

## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of Study**

According to Anggraena et al. (2022), assessment is a crucial component of the teaching and learning process and is an essential part of the learning journey. This is founded on the idea that assessments have a positive or negative impact on students' ability to meet learning objectives. They also assist both teachers and students in the teaching and learning process by enabling teachers to identify students' areas of strength and weakness. Students can assess their own abilities in order to enhance their teaching and learning strategies and demonstrate progress toward learning objectives. One way to think of assessment is as a continuous process that makes sure students get the most out of their education. The purpose of assessment is to document the need for appropriate learning or follow-up services, not to defend students (Yulianto, 2022).

Assessment is feedback on learning results carried out by teachers and students to modify teaching and learning process, from student learning results, teachers can find out whether the learning purposes have been achieved. Based on a statement from Robinowitz (in Ismail, 2022), The process that teachers use to give students the feedback they need to change the way they are learning and teaching in order to develop learning achievement of the instructional plan, is known as assessment in the context of learning.

Based on the statement about assessment that has been explained, assessment is feedback from student learning outcomes which is very important for teachers in assessing or observing the progress of learning process. Importance of assessment for teachers in learning process can be seen from the purpose of the assessment, according to Ismail (2022) in general. The Purposes of assessment is to provides an assessment or evaluation of an abilities, performance or achievements of individuals, groups or organizations in achieving predetermined goals. Based on the assessment objectives, teachers can achieve learning objectives by carrying out a series of processes of assessing student performance in learning, determining standards held by students as feedback on learning

outcomes, and helping students improve students' skills in English, especially reading comprehension. Thus, successfully of learning process or achievement in learning objectives can seen from student learning outcomes through a series of assessment processes carried out by the teacher.

Assessment was a very important of learning design in English, reading comprehension is part of skills to understand the reading text by gathering various kinds of information to reach conclusions, the ability possessed by students to understand a reading text is part of reading skills, because reading comprehension either one of the pillars in reading skills (Yulia et al, 2021). Reading comprehension can be interpret as a reading activity that involves the series of cognitive processes to collect different information into one unit, so that it can become a complete piece of information needed to understand the reading text. Definition of expert about comprehension of what they are reading in accordance with According to Harmer, reading is beneficial for other reasons as well. Any exposure to English—as long as students can comprehend it—is beneficial for language learners (Harmer, 2007).

Teachers have a role in improving the progress of students' skills in reading comprehension, one of which is the assessment process, assessment can help teachers minimize gaps in knowledge obtained by students in reading comprehension activities, the purpose of the assessment carried out by teachers in assessing students' reading comprehension is to determine students' ability to understand all of the information in English text. In learning English, teachers can determine students' level of understanding in reading comprehension activities by assessing how much knowledge students gain in reading comprehension activities, so that teachers can find out the strengths or weaknesses that students have in understanding English reading texts, assessments can be carried out during the learning process or when entire series in learning processes is completed, teachers can assess students' reading comprehension skills according to needs the learning process teaching, so that assessment techniques can be adapted to the context you want to assess.

The instructor can determine whether or not the teaching and learning process

is operating effectively by looking at the entire set of assessment procedures that have been completed. Once this is known, the teacher can modify the learning process further in accordance with the assessment results that have been completed in order to evaluate the student learning outcomes, which in this case are the students' reading comprehension skills.

Often teachers disregard for details to the assessment techniques used in assessing student learning outcomes, teachers disregard for details to the level of difficulty of each question point or assignment given by students so that students have difficulty answering the question points or vice versa, students will find it easy to do the question points or assignments. given, then the teacher must pay attention to appropriate assessment techniques to assess students' reading comprehension skills, Ritonga (2023) explain those teachers should design assessments used the various assignments, instruments, and techniques that align with objective of learning. The appropriateness of the assessment techniques used in assessing student learning outcomes will help teachers more easily assess student abilities.

After the teacher carries out a series of assessment processes for students, the teacher will get a score from the results of the student's learning achievement, which in this case the student's reading comprehension skills. Teachers will know the student's level of understanding of a reading text through the assessment technique used, so the teacher will know whether students have reached the competency standard scores that have been determined by the school, but in reality, there are students who cannot reach the competency standard scores that have been determined, so that teachers have to take further action to overcome this problem.

In fact, the gap in knowledge possessed by students proves that the role of assessment is not implemented properly. The assessment process should help teachers assess students' strengths and weaknesses in teaching English, so that teachers can determine effective teaching methods so that students are able to improve their learning experience, also able to easily understand the teaching material provided by the teacher. The knowledge gap possessed by students can



be seen from the activity of reading English texts. Students at senior high school level should have a middle or high level in an aspect of reading comprehension.

However, in reality, students in the high school level have uneven reading comprehension abilities, this gap must be overcome by carrying out an assessment process in reading comprehension. Teachers must determine the type of assessment needed to assess students' reading comprehension abilities. Selection of the assessment types must be on the goals, functions and needs of the teacher. Types of assessment that are often used by teachers in learning are diagnostic assessment, formative assessment, and summative assessment. According to Behring and Laitusis (2022), those were three popular reading comprehension assessment types, diagnostic, formative, and summative assessment.

