1D (Reading)

In chapter 1D, the title of reading material is about *Reading*. In this chapter talks about their help Alex Cross, Chen Yui and Juan Hernandez.

Text

1
Hi my name is Alex Cross. I'm 43 and I'm a teacher here at Language Link. I'm from London England.
2
Hello, I'm Chen Yui. I'm a student at Language Link. I'm eighteen years old and I'm Chinese. I live in London new.
3
My name's Fransoise Givet and I'm from Lyon in France. I'm 25 and I'm a student at Language Link.
4
Hi! I'm Juan Hernandez. I'm 30 and I'm Colombian. I'm a manager at a hotel in Bogota. Now, I'm a student at Language Link.

⁶⁶ S. Kujala, et.al., "Sentence Completion for Evaluating Symbolic Meaning", *International Journal of Design* 26, no. 3 (2012): 15–25.

⁶⁷ S. Kujala, et.al., "Sentence Completion for Understanding Users and Evaluating User Experience," *Interacting with Computers* 26, no. 3 (2014): 238–55.

Source: English Textbook IAIN Padangsidempuan(English 2) p.46.

Example

Read the text again and complete the sentences with a name.

- a. isn't a student
- b.comes from Lyon
- c. at a hotel in Bogota

From the exercises, the technique assessment is sentence completion test it is seen that the students are asked to complete and fill in the blank with the words derived from the reading texts.

From the several sub topic that have been analysed, it is known that this material is really needed by teacher so they can assess students understand about reading comprehension. Teacher know how to assess the students about their reading comprehension. In order for us to have such an ability, of course, some effort must be made because the material is relevant to teacher abilities and suitable to be developed for assessment. Almost all sub topics of assessment reading material use short answer, matching true (T) or false (F), and multiple choices. Which aims to assess the students about the reading comprehension.

b. Technique of the teacher

Techniques used in assessing reading comprehension of the first grade students in language development centre of UIN Syekh Ali Hasan

Ahmad Addary Padangsidimpuan. The researcher did the observation on 13th of November 2023 for the first English teacher (SW) and 14th of November 2023 for second English teacher (IA) and 15th of November 2023 for the third English teacher (MK). Based on observations in learning and technique on reading assessment comprehension in class, teachers used several techniques used in class when assessing reading, namely reading orally, word recognition list and sentence completion test, matching true or false, short answer, cloze and summarizing information.⁶⁸The following is an explanation of the techniques used by teachers in assessing reading.

1) **Reading Orally**

Based on the results of observations it is showed teachers 1 used the reading orally activities method in assessing reading in FTIK class⁶⁹, it is known that teacher 1 uses reading orally activities in assessing reading in a structured way. Here's an explanation of how teachers use this technique. Reading Orally activities are a learning activity in the class, the students read the text with a loud voice after that the students give the answers about the question from the teacher. The student give times for

⁶⁸ Lecturer in language development center at State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan, result of observation, on June 16th 2023, at 16:40 p.m

⁶⁹ Siska Wahyu Dalimunte, lecturer in language development center at State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan, result of observation, on June 16th 2023, at 16:00 p.m

reading in five minutes if the text is small and six minutes until eight minutes if the text is long.

The purpose of this activity is to have cognitive purpose, so the students will be comprehend about the text has been read. From three teachers that researchers examined and observed there are used this technique. Teacher uses this technique because with this technique students can comprehend about the text.

2) **Word Recognition List and Sentence Completion Test**

Based on the results of observations made by researchers that teachers 3 used the word list and sentence completion test technique assessment reading in FTIK class⁷⁰, it is known that teacher 3 uses word list and sentence completion test in assessing reading. The following is an explanation of how to use this technique. A word recognition list and sentence completion test is where the students are to complete the text is word the list. In this technique the teacher usually make some of group from group 1 into 5 or 6 groups where each group has at least 4 5 members in one group.

This technique are carried out to discuss a material and each side sits together with the group or team to answer questions or do assignments given by the teacher and all students work

⁷⁰ Inatigris Anggriani Harahap, lecturer in language development center at State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan, result of observation, on Juny 17th 2023, at 16:00 p.m

together in one group as a team, all the students reading the text and then some of students writing the answer about the word recognition list and sentence completion test (one student), and then one student give the answer for the teacher, in this technique the students will be turn to write and give the answer for the teacher until everyone gets a turn.

3) **Matching True or False**

Based on the results of observations made by researchers that teachers 3 matching true or false technique in assessing reading in FTIK class⁷¹, That teacher 3 uses matching true or false technique in assessing reading and the following is an explanation of the matching true or false.

Matching true or false is an activity the students will be read the text in English textbook and then the answer exercise matching true or false according to the teacher's directions. This activity can be done with groups or individuals. But, this activity more suitable individuals, because this activity is where students are able matching true or false about the text has been read. Among the three teachers the researchers examined, they are used this technique. Because in this way is easy for teacher to assess the students reading.

⁷¹ Muhammad Khoir, lecture in language development center at State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan, result of observation, on November 18th 2023, at 16:40p.m

4) **Short Answer**

Based on the results of observations made by researchers that teachers 3 short answer technique in assessing reading in FTIK class.⁷² That teacher 3 uses short answer technique in assessing reading and the following is an explanation of the short answer.

