

THE ANALYSIS OF INTENSIVE READING ASSESMENT USING BROWN'S MODEL ON ENGLISH TEXT BOOK FOR THE TENTH GRADERS OF SENIOR HIGH SCHOOL

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Abstract

Language is one of the most powerful emblems of social behaviour. In the normal transfer of information through language, we use language to send vital social messages about who we are, where we come from, and whom we associate with. It is often shocking to realize how extensively we may judge a person's background, character, and intentions based simply up on the person's language, dialect, or, in some instances, even the choice of a single word. Nowadays, teacher usually use assessment straight from the book. Without considering whether the assessment is good or not. The teacher does not do the analysis first before it is given to students. Also, there are a lot of question and or assessment posted in website and some teachers take and use it to assess their students. Hence, the ability to choose or and make a good assessment is needed to be known by the teacher. Based on the problem above, the writer made decision to analyze assessment found in students' textbook for tenth grader of senior high school. This study focused on the intensive reading assessment contained in students' book at grade ten of senior high school. The writer only focused on the intensive reading assessment which found using specific data collection. The objectives of this study are to describe the analysis of intensive reading assessment using Brown's model for tenth grader of Senior High School Students and describe how does the English textbook of the tenth graders deal with the English syllabus. Based on the discussion, the writer found the question number five did not match to intensive reading assessment. All of the questions are delivered he syllabus very well. This assessment is good for teacher to use and give to the students. The writer suggests for all teacher to do some item analysis before giving assessment to the student. Taking assessment made by the government is also a good step to do because government already does the item analysis and make sure it is suitable for students.

Keyword: evaluation, item analysis, senior high school, descriptive text

INTRODUCTION

Language is one of the most powerful emblems of social behaviour. In the normal transfer of information through language, we use language to send vital social messages about who we are, where we come from, and whom we associate with. It is often shocking to realize how extensively we may judge a person's background, character, and intentions based simply up on the person's language, dialect, or, in some instances, even the choice of a single word.

Learning English can be done everywhere and every time, but mainly we can learn English in school as formal education. In this case, learning in school

we indeed need teacher to deliver the material and asses the students' ability and understanding.

After some materials have been delivered, teacher needs to give assessment to know how far the students understand the material. Without assessment teacher cannot measure the students' ability. Assessment is needed to ensure the ability of the students learning English.

Achievement of educational level can be identified through evaluation activities. Arikunto (2012: 3) reveals evaluation is a process of collecting data to determine to what extent, in what way, and which part of the educational objectives have been achieved. Evaluating the

learning outcomes of students, teachers can do it through test and non-test techniques. Arikunto (2012: 46) test technique according to Dalen (1993) in his book entitled *Evaluasi Pendidikan* is a systematic and objective tool or procedure for obtaining the desired data or information about a person, in a way that can be said to be precise and fast. Sudijono (2011: 76) reveals that non-test techniques are techniques for assessing or evaluating student learning carried out without testing students, but by systematic observation, conducting interviews, distributing questionnaires, and examining or researching documents. This technique generally plays a role in evaluating student learning outcomes in terms of life domains and skills domains. While the test technique is more widely used to evaluate student learning outcomes in terms of the realm of thought processes.

Arikunto (2012: 72) argues that a test can be said to be good as a measuring tool must meet the requirements of the test, namely having validity, reliability, objectivity, practicability and economy. therefore, to find out the quantity and quality of an instrument for measuring students' learning outcomes, it is necessary to do item analysis. Analysis of the quality of the questions is the step taken to find out the quality of the questions both in the whole test and the items that are part of the test. This item analysis identifies which items are good and which are not good and which items can be used as a question bank, revised, or discarded.

According to Permanasari, et al (2019), The students are passive agents in the teaching and learning process. The interesting teaching and learning process should involve the students as the center of the learning. Some interesting strategies and media can be used to help the students become interested in the process. If the teacher cannot use interesting media or strategies, the students will have some problems.

Nowadays, teacher usually use assessment straight from the book. Whether the assessment is good or not. The teacher does not do the item analysis first before it is given to students. Also, there are a lot of question and or assessment posted in website and some teacher take and use it to assess their student. Hence, the ability to choose or and make a good assessment is needed to be known by the teacher.

Based on the problem above, the writer make decision to analyze assessment found in students' textbook for tenth grader of senior high school.

This study focused on the intensive reading assessment contained in students' book at grade ten of senior high school. The writer only focused on the intensive reading assessment which found using specific data collection.

The objectives of this study are to describe the analysis of intensive reading assessment using Brown's model for tenth grader of Senior High School Students and describe how does the English textbook of the tenth graders deal with the English syllabus.

RESEARCH METHOD

The writer used descriptive qualitative research to conduct the research towards intensive reading assessment found in senior high school textbook. The method used to collect the data, classified and analyzed them, and then drewed the conclusion from the analyzed data.