Processes of assessment carried out by teachers to assess students' reading comprehension will be able to help teachers overcome gaps in reading comprehension abilities experienced by students in teaching English. Assessment can also help teachers achieve learning goals by assessing student learning outcomes, so that teachers can see students' developments such as an increase or decrease in learning outcomes, which in this case is students' development of reading comprehension abilities. Phafiandita et al. (2022) state that the goals of learning assessments are to gather data and information about students' learning capacities, assess how well learning programs are working, and decide if knowledge development and the intended educational goals are being met.

Based on the problems discussed above, the researcher has carried out initial observations to collect data first at MAN 2 Kota Bengkulu to find conditions or problems related to the topic discussed for this research. The results of the initial observations are English teachers at MAN 2 Kota Bengkulu used diagnostic, Formative and Summative assessment types, so that based on the results of the temporary data, the researcher will discuss the research topic with the title of this research is **The Analysis of Reading Comprehension Assessment Types Used by Senior High School Teachers in English Language Teaching (A Descriptive Qualitative Research at MAN 2 Kota Bengkulu)**

## **B. Reserach Identification**

The following issues can be detected based on the context of the situation mentioned above :

1. The teachers used the types of Reading Comprehension Assessment to improve students reading comprehension skills
2. The teachers used the types of Reading Comprehension Assessment to help teachers in assessing students reading comprehension skills

## **C. Limitation of Study**

This research requires research boundaries that help researchers to focus on the main topics discussed in this research. To make this research not too broad for the researcher. This research was focused on analysis of reading comprehension assessment types used by English teachers at MAN 2 Kota Bengkulu.

## **D. Reserach Question**

Based on the background of this research, the researcher has determined the research question that will be discussed in this research. The research question in this research is based on the phenomenon or research topic that underlies the researcher conducting this research, so the research question in this research is:

1. What is the reading comprehension assessment types used by Senior High School Teachers in English Language Teaching at MAN 2 Kota Bengkulu ?
2. How to impelement the reading comprehension assessment types used by Senior High School Teachers in English Language Teaching at MAN 2 Kota Bengkulu ?

## **E. Research Objective**

Based on the research questions that have been determined in this research, the researcher has determined the research objective as the reason this research was conducted, the research question in this research is the reason or aim of the researcher for conducting this research, the research questions in this research are as follows, including :

1. To know what is the types of reading comprehension assessment used by Senior High School Teachers in English Language Teaching at MAN 2 Kota

Bengkulu

2. To describe how to implement the reading comprehension assessment types used by Senior High School Teachers in English Language Teaching at MAN 2 Kota Bengkulu

#### **F. Signification of Research**

The result of this research is expected to give important information for the students and English teachers. The research purpose are :

1. For students

Students can improve reading comprehension skills, Students are able to improve reading comprehension skills by looking at student learning outcomes so that students know the weaknesses experienced by students in comprehending a reading text.

2. For teachers

- a. Teachers can apply reading assessment to improve students' reading comprehension.
- b. Teachers can improve students' reading comprehension .
- c. Teachers can create effective learning strategies through reading assessment activities to improve students' reading comprehension.

#### **G. Definition of Key Terms**

In order to clarify the key terms used in this study, some definition are put forward :

1. English Language Teaching (ELT)

The goal of English language teaching, or ELT, is to impart to pupils the knowledge of the English language in the form of mastery of English abilities. Students enrolled in English language training (ELT) must be proficient in a number of English language competencies, including speaking, writing, listening, and reading. Grammar in English, including parts of speech, is taught alongside English language instruction.

2. Assessment

For learners to achieve learning objectives, effective design and the teaching and learning process depend heavily on assessment. Using information gathered on student learning outcomes through an evaluation of each student's strengths and weaknesses, teachers and students conduct a series of activities known as assessments to evaluate themselves based on performance during the teaching and learning process. Assessment aids in the process of learning by enabling teachers to adjust their methods according to student performance and the process's success. This allows teachers to assess the efficacy of their chosen teaching strategies and develop more effective learning and teaching environments.

### 3. Reading skills

Reading is an activity that involves gathering as much information as possible in order to determine the primary topic of the reading material. Reading abilities in the context of studying English refer to a student's capacity to decipher an English reading text. The capacity of students to decipher the meaning of an English reading material is known as reading skills. By engaging in reading exercises, students can hone their reading comprehension and get an understanding of the author's intended meaning. Teachers and students can employ a variety of reading skills in the classroom, such as silent reading, aloud reading, extensive reading, and focused reading. Students' reading comprehension skills can be enhanced by this kind of reading.

### 4. Reading comprehension

Reading comprehension involves a series of complex cognitive processes to obtain knowledge and information in the reading text, so that in reading comprehension the student's capability to comprehend a whole of the text, including understanding implied meanings, types of reading text, the information or knowledge contained in the text .

### 5. Reading Comprehension Assessment

Reading comprehension assessment is an assessment process carried out by teachers to determine the level of students' reading comprehension skills in



the English Language Teaching (ELT) process. Reading comprehension has several types that can be used by English teachers, including formative assessment, summative assessment, diagnostic assessment, selective assessment, and placement assessment, teachers can use assignments as a medium to assist teachers in collecting data on student learning outcomes in reading comprehension.