Short answer is an activity the students will be answer the question about the text has been read with the short answer example “what is Adi’s job in the text above?” the answer is short because the students only mention about Adi’s job. The students will be answer the question with the writing answer or can be direct answer according to the teacher’s directions.

This activity is usually carried out individually. Among the three teachers the researchers examined, they are used this technique. Because in this way is easy for teacher to assess the students reading.

5) **Cloze Test**

Based on the results of observations made by researchers that teachers 3 cloze test technique in assessing reading in FTIK class.⁷³ That teacher 3 uses cloze test technique in assessing reading and the following is an explanation of the cloze test.

⁷² Siska Wahyu Dalimunte, lecture in language development center at State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan, result of observation, on November 16th 2023, at 16:40 p.m

⁷³ Inatigris Anggriani Harahap, lecture in language development center at State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan, result of observation, on November 17th 2023, at 16:40 p.m

Cloze test is an activity the students to complete about the text reading usually to complete the text in one line one word the left blank to be completed. The teacher gives the time for student to complete the text.

This activity can be done by groups or individuals, this technique purpose to develop about their knowledge, their vocabulary. So among the three teachers the researchers examined, they are used this technique. Because in this way the teacher is easy to assess the students reading.

6) **Summarizing Information**

Based on the results of observations made by researchers that teachers 3 summarizing information technique in assessing reading in FTIK class.⁷⁴ That teacher 1 uses summarizing information technique in assessing reading and the following is an explanation of the summarizing information.

Summarizing information is an activity the students to find the main idea and making the conclusion about the text has been read. This activity can be done by groups or individuals. The teacher can be divided 4 into 6 groups where each group has at least 4 members in one group.

⁷⁴ Siska Wahyu Harahap, lecture in language development center at State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan, result of observation, on November 16th 2023, at 16:40 p.m

This activity purpose to develop about their main idea. So among the three teachers the researchers examined, they are used this technique. Because in this way the teacher is easy to assess the students reading.

2. The Ways of the Teachers Applied the Technique

After making observations, researchers continued to interview English teachers at the Language Centre of UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan. The results of the observation and interview with the teacher provide a fairly in-depth explanation. Based on the results of observation and interviews with three predetermined teachers, researchers found that there were several kinds of opinions and explanations given by the 3 teachers in the observation and interview section.

a. Reading Oral

When pre teaching the teacher starts the class by starting with a greeting and greeting the students with 'good afternoon' and all the students answer 'good evening' then the teacher checks the absences of all students then starts the lesson by reading a prayer. Then the teacher told the students to open the book page 138 then divide all students into 4 or 5 groups example, namely groups A,B,C,D, and E This activity is to read the text about a matery group A read the first paragraph and then group B continues to read paragraph 2 into group E aloud.

In while teaching the teacher will be told to students to find the vocabulary it's difficult. And then the students write the

vocabulary in their notebook, after that the students will be say the vocabulary to gether after the teacher said. In post teaching the students will be answer the question about the text that has been read. They are working together for answer the question one of the students read the answer and some of students write the answer. And then one of students give the answer in paper for teacher to assess about their reading comprehension.

b. Word Recognition List and Sentence Completion Test

When pree teaching the teacher starts the class by starting with a greeting and greeting the students with 'good afternoon' and all the students answer 'good evening' then the teacher checks the absences of all students then starts the lesson by reading a prayer. After that the teacher asked about the previous lesson that had been learned and all students were enthusiastic to answer and very enthusiastic in repeating the lesson. The teacher asks the students of the past lesson in turn and points to the side to answer and asks the students who wants to answer the question.

All activities that take place in class are carried out using English and the teacher always tries and invites students to ask questions given by the teacher in class actively. Then the teacher told the students to open the book example page 37 then divide all students into 4 or 5 groups example, namely groups A, B, C,

D, and E This activity is to read the text about a matery every group read the text aloud.

In while teaching the teacher explain about the matery, and then the teacher will be tell to students to find the sentence they are not know the meaning. And then the students will be write the vocabulary in their notebook. In post teaching the teacher give the task about the matery, the students completed about the sentence is word list. After the students finished to answer the task they will give to the teacher forgot the score.

c. Matching True or False

When pree teaching the teacher starts the class by starting with a greeting and greeting the students with 'good afternoon' and all the students answer 'good evening' then the teacher checks the absences of all students then starts the lesson by reading a prayer. Then the teacher told the students to open the book example page 102 then divide all students into 4 or 5 groups example, namely groups A,B,C,D, and E This activity is to read the text about a matery, group A read the text and then group B continues to read the text 2 into group E aloud.

In while teaching the teacher explain about the matery and then this section the teacher ask to students example what's actor popular? in Indonesia like this. And then the teacher write the

new vocabulary on white board so the students will be write in their notebook.

In post teaching the teacher give the task about the matery. The task is matching true or false about the matery. The students do the task with the group. And then the teacher assess the task and give the score.

d. Short Answer

When pre teaching the teacher starts the class by starting with a greeting and greeting the students with 'good afternoon' and all the students answer 'good evening' then the teacher checks the absences of all students then starts the lesson by reading a prayer. After that the teacher asked about the previous lesson that had been learned and all students were enthusiastic to answer and very enthusiastic in repeating the lesson. The teacher asks the students of the past lesson in turn and points to the side to answer and asks the students who wants to answer the question.

