



Volume 3, Issue 22, Oktober 2019

READING COMMUNICATIVE LANGUAGE TEST

Elda Martha Suri¹, Ungsi A.O.Marmai²

¹ Universitas Ekasakti,

² Universitas Negeri Padang,

E-mail: marthasuri.ems@gmail.com

E-mail: ungsimarmail@gmail.com

Abstrak

Dalam mengajar bahasa Inggris, guru harus menulis tes bahasa yang komunikatif. Tes bahasa komunikatif harus valid dan dapat diandalkan. Sehingga guru harus mempersiapkan ujian sesuai dengan kurikulum. Futhermore, untuk sekolah menengah atas, menggunakan KKNI. Ada tiga jenis tes bahasa komunikatif membaca yang kita Batasi di sini, membaca log dan referensi kita dapat menggunakan tes ini untuk teks narasi dan pertanyaan pemahaman teks digunakan untuk menghitung ulang teks tes. Jenis penelitian adalah buku sastra. Sehingga kesimpulan, dari artikel membaca log, referensi dan teks pemahaman pertanyaan yang dapat kita gunakan untuk narasi dan menceritakan kembali teks tes, terutama untuk Junior High School sudents. Tes harus komunikatif. Untuk membuat tes komunikatif, guru harus mempersiapkan ujian sesuai dengan kurikulum atau kurikulum untuk 2013.

Kata Kunci: Membaca, dan tes Berbicara Bahasa

Abstract

In teaching English, the teacher have to write a communicative language test. Communicative language test have to be valid and reliable. So that the teacher have to prepare the test appropriate with curriculum. Futhermore, for Junior High School, used KKNI. There are three kinds of reading communicative language test which we limit here, reading logs and reference We can use these test for narrative text and text comprehension questions is used for recount text test. The Kinds of research are literary book. So that the conclusion, of the article are reading logs, reference and text comprehension questions can we use for narrative and recount text test, especially for Junior High School sudents. The test have to be communicative. To make the test communicative, the teachers have to prepare the test suitable with curriculum or curriculum for 2013.

Key Words: Reading, and Commucative Language Test

A. INTRODUCTION

In teaching English, the teacher have to write a communicative language test. Communicative language test have to be valid and reliable. So that the teacher have to prepare



the test appropriate with curriculum. Furthermore, for Junior High School, used KKNi or Curriculum 2013.

There are three kinds of reading communicative language test which we limit here, reading logs and reference. We can use these test for narrative text and text comprehension questions is used for recount text test. At last, For constructing reading communicative test, the teacher have to prepare unit lesson and items clue to help the teacher doing the test smoothly.

B. Discussion

POCEDURE OF CONSTRUCTING THE COMMUNICATIVE TEST

There are two parts which we need to construct the communicative test. They are curriculum, lesson plan and items clue.

1. Curriculum

The curriculum which we used here is Curriculum 2013. It s used for communicative language test.

2. Lesson plan

There are three kinds of lesson plans as follows:

Reading logs

Language level: Intermediate

Grade level: Junior High School

Language Objective : Understand and comprehend the narrative text consist of tittle, author, and how the students feel about the story.

- (1) Provide a chart entitled 'Reading logs. Books I have read. The chart consists of five collums. They are for tittle, author, date/began and how I feel about it or how the students feel about the books they read. Write my name (student's name). Grade or student's grade and date up of the collum.
- (2) Show the students how to use the chart by using LCD or OHP by giving examples (An example of a reading log is provided in appendix 1)

Teacher ask students:

What book have you read?

Who is the author?

When did you began reading?

When did you finish reading?

How do you feel about the story?

- (3) Teacher asks students to sit in group of four
- (4) Teacher distribute the chart and the story.
- (5) Teacher ask them to fill in the chart
- (6) Teacher ask one of each group to read the chart
- (7) Teacher provide feedback to students on their reading progress and on additional materials with may intererest them.
- (8) Teacher asks the students to write assignment at home by using chart enteing other stories.



Reference

Language level: Intermediate

Grade level: Junior High School

Language Objective : Understand and comprehend recount text by using question word is, what, where, How and Did.