The object of this research is intensive reading assessment taken in textbook for the tenth grader senior high school.

Data and data source in this research are: 1. The data of this research taken from each point contained in the intensive reading assessment of descriptive text material. 2. The data source in this research came from ten graders of senior high school textbook. In this study, the writer used

primary data from the human instrument, it is the writer himself. The secondary data came from the syllabus, *Capaian Pembelajaran (CP)* and teacher's book of Tenth Graders of Junior High School.

The technique of data collection in this research are: 1. The writer opened the textbook and find descriptive text material. 2. The writer founds the data and sort the data. 3. The writer analyzed the data collected in the data source.

The writer used qualitative data analysis. The data were analyzed by applying steps of qualitative data analysis by Miles and Hubberman (1984) which are data collection, data display, and conclusion

1. Data Reduction

Data reduction means eliminating the the data that were repeated to much in order to simplify the result the data in this reseach in form of video performed by students are filled with many similar data such as how they teach and their mistake because they learn in the same enviroentment, in this research the writer reduced similarly repeated data that occur in the research so that the paper can be more simple.

2. Data display

Data display means presenting the data in a way that the reader will easy to understand. Using check list made by the writer, the data were presented in this research and display of how the performace of each student based on the writer analysis using the check list, which reader will find it easier to understand the data.

3. Conclusion

In this study the writer wrote the conclusion in a way that is helpful for the student and the reader to improve how to be a better teacher by learning the importance of teacher competence Hence, the techniques of analyzing data in this research were:

1. The writer listed the data.

2. The research identified the data from the data list.
3. The research analyzed the data using the instrument.
4. The research described the result of the analyzing.

FINDING(S) AND DISCUSSION

A. Finding

The writer used a text and its assessment found in English textbook entitled "Bahasa Inggris" made by *KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN REPUBLIK INDONESIA* for the tenth graders student of senior high school.



picture 1. source text

monkeys anxiously await klotok arrivals. A troop of 30 light-brown monkeys may plunge from branches 10 meters or higher into the river and cross directly in front of the boat. These monkeys know that the boat's engine noise and the threat of its propeller scare crocodiles, which find these chubby monkeys delicious. At night, you can enjoy the clear sky and the amazingly bright stars as the only lights for the night.

With such exotic nature, no wonder many tourists from foreign countries who love ecotourism frequently visit Tanjung Puting National Park. What about you?

Text sources: (1) <https://www.kemendiknas.go.id/indonesia/tanjung-puting-national-park/>; (2) <https://www.kemendiknas.go.id/indonesia/tanjung-puting-national-park/>; (3) <https://www.kemendiknas.go.id/indonesia/tanjung-puting-national-park/>; (4) <https://www.kemendiknas.go.id/indonesia/tanjung-puting-national-park/>; (5) <https://www.kemendiknas.go.id/indonesia/tanjung-puting-national-park/>; (6) <https://www.kemendiknas.go.id/indonesia/tanjung-puting-national-park/>

Task 2:
Answer the following questions briefly.

1. Based on the text, can you guess what ecotourism is? Give some examples of other ecotourism destinations.
2. As one of ecotourism destinations, what does Tanjung Puting National Park offer to tourists?
3. How is the park different from the parks in cities?
4. How is Camp Leakey related to Tanjung Puting National Park?
5. What does the word *ex-captive* tell you about the orangutans in Camp Leakey, which is a rehabilitation site for orangutans?
6. How can people reach Camp Leakey?
7. What is special about the means of transportation to Camp Leakey.
8. What can tourists enjoy during their trip to Camp Leakey?
9. What do you think is the most interesting scene in Tanjung Puting National Park?
10. How important is the research by Dr. Birute Galdikas?
11. What is the author's purpose in writing this text?
12. How is each paragraph related to each other?
13. What is the most dominant tense used in this text?

picture 2. source text

From the text and the task above, the writer found the data which can be analyzed as follow:

Question	Answer key
1. Based on the text, can you guess what ecotourism is? Give some examples of other ecotourism destinations.	1. Ecotourism is a kind of tourism in which tourist visit pristine, undisturbed natural areas. Some of the purposes of ecotourism is to educate the visitors about nature preservation and to provide funds for ecological conservations. For more information about this go to http://en.wikipedia.org/wiki/Ecotourism . Some examples of ecotourism: visiting Raja Ampat in Papua or going snorkeling or scuba diving in Bunaken.
2. As one of ecotourism destinations, what does Tanjung Puting National Park	2. Tanjung Puting National Parks offers an impressive experience of living in a small boat and going into the jungle, meeting with orang utans, and seeing proboscis monkeys.

