

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The researcher used the documentation of RPP which were used in teaching reading skill to collect factual data. The researcher used five RPP as the subject of this study.

1. The Result of Analysis Kinds of Evaluation Technique

Based on the selected RPP by researcher, it is found that the RPP 1 used multiple choice technique in measuring students' reading ability. RPP 2 used true and false technique. RPP 3 and RPP 4 used short-answer tasks. And in RPP 5 used oral tests techniques in measuring students' reading ability. The evaluation is simplified in the following table:

Table 4. 1. Kinds of Evaluation Techniques

RPP	INDICATOR	INSTRUMENT	EVALUATION TECHNIQUE
1 st	Mengidentifikasi berbagai informasi dalam teks report Mengidentifikasi tujuan komunikatif teks report	Report Text <b style="text-align: center;">GORILLAS Gorillas are the largest of all the primates. A male gorilla can be 180 centimeters tall and can weigh 200 kilograms. Gorillas are very strong but they do not often fight. In fact they are peaceful animals.	Multiple Choice

		<p>Gorillas live in small family groups of about 15. In a group there is one strong, older male, some young males, and a few females with their babies. They move slowly around a large area of jungle eating leaves and bushes.</p> <p>In some ways gorillas are very like humans. When they are happy, they laugh and wave their arms. When they are angry, they beat their chests. When they are sad, they cry. But they cry quietly, without any tears.</p> <p>Unfortunately, people hunt and kill gorillas. They also cut down and burn their trees. There are now only about 10,000 gorillas left in the world.</p> <p>(Source : Abbs, Brian, et.all. Take Off, Student Book 2, p 68)</p> <p>Choose the correct answer based on the text.</p> <ol style="list-style-type: none">1. Do gorillas like fighting?<ol style="list-style-type: none">A. Yes , it do.B. Yes , they do.C. No, it does not.D. No, they do not.2. Where do they live?<ol style="list-style-type: none">A. In small family groups.B. In the land and water.	
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		<p>C. In a large area of jungle.</p> <p>D. In the dessert and water.</p> <p>3. What do they eat?</p> <p>A. Leaves and grass.</p> <p>B. Bushes and bananas.</p> <p>C. Bananas and grass.</p> <p>D. Leaves and Bushes</p> <p>4. What do gorillas do when they are happy?</p> <p>A. they laugh and wave their arms.</p> <p>B. they cry and wave their arms.</p> <p>C. they cry quietly and smile.</p> <p>D. they laugh and cry.</p> <p>5. Why are not there many left?Because . . .</p> <p>A. people hunt and kill gorillas,they also cut down their trees.</p> <p>B. people hunt and kill gorillas,they also burn their trees.</p> <p>C. people hunt and kill gorillas,they also cut down and burn their trees.</p> <p>D. people hunt and kill gorillas,they also plant and burn their trees.</p>	
2 nd	<p>Mengidentifikasi informasi tersurat dan tersirat dalam teks fungsional pendek;</p> <p>- Iklan</p>	<p>CAREER OPPORTUNITY</p> <p>Teachers of English For Specific Purposes</p> <p>Teachers of Arabic , Spanish , Chinese</p> <p>Requirements :</p>	True and False

		<ol style="list-style-type: none"> 1. Male/female max. 30 years old (A) 2. Male / female max. 40 years od (B) 3. Min S1 graduate from reputable university (A & B) 4. Min 2 years experience in the same field (A) 5. Min 1 year experience in the same field (B) 6. Excellent English proficiency and cmputer literate (A&B) 7. Strong class management and analytical skills (A&B) 8. Strong communication and interpersonal skills (A&B) 9. Wiling to work under contract (A&B) <p>Send or bring your application to :</p> <p>Excellent school</p> <p>Jalan Pramuka 20 , Matraman</p> <p>Jakarta Timur , 13130</p> <p>Due date of submission :</p> <p>August 15 , 2017</p> <p>The successful candidates will be announcedd at Excellent School on November 18 ,2017.</p> <p>Choose true or false these statements :</p> <ol style="list-style-type: none"> 1. It only requires an English teacher. 	
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		<ol style="list-style-type: none"> 2. All people may apply for the job. 3. The teacher wil work under contract. 4. Only women may apply for the Arabic teacher 5. The owner of the address is the teacher 	
3 nd	<p>Mengidentifikasi berbagai informasi dalam teks procedure</p> <p>Mengidentifikasi tujuan komunikatif teks procedure</p>	<p>Text Procedure</p> <p style="text-align: center;">ES TELER</p> <p>Ingredient</p> <ul style="list-style-type: none"> <input type="checkbox"/> 150 grams sugar <input type="checkbox"/> leaves pandan <input type="checkbox"/> 3,5 tablespoons water <input type="checkbox"/> 400 grams ripe avocado cut into 1 cm cubus <input type="checkbox"/> young coconuts meat scrabbed out <input type="checkbox"/> crushed ice <input type="checkbox"/> condensed milk <p>Method</p> <ol style="list-style-type: none"> 1. Combine sugar, pandanleaves, and water in a small souce pan and heat for a few Minutes over a low heat until sugar disoves 2. To serve this dessert, place generous spoon full of cubbed avocado, jackfruit, and young coconut into a bowl. Add a little syrup to swetten top with crushed ice and drizzle on a little condensed milk 	Short-Answer Tasks

