THE ANALYSIS OF READING ASSESSMENT TYPES AND GENRES IN INTERLANGUAGE: ENGLISH FOR SENIOR HIGH SCHOOL STUDENTS XI

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THE ANALYSIS OF READING ASSESSMENT TYPES AND GENRES IN INTERLANGUAGE: ENGLISH FOR SENIOR HIGH SCHOOL STUDENTS XI

SKRIPSI

Presented to the University of Muria Kudus
In Partial Fulfillment of the Requirements
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In English Education

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MOTTO AND DEDICATION

Motto :

- Don’t say I can’t do it, say I can do it.
- Don’t hurt someone else, if you don’t want to be hurt.
- Once you lie, no one will believe you again.
- Never wait until tomorrow what you can do today.

Dedication :

This skripsi is dedicated to :

- Her beloved husband who always gives spirit
- Her sweetheart, Candra and Ocktova
- Her beloved mother
- Her beloved father in the heaven.
- All her lecturers in UMK
- All friends whom the researcher loves and who love her
- All people who read this
ADVISOR’S APPROVAL

This is to certify that the Sarjana Skripsi of Sri Mulyanti has been approved by the thesis advisors for further approval by the Examining Committee.

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This skripsi is purely accomplished as Partial Fulfillment of the requirements for getting the undergraduate degree of teacher training and education faculty in English Education Department of Muria Kudus University.

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Kudus, July 2012

The researcher
ABSTRACT


**Keywords**: types, genres, reading assessment, interlanguage

In measuring the understanding of the students with the material that have been taught, the teachers give some assessments for the students. The assessment itself given depends on each skill. The assessment can be done by asking the students to do the tasks in textbook or exercises created by the teachers. The assessments in the textbook as follows are needed in developing students’ ability.

The objectives of this study are: (1) to find out the types of reading assessment tasks in Interlanguage Textbook for Senior High School Students XI, (2) to find out the genres of reading assessment tasks in Interlanguage Textbook for Senior High School Students XI.

The design of the research is descriptive qualitative. The data of this research is reading assessment tasks and the data source is Interlanguage Textbook for Senior High School Students XI published by Pusat Perbukuan Departemen Pendidikan Nasional and copied by PT. Macanan Jaya Cemerlang, Klaten, in 2008. In analyzing the data, the researcher determines the types of reading assessment tasks and the genres of reading assessment tasks. Then calculate the total of types and genres found in Interlanguage Textbook for Senior School Students XI.

The result shows that the types of reading assessment tasks are perceptive reading, selective reading, interactive reading, and extensive reading. The most dominant type is extensive reading. Although extensive reading for advance students, the researcher also found that the difficulties of the tasks still in intermediate level, the same with the level of Senior High School Students. This research also shows that the genres in reading assessment tasks are academic reading, job related reading, and personal reading. The most dominant genre is academic reading. It shows that Senior High School involve a lot of reading or studying rather than practical skills, the same with the purpose of the school itself.

Based on the research result, the researcher suggests to the students in English Department should be able to design the good assessment, the English teachers must understand the content of the textbook, and the authors must be careful in writing the textbook.
ABSTRAKSI


Kata kunci: tipe, genre, penilaian membaca, Interlanguage


Tujuan penelitian ini adalah: (1) untuk mengetahui tipe-tipe yang digunakan dalam tugas-tugas penilaian membaca di buku pegangan Interlanguage untuk murid kelas XI Sekolah Menengah Atas, (2) untuk mengetahui genre-genre dari tugas-tugas penilaian membaca di buku pegangan Interlanguage untuk murid kelas XI Sekolah Menengah Atas.


Berdasarkan hasil penelitian ini, peneliti menyarankan kepada mahasiswa jurusan pendidikan bahasa Inggris untuk mampu mendesain penilaian yang baik, untuk guru Bahasa Inggris agar lebih memahami isi dari buku pegangannya, dan untuk penulis buku agar lebih berhati-hati dalam menulis buku pegangan.
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