All activities that take place in class are carried out using English and the teacher always tries and invites students to ask questions given by the teacher in class actively. Then the teacher told the students to open the book example page 90 then divide all students into 4 or 5 groups example, namely groups A, B, C, D, and E This activity is to read the text every group read the text aloud.

In while teaching the teacher explain about the matery, and then write the new vocabulary on the white board. So the students write the vocabulary in their notebook. After that the teacher says the vocabulary and then the students drilling the vocabulary.

In post teaching the teacher give the home work for students about the matery it's short answer. And then tommorrow will be chekc and give the score.

e. Cloze Test

When pree teaching the teacher starts the class by starting with a greeting and greeting the students with 'good afternoon' and all the students answer 'good evening' then the teacher checks the absences of all students then starts the lesson by reading a prayer. Then the teacher told the students to open the book example page 95 then divide all students into 4 or 5 groups example, namely groups A, B, C, D, and E This activity is to read the text. Group A read the first paragraph and then group B continues to read paragraph 2 into group E aloud.

In while teaching the teacher explain about the matery, and ask to students any question about the matery. And then the teacher writes the vocabulary about the matery on the white board. So the students write the vocabulary in their notebook.

In post teaching the teacher give the task about the matery it's cloze test. After that the students give the answer to the teacher for checking, and then the teacher gives the score.

f. Summarizing Information

When pree teaching the teacher starts the class by starting with a greeting and greeting the students with 'good afternoon' and all the students answer 'good evening' then the teacher checks the absences of all students then starts the lesson by reading a prayer. Then the teacher told the students to open the book example page 72 then divide all students into 4 or 5 groups example, namely groups A,B,C,D, and E This activity is to read the text. Group A read the first paragraph and then group B continues to read paragraph 2 into group E aloud.

In while teaching the teacher explain about the matery, and write the vocabulary on the white board. After that the students write the vocabulary in their notebook. And then the teacher says the vocabulary the students drilling the vocabulary.

In post teaching the teacher give the task about the matery it's summarizing information. The students making summarizing information about text that has been read. And then the teacher will be check their task and give the score.

No	Technique of Assessment Reading	Pre Teaching	While Teaching	Post Teaching
1.	Reading Oral	The teacher start the class by greeting, teacher check the absences of all students and then start the lesson by reading a prayer, the teacher told to student open book, teacher make the group such as group A, B, C, and D, and the last the student from group A read the first paragraph and then group B continues to read paragraph 2 into group D aloud.	The student find the vocabulary it's difficult and the student write the vocabulary notebook, after that the student say the vocabulary after teacher said,	Students will be answer question about the text has been read. They are working together one of the students read the answer and some of students write the answer, and than one of students give the answer in paper for teacher to assess about their reading.
2.	Word Recognition List & Sentence completion Test	The teacher start the class by greeting, the teacher check the absences of all ostudent and then start the lesson by reading prayer, after that the teacher ask to students of the past lesson in turn and points to the side to answer and ask the students who wants to answer the question, after that the teacher told the students to open the book then divide all students into 4 or 5 groups and every group read the text.	The teacher explain about the matery, and than the teacher will be tell to students to find the sentence they are not know the meaning. And the last the students write the vocabulary in the notebook.	The teacher give the task about the matery, the students completed about the sentence is word list. After the students finishedto answer the task they will give to the teacher for got the score.

No	Technique of Assessment Reading	Pre Teaching	While Teaching	Post Teaching
3.	Matching True or False	The teacher start the class by greeting, the teacher check the absences of all students, and then star the lesson by reading a prayer. The teacher told to students open the book and make the group into 4 or 5 groups, start group 1 until 5 continues read the text aloud.	The teacher explain about the matery and then the teacher ask to students about the matery, and the last the teacher write the new vocabulary on white board.	The teacher give the task about the matery, the students do the task with the group. And the last the teacher assess the task and give the score.
4.	Short Answer	The teacher start the class by greeting, the teacher check the absences of all students and than start the lesson by reading a prayer. The teacher ask students of the past lesson in turn and points to the side to answer and ask the students who wants to the answer the question. After that the teachertold to students open the book and make the group into 5 groups, every group read the text.	The teacher explain about the matery, the teacher write the vocabulary on the white board so the the students write the vocabulary in their notebook. After that the teacher say the vocabulary and then the students drilling the vocabulary.	The teacher give the homework for students about the materyit's short answer and tommorrow will be check and give the score.
5.	Cloze Test	The teacher start the calss by greeting, the teacher check the absences of all students, the teacher start the lesson by reading a prayer, the teacher told to students open the	The teacher explain about the matery, and ask to students any question about the matery, the teacher write the vocabulary on the white board. After that the students write the	Teacher give the task about the matery it's cloze test. After that the students give the answer to the teacher for checking and then

No	Technique of Assessment Reading	Pre Teaching	While Teaching	Post Teaching
		book and make the group into 4 or 5 groups, group 1 read the first paragraph and group 2 continues to read paragraph 2 into group 5 aloud.	vocabulary in their notebook and then the teacher say the vocabulary the students drilling the vocabulary.	the teacher give the score.
6.	Summarizing Information	The teacher start the class by greeting, the teacher check the absences of all students, the teacher start the lesson by reafing a prayer, the teacher told the students to open the book and divide all students into 4 or 5 groups, and then group 1 read the text the first paragraph than group 2 continues to read paragraph 2 into group 5 aloud.	The teacher explain about the matery, and write the vocabulary on the board. After that the students write the vocabulary in their notebook, and then the teacher says the vocabulary the students drilling the vocabulary.	The teacher give the task about the matery it's summarizing information. The students making summarizing information about the the text has been read, and the last the teacher will be check their task and give the score.