		<p>3. Serve 4 – 6</p> <p>4. Preparation time 30 minutes.</p> <p>Answer these questions :</p> <ol style="list-style-type: none"> 1. What is the goal of the text ? 2. How many kinds of fruit are needed ? 3. Where are sugar, pandan leaves, and water combined ? 4. How must avocado be cut ? 5. How long does it need to make es teler ? 	
4 th	Mengidentifikasi gagasan utama dari teks berbentuk pengumuman	<p>Read the announcement and answer the questions given!</p> <p>Ladies and gentlemen, welcome aboard Eastern airways Flight 546. Please fasten your seatbelt. Put your seat up right position and do not smoke. Read carefully the card on the passenger safety. You will find this in the pocket of the seat in front of you.</p> <p>Answer these questions!</p> <ol style="list-style-type: none"> 1. What does the text tell about? 2. Who announces the announcement? 3. Where does the announcement read? 4. For whom the announcement read? 5. Mention the imperative written in the text! 	Short-Answer Tasks
5 th	Membaca teks berbentuk <i>procedure/report</i>	<p>Read the following text loudly</p> <p>How To Charge Your SIMPATI Card</p> <ol style="list-style-type: none"> 1. Scratch the black area 2. Dial "888" and "OK" 3. Press "3" to get the charge option 	Oral Test/Reading Aloud

		<p>4. Enter 14 digits</p> <p>The amount of this voucher will be automatically added onto your SIMPATI</p> <p>To check the remaining pulse credit dial *888#</p>	
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6. The result of relevance between the evaluation technique and indicators.

Based on the result of the research about the evaluation technique used by teacher to measure the students reading ability of SMPN 5 Tamban, The followings are the data analysis from the five RPP.

Table 4. 2. The Result of relevance between the evaluation technique and indicators.

RPP	INDIKATOR	EVALUATION TECHNIQUE	RELAVANCE
1 st	Mengidentifikasi berbagai informasi dalam teks report Mengidentifikasi tujuan komunikatif teks report	Multiple Choice	Relevance
2 nd	Mengidentifikasi informasi tersurat dan tersirat dalam teks fungsional pendek; - Iklan	True and False	Relevance
3 rd	Mengidentifikasi berbagai informasi dalam teks procedure Mengidentifikasi tujuan komunikatif teks procedure	Short-Answer Tasks	Relevance

4 th	Mengidentifikasi gagasan utama dari teks berbentuk pengumuman	Short-Answer Tasks	Relevance
5 th	Membaca teks berbentuk <i>procedure/report</i>	Oral Test/Reading Aloud	Relevance

Based on the above findings, it can be seen that teacher has been applied relevant evaluation technique in assessing reading skill. The teacher applied evaluation technique which was relevant to measure the students' reading ability, it is constructed in accordance to the indicators because the teacher asked the students to answer five questions in multiple choice based on the report text for the first lesson plan. In the second lesson plan, the teacher used relevant evaluation technique that appropriate with indicator because the teacher asked students to answer five questions in the form of true or false based on "job vacancy" advertisements. Then, for the third lesson plan the teacher used the evaluation technique that appropriate with the indicator because the teacher asked students to answer five questions in the form of short-answer tasks based on the procedure text "how to make iced teller". In the next lesson plan, the teacher also used the evaluation technique that appropriate with the indicator because the teacher asked students to answer five questions in the form of short-answer tasks based on the announcement. For the last lesson plan, the teacher used the evaluation technique that appropriate with the indicator which the teacher asked the students to read aloud the procedure text "how to charge your SIMPATI card".

