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

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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 futher 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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7. All of her friends who she knows and who know her.

Finally, the researcher also deeply realizes that this skripsi is still far from being perfect. Therefore, the researcher needs valuable comment and contributive criticism from the reader to make this skripsi better. She do expects that this research will be usefull, especially for the readers. Last but not least, thanks for everyone who involved infighting to make this skripsi better.

Kudus, July 2012

The researcher

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ABSTRACT

Mulyanti, Sri. 2012. *The Analysis of Reading Assessment Types and Genres in Interlanguage: English for Senior High School Students XI.* Skripsi. English Education Department, Teacher Training and Education Faculty, Muria Kudus University. Advisor: (1) Diah Kurniati, S.Pd, M.Pd, (2) Drs. Muh. Syafei, M.Pd.

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 assesments 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 reasearch 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 carefull in writing the textbook.

ABSTRAKSI

Mulyanti, Sri. 2011. *Analisis Tipe-Tipe dan Genre-Genre Penilaian Membaca dalam Interlanguage: Bahasa Inggris untuk Siswa Kelas XI Sekolah Menengah Atas.* Skripsi. Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muria Kudus. Pembimbing: (1) Diah Kurniati, S.Pd, M.Pd, (2) Drs. Muh. Syafei, M.Pd.

Kata kunci: tipe, genre, penilaian membaca, Interlanguage

Untuk mengetahui kemampuan murid akan materi pelajaran yang telah diajarkan, guru memberikan penilain kepada murid. Penilaian itu sendiri diberikan sesuai dengan aspeknya masing-masing. Penilaian tersebut dapat diberikan dengan mengerjakan soal-soal dari buku pegangan, atau dengan cara guru membuat soal sendiri. Soal-soal di buku pegangan ini sangat dibutuhkan untuk meningkatkan kemampuan murid dalam belajar.

Tujuan penilitian 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.

Rancangan penelitian yang digunakan dalam penelitian ini adalah deskripsi kualitatif. Data dari penelitian ini adalah tugas-tugas penilaian membaca dan sumber data dari penelitian ini adalah buku pegangan Interlanguage untuk murid kelas XI Sekolah Menengah Atas yang diterbitkan oleh Pusat Perbukuan Departemen Pendidikan Nasional and dicetak ulang oleh PT. Macanan Jaya Cemerlang, Klaten, tahun 2008. Dalam menganalisa data, peneliti memaparkan tipe-tipe dalam mendesain tugas-tugas penilaian membaca dan genre-genre dalam tugas-tugas penialain membaca tersebut. Kemudian menghitung masing-masing tipe dan genre yang ditemukan dalam buku pegangan Interlanguage untuk murid kelas XI Sekolah Menengah Atas.

Berdasarkan hasil penelitian menunjukkan bahwa tipe-tipe yang digunakan dalam mendesain tugas-tugas penilaian membaca meliputi membaca perseptif, membaca selektif, membaca interaktif, dan membaca ekstensif. Tipe yang paling banyak adalah membaca ekstensif. Meskipun membaca ekstensive seharusnya digunakan pada murid dengan level tertinggi, peneliti menemukan bahwa tingkat kesulitan pada tugas-tugas tersebut masih berada pada level menengah, sesuai untuk murid sekolah menengah pertama. Penelitian juga menunjukkan bahwa ada bermacam-macam genre dalam tugas-tugas penilaian membaca tersebut, seperti membaca akademik,membaca berkaitan pekerjaan, dan membaca personal. Genre yang paling banyak adalah membaca akademik. Hal ini dikarenakan SMA lebih fokus dalam pembelajaran materi daripada prakteknya.

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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