3. The Dominant Technique

Dominant techniques used in assessing reading comprehension from the analysis in english textbook for the first grade students at Language Development Centre State Islamic University SYAHADA Padang Sidimpuan are matching true or fulse, close test, and completion test. The dominant techniques used by the lecturer in assessing reading comprehension from the result observation and interview are reading

orally, word recognition list and sentence completion test, matching true or false, short answer, cloze test and summarizing information.

C. Discussion

Based on the results of research, about assessing reading at Language Development Centre of UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan in the process of assessing reading comprehension shows that activities or programs implemented by the language development centre can make lecturer comfortable when assessing reading. The technique used by lecturer in assessing reading, especially reading comprehension use interesting methods.

Based on the results shown from respondents' answers to each question, the interview results showed that respondents used reading orally, word recognition list, sentence completion test, matching true or false, short answer, cloze test and summarizing information when assessing reading. The interview results also showed that respondents tried to make interesting technique every meeting and tried to replace with them, so that the methods used were not monotonous. Respondents said each method needs varied techniques results when assessing.

The six techniques above can provide more effective learning in class because with these technique students can understand the material happily and more enthusiastically. In addition, lecturer also use various techniques so that the teaching process is not monotonous. Furthermore, based on the results of interviews, then respondent said with this technique students can

work together between weak students and smarter students so that all students become active while learning.

In this study there are also research that same method it is qualitative method but has different result, with Sembiring⁷⁵ who has research that aims to explain the reading comprehension assessment English textbook for junior high school publish by Erlangga. She said that the result of his findings in his thesis is that 41 of 194 reading assessments there are 16 assessments in interactive reading, 12 assessments in perceptive reading, 11 assessments in selective reading, and 2 assessments in extensive reading.

The most dominant reading assessment is interactive reading. The second, the levels of thinking skills in the course books obtained 81% reading assessment of lower order thinking skills, while the higher order thinking skills obtained 19% reading assessment. It can be conclude that the distribution of higher order thinking skills is lower than lower order thinking skills. The next research similar to this study is from Nugraha et.al.⁷⁶ On his findings they said that the result showed that type of assessment used by the teacher at SMAN 22 Makassar in assessing reading comprehension is formative assessment.

The teachers who provided information from observation showed that they improve their technique in assessing reading. By using interesting

⁷⁵ Sri ulina Br Sembiring, "Reading Comprehension Assessment English Textbook for Junior High School Publish by Erlangga."

⁷⁶ Adi Nugraha et.al., "'The Assessment on Reading Comprehension at SMAN 22 Makassar,'" *In Journal Cilebes Journal of Language Studies*, 1, no. 2 (2021). <https://doi.org/10.51629/cjls.V1i2.55>

technique in class in assessing reading, students are more comfortable and eager to learn. Furthermore, researchers conducted interviews with teachers to get information about assessing reading in class. The results of the interview showed that using an interesting way of assessing reading in class is very important to make students excited about the teaching and learning process. Using interesting and fun ways makes students feel that learning reading. Based on the result in this research the techniques assessing reading in english textbook with the the technique used by the lecturer in assessing reading comprehension in language class is same but, the technique used by the lecturer in assessing reading comprehension in language class is very varied.

D. Checking Data Trustworthiness

Researcher took the data from 3 teachers and showed the result. In the process researchers show observation sheets by matching what has been observed in the field, and explain about their assessing reading activities in class. After doing so, the researchers asked teachers whether all respondents' answers really matched the actual situation at the language center to clarify the findings. Finally, the researcher concluded that all answers and observations were really appropriate and relevant to the reality in the field.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results of research conducted by researchers to explore the ways or techniques used by teachers in assessing reading at the language development centre of UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan. Researcher has concluded that teachers use several techniques in assessing reading, such as matching true or false, cloze test, short answer, reading orally, word recognition list and sentence completion test, and summarizing information. Dominant techniques used in assessing reading comprehension for the first grade students at Language Development Centre State Islamic University SYAHADA Padang Sidempuan is matching true or false, close test, and completion test.

B. Implication

Implication is a consequence or direct result of the findings of a scientific study. The results of this study are about the techniques used by teachers in assessing reading at the language development centre of UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan.

Based on the results of the study, it is known that assessment by using techniques such as matching true or false and cloze test activities can make students more enthusiastic about learning reading comprehension. A study

that has been carried out in an educational environment, the conclusions drawn certainly have implications in the field of education and also subsequent research. In connection with this, the implications are as follows:

1. Based on the results of research that the technique used by teachers is very meaningful to the enthusiasm of student learning when learning reading comprehension in class. Therefore, teachers try to provide more interesting learning methods in each lesson so that the methods used are not monotonous and varied.
2. Based on the theory that has been formulated by researchers, it can be seen that the selection of reading comprehension learning methods using matching true or false has a significant influence on the enthusiasm of students when learning reading. Because by using matching true or false when studying.