B. Discussion

To answer the first problem of this research, researcher would like finding out what are the evaluation techniques used by teachers to measure students' reading ability. Based on the data findings, it was found that lesson plan 1 used multiple choice technique in reading ability. It is related by the theory of Brown (2010, p. 234) that the most popular method of testing a reading knowledge of vocabulary and grammar is the multiple-choice format. In lesson plan 2 used the technique true or false in measuring students' reading ability. Brown (2010, p. 231) stated True/False is selective reading types which one of types of reading test. In lesson plan 3 used short-answer tasks to measure students' reading skills. According to Brown (2010, p. 247) short-answer format is a popular alternative to multiple choice questions following reading passages. Lesson plan 4 used short-answer tasks to measure students' reading skills. According to Brown (2010, p. 247) short-answer format is a popular alternative to multiple choice questions following reading passages. In lesson Plan 5 students were required to read the procedure text on how to charge your SIMPATI card aloud. In relation with the theory of Brown (2010, p. 230) that is one of type reading test on perceptive reading.

In addition, to answer the second problem of this research whether there is relevancy between evaluation techniques used by the teacher in assessing reading skill with the indicators in lesson plan. The result of analysis of lesson plan showed that the teacher has been applying relevant evaluation technique in assessing reading skill with the indicators.

1. At the first lesson plan, the researcher found that the indicator " students should be able to identify various information in the report text; students should be able to identify the communicative purpose of the report text." The students were asked to read the text carefully and answer the question. The teacher gave students five questions in multiple choices forms about the report text.
 - a. On the first question, the teacher asked students to identify do gorillas like fighting according to the report text.
 - b. For the second question, the teacher asked students to identify where do they live of the text.
 - c. Then, on the third question, the teacher asked students to identify what do they eat.
 - d. For the fourth question, the teacher asked students to identify what do gorillas do when they are happy.
 - e. For the last question, the teacher asked students to identify why the gorillas not there many left.

Based on these findings it can be concluded that between indicators and the assessment techniques is relevant. It is in line with Permendiknas no. 41 of 2007 which stated that evaluation should be made based on the indicator.

2. At the second lesson plan, researcher found that the indicator "students should be able to identify explicit and implicit information in short functional text, advertisement." The students were asked to read the text carefully and answer the

question. The teacher gave students five questions in true or false forms about the report text of advertisement.

- a. On the first question, the teacher asked students to identify is it only requires an English teacher on the text.
- b. For the second question, the teacher asked students to identify all people may apply for the job.
- c. Then, on the third question, the teacher asked students to identify the teacher will work under contract.
- d. For the fourth question, the teacher asked students to identify only woman may apply for the Arabic teacher.
- e. For the last Question, the teacher asked students to identify the owner of the address is the teacher.

Based on these findings it can be concluded that between indicators and the assessment techniques is relevant. It is in line with Permendiknas no. 41 of 2007 which stated that evaluation should be made based on the indicator.

3. At the third lesson plan, researcher found that the indicator “students should be able to identify various information in the procedure text; students should be able to identify communicative purpose of procedure text.” The students were asked to read the text carefully and answer the question. The teacher gave students five questions in short-answer forms about the procedure text.
 - a. On the first question, the teacher asked student to the identify what is the goal of the text.

- b. For the second question the teacher asked students to the identify hom many kinds of fruit are needed.
- c. Then, at the third question, the teacher asked students to the identify where are sugar, pandan leaves, and water combined.
- d. For the fourth question the teacher asked students to the identify how must avocado be cut.
- e. And for the last question, the teacher asked students to identify how long does it need to make ice teller.

Based on these findings it can be concluded that between indicators and assessment techniques is relevant. It is in line with Permendiknas no. 41 year 2007 which stated that the evaluation should be made based on the indicators.

- 4. At the forth lesson plan, researcher found that the indicator “students should be able to identify the main ideas of the text in the form of announcements.” The students were asked to read the text carefully and answer the question. The teacher gave students five questions in short-answer forms of the text announcement.
 - a. On the first question, the teacher asked students to identify what does the text tell about.
 - b. For the second question the teacher asked students to identify who announces the announcement on the text.
 - c. Then, at the third question, the teacher asked students to identify where does the announcement read.

- d. For the fourth question the teacher asked students to identify for whom the announcement read.
- e. And for the last question, the teacher asked students to identify mention the imperative written on the text.

Based on these findings it can be concluded that between indicators and assessment techniques is relevant. It is in line with Permendiknas no. 41 year 2007 which stated that the evaluation should be made based on the indicators.

- 5. In the last lesson plan, researcher found that the indicator “students should be able to read monolog text in form of procedure text and report text aloud.” The students were asked to read the text loudly.

Based on these findings it can be concluded that between indicators and assessment techniques is relevant. It is in line with Permendiknas no. 41 year 2007 which stated that the evaluation should be made based on the indicators.

As research that I did in the school there are five lesson plans that teacher make in applying evaluation technique which were relevant with indicators and it is line with Permendiknas no. 41 year 2007 which stated that the evaluation should be made based on the indicators.