A STUDY ON FORMATIVE TESTS USED BY THE TEACHER IN ASSESSING STUDENTS’ READING SKILL AT SMAN 1 GONDANGWETANPASURUAN

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ENGLISH

Dibuat: 2010-02-03, dengan 3 file(s).

Keywords: Key words: test, formative test, assessing, reading skill

ABSTRACT

Test is an integral part of a teaching model. It enables the teacher to discover or ascertain whether the objectives have been accomplished within the learning process. Through the test the teacher can evaluate the effectiveness of a new teaching method, of a different approach, or of new materials. Formative test is one of types of test which is used by the teacher when she/he attempts to gather the data about students’ progress while teaching and learning process are still going.

In this research, the researcher had the following questions: 1) how the teacher construct reading formative tests instrument for assessing the tenth grade students’ reading skill at SMAN 1 Gondangwetan Pasuruan? 2) What are the materials tested in reading formative tests used by the teacher in assessing the tenth grade students’ reading skill? 3) How does the teacher score the tests result for assessing the tenth grade students reading skill.

This research used descriptive qualitative method. The subject of the research was the English teacher of the tenth grade at SMAN 1 Gondangwetan Pasuruan. The researcher used structured interview and document as the instrument to gather the data about the teacher’s test construction, reading tests materials, and the scoring method used by the teacher.

The findings of the research showed that in constructing reading test materials, the teacher selected the texts which were familiar to the students and had easy vocabularies and grammatical structure. The teacher provided various types of questions, arranged the test items from the easiest to the most difficult one, gave clear instruction, and provide sufficient time for the students to do the test. The teacher also provided test materials which were different for each test and appropriate with the subject of each test. In scoring the students’ test result, the teacher used simple method. He gave the same score for each question by assigning 10 points for each correct answer and assigned 0 point for incorrect answer or when the students gave no responds.

Based on the research findings, it can be concluded that the way how the teacher constructed the test instrument was good. He also provided test materials which met with the students’ ability or competency in reading skill. Thus, the test materials provided could be used as a tool to measure the tenth grade students’ reading skill. However, the way of how the teacher scored the test result still need more improvement, because he only scored the test items by assigning the same score without considering the quality of the questions and the answer needed.