C. Suggestions

Based on the result, the researcher would like to give some suggestion as followed:

1. For readers, researchers suggest providing more interesting reading assessment methods and providing new insights that can be reused in the future. So that students do not find it difficult to learn reading. The reason is, sometimes many students do not understand reading comprehension because the learning method is not appropriate and not interesting.

2. For students, interest in learning English must be further improved, especially learning reading comprehension because reading comprehension is very important to learn and master.
3. To future researchers, researchers hope that this research can be a reference material for future researchers who want to research the same case.
4. For the Language Development Centre of UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan, the lecturer varied techniques in assessing reading comprehension but the lecturer must make the reading assessment techniques more interesting and varied.

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APPENDIXES I

Indicator of document analysis

Aspect	No	Indicator of Document Analysis	Yes	No
Types of reading comprehension assessment technique	1.	Reading Orally		
	2.	Word Recognition List		
	3.	Sentence Completion Test		
	4.	Multiple Choice		
	5.	Matching True or False		
	6.	Cloze Test		
	7.	Short Answer		
	8.	Summarizing Information		
Dominant Technique of assessment reading comprehension	1.	Reading Orally		
	2.	Word Recognition List		
	3.	Sentence Completion Test		
	4.	Multiple Choice		
	5.	Matching True or False		
	6.	Cloze Test		
	7.	Short Answer		
	8.	Summarizin Information		

APPENDIXES II

Indicator of observation

Aspect	No	Indicator of observation	Yes	No
Types of reading comprehension assessment technique	1.	Reading orally		
	2.	Word recognition list		
	3.	Sentence completion test		
	4.	Multiple choices		
	5.	Matching true or false		
	6.	Cloze test		
	7.	Short answer		
	8.	Summarizing information		
Dominant technique of assessment reading comprehension	1.	Reading orally		
	2.	Word recognition list		
	3.	Sentence completion test		
	4.	Multiple choices		
	5.	Matching true or false		
	6.	Cloze test		
	7.	Short answer		
	8.	Summarizing information		

APPENDIXES III

Indicator of interview

Aspect	No	Indicator of interview	Yes	No
Types of reading comprehension assessment technique	1.	Reading orally		
	2.	Word recognition list		
	3.	Sentence completion test		
Types of reading comprehension assessment technique	4.	Multiple choices		
	5.	Matching true or false		
	6.	Cloze test		
	7.	Short answer		
	8.	Summarizing information		

APPENDIXES IV

Place : Class 6

Name of the Lecturer: Siska Wahyu Dalimunthe

Day/Date: Monday 13 November 2023

Observation Sheets

No.	Aspect Observation	YES	NO
1.	The teacher or lecturer assessment reading comprehension students by Reading Orally		
2.	The teacher or lecturer assessment reading comprehension students by Word Recognition List and Sentence Completion Test		
3.	The teacher or lecturer assessment reading comprehension students by:		
	a. Multiple Choices		
	b. Matching True-False		
	c. Cloze		
	d. Short Answer		
	e. Summarizing Information		
4.	Reading Self Assessment		

APPENDIXES V

Place : Class 7

Name of the Lecturer: Mrs. Inatigris

Day/Date: Tuesday 14 November 2023

Observation Sheets

No.	Aspect Observation	YES	NO
1.	The teacher or lecturer assessment reading comprehension students by Reading Orally		
2.	The teacher or lecturer assessment reading comprehension students by Word Recognition List and Sentence Completion Test		
3.	The teacher or lecturer assessment reading comprehension students by:		
	a. Multiple Choices		
	b. Matching True-False		
	c. Cloze		
	d. Short Answer		
	e. Summarizing Information		
4.	Reading Self Assessment		

APPENDIXES VI

Place : Class 8

Name of the Lecturer: Mr. Muhammad Khoir Nasution

Day/Date: Thrusday 15 November 2023

Observation Sheets

No.	Aspect Observation	YES	NO
1.	The teacher or lecturer assessment reading comprehension students by Reading Orally		
2.	The teacher or lecturer assessment reading comprehension students by Word Recognition List and Sentence Completion Test		
3.	The teacher or lecturer assessment reading comprehension students by:		
	a. Multiple Choices		
	b. Matching True-False		
	c. Cloze		
	d. Short Answer		
	e. Summarizing Information		
4.	Reading Self Assessment		