offer to tourists?	
3. How is the park different from the parks in cities?	3. Parks in cities are man-made. Tanjung Puting National Park is a jungle.
4. How is Camp Leakey related to Tanjung Puting National Park?	4. Camp Leakey is located in the Tanjung Puting National Park.
5. What does the word <i>ex-captive</i> tell you about the orangutans in Camp Leakey, which is a rehabilitation site for orangutans?	5. Ex-captive orang utans means that the orang utans once were caught by human beings and lived with them for some time.
6. How can people reach Camp Leakey?	6. Visitors can reach Camp Leakey by taking a small boat or perahu klotok.
7. What is special about the means of transportation to Camp Leakey.	7. The major means of transportation to Camp Leakey is a small boat. This boat also serves as 'hotel' in which tourists sleep, cook, and eat, and enjoy the sight and sound of the jungle.
8. What can tourists	8. In daylight tourists can enjoy proboscis monkeys activities and at night they can

enjoy during their trip to Camp Leakey?	enjoy the clear night sky and the bright stars.
9. What do you think is the most interesting scene in Tanjung Puting National Park?	9. (The answer depends on the students' opinion. All answers are correct depending on their reasons).
10. How important is the research by Dr. Birute Galdikas?	10. The result of research about orangutans can be used to help preserve orangutans to protect them from being extinct.
11. What is the author's purpose in writing this text?	11. The author describes the place to inform other people about the beauty of the place to make them interested and finally visit the place.
12. How is each paragraph related to each other?	12. Paragraph one identifies the object (TPNP) and the characteristics of the object (amazing) and the other paragraphs describe the amazing nature of the object by describing the details.
13. What is the most dominant tense used in this text?	13. Simple present tense. Another dominant language feature is noun phrases.

Table. 01 primary data

The data found above were analyzed by the writer using checklist made by the writer himself. The measurement in the instrument are:

fixed answer, the availability the answer in the text, easy to understand the question, *Kata Kerja Operasional (KKO)* and *Capaian Pembelajaran (CP)*.

Number	Fixed answer	Available in text	Easy to understand the question	<i>Kata Kerja Operasional</i>	CP
Q1	X	X	V	C4	V
Q2	V	V	V	C2	V
Q3	V	V	V	C2	V
Q4	V	V	V	C2	V
Q5	V	X	V	C4	V
Q6	V	V	V	C2	V
Q7	V	V	V	C2	V
Q8	V	V	V	C2	V
Q9	X	V	V	C4	V
Q10	V	V	V	C2	V
Q11	V	V	V	C3	V
Q12	V	V	V	C4	V
Q13	V	X	V	C3	V

Table. 02 finding data

B. Discussion

Based on the data above we can explain that there is various types of question on the task.

Question one has various answer based on students' understanding about ecotourism. Student can find the answer in other material or internet because the answer is not written in the text. The question used simple words so it was easy to understand by the students. But this question is a bit higher level because student must understand and explain it, it is categorized as C4 kind of question. The question also matches to the *capaian pembelajaran* made by the government.

Question two to four have fixed answer so all students may have same

answer. Student can find the answer in the text directly. The question using simple words so make it easy to understand by the students. This question is also considered as low-level question and categorized as C2 because students just need to find the correct answer in the text. The question also matches to the *capaian pembelajaran* made by the government.

Question five has fixed answer so all students may have same answer. Student cannot find the answer directly in the text, student may find in another place to find it. The question used simple words to make it easy to understand by the students. But this question is a bit higher level because student must understand and explain it, it is categorized as C4 kind of question. The question also matches to the *capaian pembelajaran* made by the government.

Questions six to eight have fixed answer so all students may have same answer. Student can find the answer in the text directly. The question used simple words so it easy to understand by the students. These questions are also considered as low-level question and categorized as C2 because student just need to find the correct answer in the text. The questions also match to the *capaian pembelajaran* made by the government.

Question nine has various answer depends on the students' opinion. All answers are correct depending on their reasons. Student cannot find the answer directly in the text. Student may find in another place. The question used simple words to make it easy to understand by the students. But this question is a bit higher level because student must understand and explain it. It is categorized as C4 kind of question. The question also matches to the *capaian pembelajaran* made by the government.

Questions ten to twelve have fixed answer so all students may have same answer. Student can find the answer in the text directly. The questions used simple words to make it easy to understand by the students. The questions are also considered as low to high questions and categorized as C2 for question number 10, C3 for 11 and C4 for the twelve questions. The questions also match to the *capaian pembelajaran* made by the government.

Question thirteen has fixed answer so all students may have same answer. Student cannot find the answer directly in the text, student may find in another place to find it. The question used simple words to make it easy to understand by the students. But this question is a bit higher level because student must understand and explain it, it is categorized as C3 kind of question. The question also matches to the *capaian pembelajaran* made by the government.

CONCLUSION AND SUGGESTIONS

Based on the discussion above, the writer found one of the questions from the data did not match to intensive reading assessment, especially question number five. All of the questions are delivered the syllabus very well.

This assessment is good for teacher to use and give to the students. The writer suggests for all teacher to do some item analysis before giving assessment to the student. Taking assessment made by the government is also a good step to do because government already does the item analysis and make it suitable for students.

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