- (1) Distribute a text by using a piece of paper each (an example of reference text is provided in Appendix 2)
- (2) Distribute five questions
He was very angry (paragraph 1 line 2 and 3). What does the word 'he' refer to?
I will never forget your kindness. (paragraph 2 line 3). What does the word 'your' refer to?
You must not roar (paragraf 8 line 1 and 2). What does word the word 'you' refer to?
You did help me? (paragraph 10 line 1). What does the word 'you' refer to?
- (3) Ask the students to write the answer on their notebook.
- (4) Ask the students to answer the questions
- (5) Ask the students to collect the answer to the teacher.
- (6) Teacher provide feedback to students on their reading progress and on additional materials with may interest them.

Text with comprehension questions

Language level : Intemediate

Grade level : Junior High Schol

Language Objectives : Understand and remember the recount text by using question word How, Where, What and Did.

- (1) The teacher disribute a text (an example of text with comprehension question is provided in Appendix 3)
- (2) The teacher asks the students to answer the texts. Example:
Is the text easy to follow? Why?
What can you learn from the woman's experience?
Where did the story happen?
How did The shop assisstant treat the woman in the first occasion?
How did the woman feel about that treatment?
Did she succeed to punish the shop assisstant?
How did the story end?
- (3) The students respond independently to several comprehension questions posed by the teacher.
- (4) Students can also create their own questions if teachers have prepared them to do so.
- (5) After checking students responses, the teacher has a record of each student's comprehension level with a known text.
- (6) When the teacher knows the relative difficulty level of specific texts he or she can make an assessment of how each student is doing with a text at that level.
- (7) By conducting this type of assessment at least twice during a quarter or semester, students, parents, and teachers can obtain concrete evidence of a student's ability to tackle increasingly difficult passages.



3. Items clue

Standar Kompetensi:

Berkomunikasi secara lisan dan tertulis dengan menggunakan ragam bahasa yang sesuai dan lancar dan akurat dalam wacana interaksional dan/atau monolog pendek terutama wacana yang berbetuk naratif, deskriptif dan recount sederhana.

Kompetensi Dasar:

1. Memahami nuansa makna dengan langkah-langkah pengembangan retorika di dalam teks tertulis berbentuk naratif sederhana.
2. Memhami nuansa makna dan langkah-langkah pengembangan retorika di dalam teks tertulis berbentuk recount sederhana.

No	Indicator	Item	Key
1	Mengidentifikasi Informasi/ gagasan dalam teks recount	<ol style="list-style-type: none"> 1. What books have you read? 2. Who is the author? 3. When did you began reading? 4. When did you finish reading? 5. How do you feel about the story? 6. He was very angry (paragraph 1 line 2 and 3). What does the word 'he' refer to? 7. His paw caught the little mouse. (paragraph 1 line 3). What does the word 'his' refer to? 8. I will never forget your kindness (paragraph 2 line 3). What does the word 'your' refer to? 9. You must not roar (paragraph 8 line 1 and 2). What does the word 'you' refer to? 10. You did help me. (paragraph 10 line 1). What does the word you refer to? 11. Is the text easy to follow. Why? 12. What can you learn from the woman's experience? 13. Where did the story happen? 14. How did the shop assistant treat the woman in the first occasion? 15. How did the woman feel about that treatment? 16. Did she succeed to punish the shop assistant? 17. How did the story end? 	
2	Mengidentifikasi informasi /gagasan dalam teks recount		

C. CONCLUSION

Reading logs, reference and text comprehension questions can we use for narrative and recount text test, especially for Junior High School students. The test have to be communicative. To make the test communicative, the teachers have to prepare the test suitable with curriculum or curriculum 2013.

Futhermore, for constructing reading communicative test, the teachers have to prepare unit lesson an items clue to help the teacher doing the test smoothly. At last, it is better for the teacher to show the students how to use the chart by using LCD or OHP.



Bibliography

- Bachman. 1990. *Fundamental Considerations in Language Testing*. Oxford university Press
- Grabe. 1988. *English Teaching Forum*. Volume 44. No. 1 Year 2006.
- Junaini. 2006. *The Contribution of Grammar and Vocabulary Mastery Toward Reading Comprehension of the Third Year Students of Senior High School in Bengkulu*. Padang. State University of Padang.
- Malley and Pierce. 1996. *Authentic Assessment for English Language Learners*. Addison-Wesley Publishing Company.
- Siswanto et.al. 2005. *Let's Talk*. Bandung. Pakar Raya.
- Songka. 1983. *Reading has to be Thought*. United States Information Agency.
- Weir. 1990. *Communicative Language Testing*. New York. Prentice Hall.
- Zainil. 2006. *Actional Functional Model*. Padang Universitas Negeri Padang Press.