APPENDIXES VII

Interview Guide Line

Place : class 6

Name of the Lecturer: Siska Wahyu Dalimunthe

Day/Date : Wednesday 16 November 2023

1. What types of assessment are used by first semester students in making assessments in reading comprehension learning?

2. Which assessments are most often used in reading comprehension and why?

3. Which assessment can help students answer question from the text?

4. Which assessment is easiest to use to assess students' reading comprehension?

5. Are there any assessment that are difficult to apply in the reading comprehension assessment process?

APPENDIXES VIII

Interview Guide Line

Place: Class 7

Name of the Lecturer : Mrs. Inatigris

Day/Date : Friday 17 November 2023

1. What types of assessment are used by first semester students in making assessments in reading comprehension learning?

2. Which assessments are most often used in reading comprehension and why?

3. Which assessment can help students answer question from the text?

4. Which assessment is easiest to use to assess students' reading comprehension?

5. Are there any assessment that are difficult to apply in the reading comprehension assessment process?

APPENDIXES IX

Interview Guide Line

Place: 8

Name of the Lecturer : Mr. Muhammad Khoir Nasution

Day/Date : Monday 20 November 2023

1. What types of assessment are used by first semester students in making assessments in reading comprehension learning?

2. Which assessments are most often used in reading comprehension and why?

3. Which assessment can help students answer question from the text?

4. Which assessment is easiest to use to assess students' reading comprehension?

5. Are there any assessment that are difficult to apply in the reading comprehension assessment process?

APPENDIXES X

Result of the document analysis in English textbook

No	Chapter	Technique of Reading Assessment	Yes	No
1.	11 A (Artis, Actor, Athlete)	Word Recognition List Sentence Completion Test	✓	
2.	11 C (Britain's Favourite Paintings)	Short Answer	✓	
3.	12 A (Getting Through)	Matching True or False	✓	
4.	12 B (After the Course)	Short Answer	✓	
5.	12 D (Reading)	Multiple Choice	✓	
6.	1 D (In Person)	Short Answer	✓	
7.	1 D (Reading)	Sentence Completion Test	✓	
8.	2 D (Reading)	Short Answer	✓	
9.	3 C (My First Flat)	Short Answer	✓	
10.	3 D (Tate Modren)	Short Answer	✓	
11.	3 D (Reading)	Matching True or False	✓	
12.	5 A (Language Made Easy)	Short Answer	✓	
13.	5 C (Travel Essential)	Short Answer	✓	
14.	5 D (Reading)	Multiple Choice	✓	
15.	6B (Actor, Author)	Short Answer	✓	
16.	6D (Reading)	Short Answer	✓	
17.	7B (Rice)	Short Answer	✓	
18.	8A (I Hate Flying)	Short Answer	✓	
19.	8C (Follow the Car)	Multiple Choice	✓	
20.	8D (Let's Take the Bus)	Short Answer	✓	

No	Chapter	Technique of Reading Assessment	Yes	No
21.	9A (A Good Impression)	Short Answer	✓	
22.	9D (Giving Advice)	Short Answer	✓	

APPENDIXES XI

Place : Class 6
Name of Lecturer : Mrs. Siska Wahyu Dalimunthe
Day/Date: : Monday 13 November 2023

Result of Observation

Aspect	No	Indicator of observation	Yes	No
Types of reading comprehension assessment technique	1.	Reading orally	√	
	2.	Word recognition list	√	
	3.	Sentence completion test	√	
	4.	Multiple choices		√
	5.	Matching true or false	√	
	6.	Cloze test	√	
	7.	Short answer	√	
	8.	Summarizing information	√	
Dominant technique of assessment reading comprehension	1.	Reading orally		
	2.	Word recognition list	√	
	3.	Sentence completion test	√	
	4.	Multiple choices		
	5.	Matching true or false	√	
	6.	Cloze test	√	
	7.	Short answer	√	
	8.	Summarizing information		

APPENDIXES XII

Place : Class 7
Name of Lecturer : Mrs. Inatigris
Day/Date : Tuesday 14 November 2023

Result of Observation

Aspect	No	Indicator of observation	Yes	No
Types of reading comprehension assessment technique	1.	Reading orally	√	
	2.	Word recognition list	√	
	3.	Sentence completion test	√	
	4.	Multiple choices		√
	5.	Matching true or false	√	
	6.	Cloze test	√	
	7.	Short answer	√	
	8.	Summarizing information	√	
Dominant technique of assessment reading comprehension	1.	Reading orally		
	2.	Word recognition list		
	3.	Sentence completion test	√	
	4.	Multiple choices		
	5.	Matching true or false	√	
	6.	Cloze test	√	
	7.	Short answer	√	
	8.	Summarizing information		

APPENDIXES XIII

Place : Class 8
Name of Lecturer : Mr. Muhammad Khoir Nasution
Day/Date : Thursday 15 November 2023

Result of Observation

Aspect	No	Indicator of observation	Yes	No
Types of reading comprehension assessment technique	1.	Reading orally	√	
	2.	Word recognition list	√	
	3.	Sentence completion test	√	
	4.	Multiple choices		√
	5.	Matching true or false	√	
	6.	Cloze test	√	
	7.	Short answer	√	
	8.	Summarizing information	√	
Dominant technique of assessment reading comprehension	1.	Reading orally		
	2.	Word recognition list		
	3.	Sentence completion test	√	
	4.	Multiple choices		
	5.	Matching true or false	√	
	6.	Cloze test	√	
	7.	Short answer	√	
	8.	Summarizing information		

APPENDIXES XIV

Interview Guide Line

Place : Class 6

Name of Lecturer : Mrs. Siska Wahyu Dalimunthe

Day/Date : Wednesday 16 November 2023

1. What types of assessment are used at the first semester students in making assessments in reading comprehension learning?

6 types they are reading orally, word recognition list and sentence completion test, matching true or false, short answer, cloze test and summarizing information.

