

CHAPTER I

INTRODUCTION

A. Background of Study

English is used as foreign language which requires the students to master the four language skills: listening, speaking, reading, and writing. Reading is the most important skill in English than other language skills in acquiring language. If students are good in reading, they will be good in other language skills (writing, speaking and listening). For this reason, teachers of English language should focus on this skill. The main focus of reading is getting information. Reading plays an important role in English learning because reading does not only enable the students to get the information from the books, magazines or the internet, but also it can help the students in developing their creativity, critical thinking even writing skill.

For students, reading is one of essential activities for completing their English academic tasks. But, the fact shows that there are many problems that are faced by the teacher in teaching reading, one of them is the “teachers have to try to help students to overcome their fear of unknown words and to understand that it is not necessary to understand everything in order to get general of something, or to find specific detail” (Lucantoni, 2006, p. 6).

Before the teacher carries out the English learning to the classroom, he or she should make a lesson plan to prepare his English learning process. According to Permendiknas no. 41 year 2007, it is stated that lesson plan in bahasa *Rencana*

Pelaksanaan Pembelajaran (RPP) is used as guidance for teachers to guide students' learning activities in an effort to reach basic competences. RPP compiled for each basic competence which can be implemented in one or more meeting.

Permendiknas no. 41 tahun 2007 also mentioned "that components of RPP are: (1) subject identity; (2) competency standard; (3) basic competence; (4) indicator; (5) objectives; (6) material; (7) time allotment; (8) method; (9) learning activity; (10) scoring; and (11) learning sources." Assessment in scoring as one of RPP components plays significant role. The ways of scoring will influence the student's achievement.

Assessment itself is a part of an evaluation. Arikunto (2015, P. 3), it is related to the Holy Qur'an surah Al-Hasyr verse 18 as follow:

يَا أَيُّهَا الَّذِينَ آمَنُوا اتَّقُوا اللَّهَ وَلْتَنْظُرْ نَفْسٌ مَا قَدَّمَتْ لِغَدٍ وَاتَّقُوا اللَّهَ إِنَّ اللَّهَ خَبِيرٌ بِمَا تَعْمَلُونَ (١٨)

Based on the verse above the command of evaluating ourselves has a major impact on humans. Human will realize that by evaluating self or *muhasabah* someone will do good things and stop doing bad things.

So in my research, Islam confirms to its people that evaluating themselves is the most important thing. Evaluation must be applied in education also. Because evaluation is usually used as a medium to determine the extent of student development and the ability of teachers to give instructions to them.

Evaluation is used in measuring and evaluating activities in the class. Measurement is comparing something with the size. Its character is quantitative. Assessing is the activity to take a decision against something bad with good size. It is qualitative. Thus, the evaluation covers both the steps above, namely the measurement and assessment. As part of an evaluation, giving scoring is very important. Giving wrong scoring due to wrong implementation of an evaluation technique will cause the measurement of students' reading ability become in appropriate.

Evaluation in the teaching can be interpreted as a process to measure the level of goal achievement. Tuckman (1975, p. 12) defines "the assessment as a process to know or test whether an activity, activities process, output a program has been in accordance with the goals or criteria that have been determined." The meaning of evaluation is closely related to the definition of measurement. So, by doing evaluation techniques in the teaching and learning is very importance because it can measure students' ability, especially in this research about the evaluation technique in teaching reading which to know the students' reading ability and comprehension.

In this research, the researcher tries to observe SMPN 5 Tamban. This school is one of state schools which still use KTSP in their teaching and learning process. State school usually used K13 in their teaching and learning. So, it is interesting to know the activities of teaching and learning especially about the evaluation technique used by teacher in teaching and learning.

Related to this title, here is a previous thesis written by Abdurrahman (2008) entitled "*An Evaluation of the Sixth Grade English Language Textbook for Saudi Boys' School*". This research has a similarity with this research which both of them observe about the evaluation. The previous study researches about evaluation of English language textbook. It is different to this research which research about evaluation techniques to measure students' reading ability.

The other previous research of related study had been conducted by Hamidur Rahman (2004) entitled "*An Evaluation of the Teaching of Reading Skills of English In Bangladesh*". This research and previous research have similarity. 1. Both of them focus in evaluation in teaching reading and describe the techniques used by the teacher. The previous research discusses the recent developments in reading pedagogy and presents an evaluation of teaching the different sub-skills. It different to my research that also discusses the relevancy between the evaluation techniques used by the teacher to measure the students' reading ability with the indicators in RPP.

The researcher would like to conduct this study because an evaluation is very important in learning because by doing evaluation, we are as a teacher can know and measure students' ability of lesson that we teach to them and also it was assumed that evaluation is one of the teaching and learning components in English lesson. It is also used to measure students' ability in reading skill. Therefore, this study is conducted to investigate kinds of evaluation technique used in RPP in assessing reading skill and the relevancy between the evaluation techniques with the indicators. This study is entitled **"EVALUATION TECHNIQUE USED BY TEACHER TO MEASURE THE**

STUDENTS' READING ABILITY AT SMPN 5 TAMBAN SCHOOL YEAR 2017/2018'.

B. Statement of Problems

This general problem is divided into two specific questions as follows:

1. What are the evaluation techniques used by teacher to measure the students' reading ability at SMPN 5 Tamban school year 2017/2018?
2. Is there relevancy between the evaluation techniques used by teacher to measure the students' reading ability with the indicators in RPP?

C. Objective of Study

The objectives of this research are to find out:

1. The evaluation techniques used by teacher to measure the students' reading ability at SMPN 5 Tamban school year 2017/2018.
2. Whether the evaluation technique used by teacher to measure the students' reading ability is relevant with the indicators in RPP.

D. Significance of Study

The result or findings of this study are expected to give contribution to the English teacher and the other researchers.

1. For teacher, it enhances teacher knowledge related to the evaluation technique for reading ability.
2. For other researchers, this study adds to information and knowledge and insights for other researchers.

E. Definition of key term

This research is to find out evaluation technique used by teacher to measure the students' reading ability at SMPN 5 Tamban school year 2017/2018. To avoid misunderstanding of the definition of key terms, the researcher describes several terms as follows:

1. Evaluation Technique

Evaluation is a process of making an assessment of a student's growth.

Evaluation is the process of growth assessment of students in the learning process. (Sukardi, 2008, p. 2).

2. Reading ability

The word "reading" means a complex cognitive process of decoding symbols in order to construct or derive meaning (reading comprehension). It is a means of language acquisition in communication, sharing information and ideas. The word "ability" can be defined as competence in an activity or occupation because of one's skill, training, or other qualification.

3. Measure

Measure or measurement is the assignment of a number to a characteristic of an object or event, which can be compared with other objects or events.