2. Which assessments are most often used in assessing reading comprehension and why?

Cloze test, matching true or false, sentence completion test. Because with the cloze test, matching true or false and sentence completion test interesting.

3. Which assessment can help students answer question from the text?

Cloze test, matching true or false, completion test and reading orally.

4. Which assessment is easiest to use to assess students' reading comprehension?

Matching true or false and cloze test.

5. Are there any assessment that are difficult to apply in the reading comprehension assessment process?

No, there are'nt.

APPENDIXES XV

Interview Guide Line

Place : Class 7

Name of Lecturer : Mrs. Inatigris

Day/Date : Friday 17 November 2023

1. What types of assessment are used by first semester students in making assessments in reading comprehension learning?

6 types they are reading orally, word recognition list and sentence completion test, matching true or false, short answer, cloze test and summarizing information.

2. Which assessments are most often used in reading comprehension and why?

Cloze test and matching true or false.

3. Which assessment can help students answer question from the text?

Short answer, matching true or false and summarizing information.

4. Which assessment is easiest to use to assess students' reading comprehension?

Matching true or false and cloze test.

5. Are there any assessment that are difficult to apply in the reading comprehension assessment process?

Maybe summarizing information, because the assessment much of time to do.

APPENDIXES XVI

Interview Guide Line

Place : Class 8

Name of Lecturer : Mr. Muhammad Khoir Nasution

Day/Date : Monday 20 November 2023

1. What types of assessment are used by first semester students in making assessments in reading comprehension learning?

Maybe 5 or 6.

2. Which assessments are most often used in reading comprehension and why?

Cloze test, matching true or false and short answer.

3. Which assessment can help students answer question from the text.

Short answer, matching true or false and cloze test

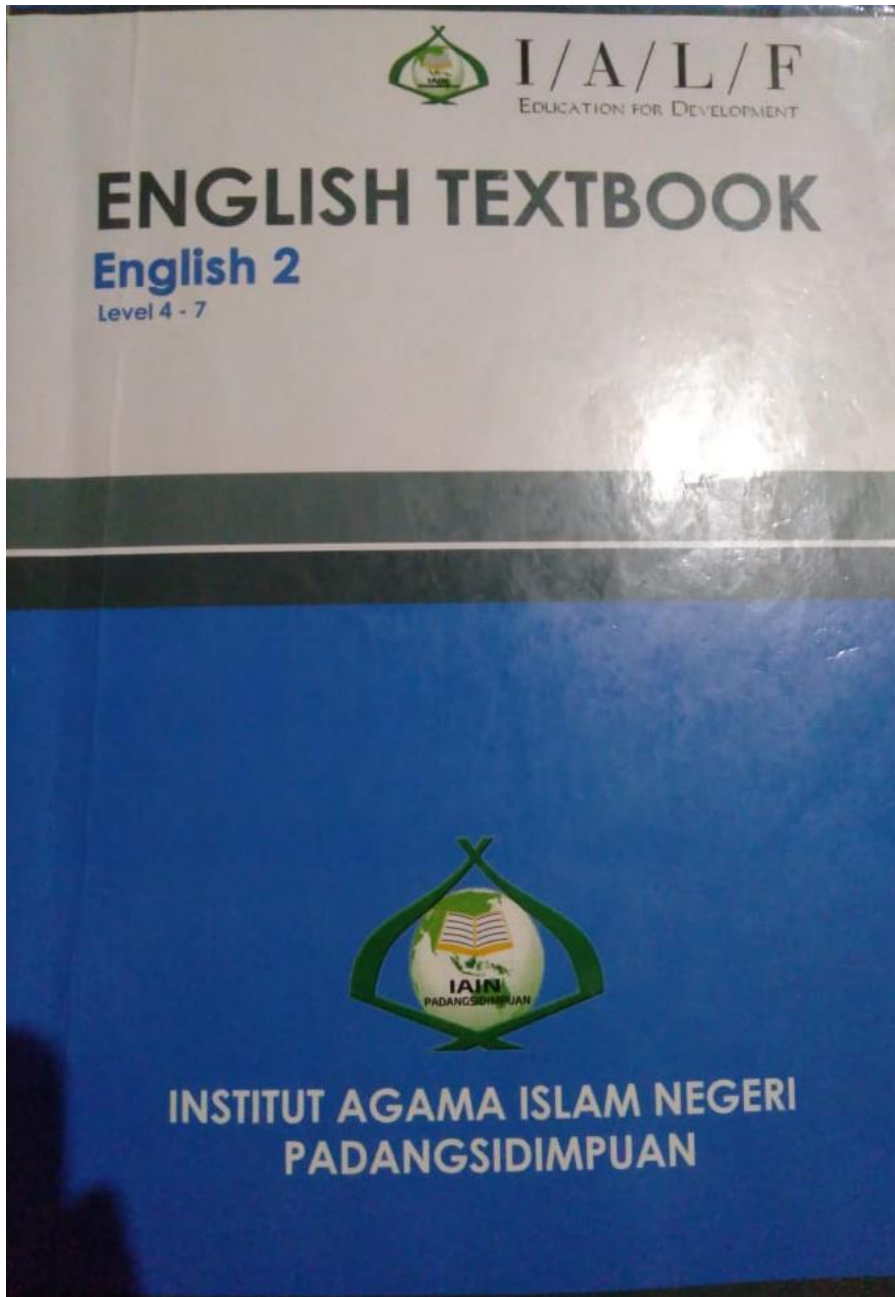
4. Which assessment is easiest to use to assess students' reading comprehension?

Short answer, matching true or false and cloze test.

5. Are there any assessment that are difficult to apply in the reading comprehension assessment process?

I think no because all of assessment techniques is easy .

APPENDIXES XVII



APPENDIXES XVIII



Interview with Sir Muhammad Khoir in language class on 20 November 2023



Interview with Miss Siska Wahyu in language class on 16 November 2023

APPENDIXES XIX



Interview with Miss Ina Tigris in language class on 17 November 2023



Observation in language class (Sir khoir class)

APPENDIXES XX



Observation in language class (Miss Ina's class)



Observation in language class (Miss Siska's class)

CURRICULUM VITAE



A. Identity

1. Name : KHairani Nasution
2. Reg. No. : 1920300082
3. Place/Birth : Matondang, 13th Juli 1996
4. Gender : Female
5. Religion : Islam
6. Adress : Matondang, Kec. Ulu Barumun, Kab. Padang Lawas, West Sumatra.

B. Parents

1. Father's Name : M. Sakti Nasution
2. Mother's Name : Yusmiati

C. Educational Backgrounds

1. Elementary School : SD Negeri 101340 Paringgonan (2009)
2. Junior High School : MTsS Al-Hakimiyah Paringgonan (2012)
3. Senior High School : MAS Al-Hakimiyah Paringgonan (2015)
4. University : UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan



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Nomor : B-3218 /Un.28/E.1/PP.00.9/10/2022

21 Oktober 2022

Lamp : -

Perihal : **Pengesahan Judul dan Penunjukan
Pembimbing Skripsi**

Yth.

1. **Dr. Eka Sustris Harida, M.Pd.** (Pembimbing I)
2. **Sokhira Linda Vinde Rambe, M.Pd.** (Pembimbing II)

Assalamu'alaikum Wr. Wb.

Dengan hormat, melalui surat ini kami sampaikan kepada Bapak/Ibu Dosen bahwa berdasarkan usulan dosen Penasehat Akademik, telah ditetapkan Judul Skripsi Mahasiswa dibawah ini sebagai berikut:

Nama	: Khairani Nasution
NIM	: 1920300082
Program Studi	: Tadris Bahasa Inggris
Judul Skripsi	: An Analysis of Reading Assessment Techniques of the English Textbook in Language Development Centre of UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan

Berdasarkan hal tersebut, sesuai dengan Keputusan Rektor Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan Nomor 279 Tahun 2022 tentang Pengangkatan Dosen Pembimbing Skripsi Mahasiswa Program Studi Tadris Bahasa Inggris, dengan ini kami menunjuk Bapak/Ibu Dosen sebagaimana nama tersebut diatas menjadi Pembimbing I dan Pembimbing II penelitian skripsi Mahasiswa yang dimaksud.

Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu Dosen diucapkan terima kasih.

Mengetahui

an Dekan

Wakil Dekan Bidang Akademik
dan Kelembagaan



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Nomor : B-17/Un.28/J.2/PP.00.9/06/2024 12 Juni 2024
Sifat : Penting
Lampiran : -
Hal : Pemberian Izin Penelitian Penyelesaian Skripsi

Sesuai dengan surat Dekan Fakultas Tarbiyah dan Ilmu Keguruan Nomor : B. 2190/Un.28/E.4a/TL.00.9/06/2024 Tanggal 07 Juni 2024 tentang Izin Penelitian Penyelesaian Skripsi maka bersama ini kami memberikan izin melakukan penelitian kepada:

Nama : Khairani Nasution
NIM : 1920300082
Fakultas : Tarbiyah dan Ilmu Keguruan
Program Studi : Tadris Bahasa Inggris
Judul : "An Analysis of Reading Assesment
Techniques of the English Textbook in Language Development Centre of
UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan".

Demikian surat izin ini diberikan supaya dipergunakan sebagaimana mestinya

UPT. Bahasa,
Kepala


Dr. Eka Sustris Harida, M.Pd
NIP : 19750917 200312 2 002



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SURAT KETERANGAN

B- 199/Un.28/J.2/PP.00.9/06/2024

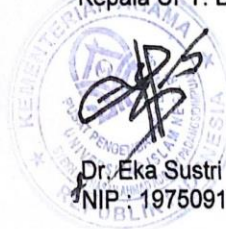
Kepala UPT. Bahasa UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan dengan ini menerangkan bahwa :

Nama : Khairani Nasution
NIM : 1920300082
Program Studi : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan

Adalah benar telah melakukan penelitian di UPT. Bahasa Tanggal 8-10 Juni 2024 dengan Judul : **“An Analysis of Reading Assesment Techniques of the English Textbook in Language Development Centre of UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan”**.

Demikian Surat Keterangan ini dibuat untuk dipergunakan sebagaimana mestinya .

Padangsidimpuan, 24 Juni 2024
Kepala UPT. Bahasa,



Dr. Eka Susti Harida, M.Pd
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