

# ***Assessment Reading dan Writing* dalam Pembelajaran Bahasa Inggris untuk Anak-anak Sekolah Dasar**

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## **Pendahuluan**

Assessment adalah bagian tak terpisahkan dalam pengajaran. Assessment adalah segala bentuk kegiatan pengumpulan informasi untuk pengambilan keputusan. Kegiatan ini dapat berupa pengamatan, tanya jawab dengan siswa, mengamati catatan tentang siswa, sampai kegiatan yang formal berupa kuis ataupun tes. Kegiatan assessment dilakukan terus menerus dari awal pengajaran hingga pengajaran tersebut berakhir. Seorang guru akan selalu melakukan assessment dalam pengajarannya baik secara sadar maupun tidak. Guru akan senantiasa mencari tahu apa saja yang sudah diketahui siswanya, apa yang mereka butuhkan, apa yang mereka sukai, apakah mereka dapat memahami pengajarannya atau tidak, kesulitan apa yang mereka hadapi dalam belajar dan sebagainya. Jawaban atas pertanyaan-pertanyaan tersebut diperoleh melalui kegiatan yang dinamakan assessment. Informasi-informasi yang terkumpul melalui kegiatan assessment ini akan sangat berguna bagi guru dalam merencanakan pengajarannya di dalam kelas, menentukan materi, strategi pengajaran, kegiatan-kegiatan pengajaran yang sesuai untuk siswa-siswanya. Guru juga akan mengetahui apakah pengajaran yang mereka laksanakan dapat mencapai tujuan yang telah ditetapkan atau tidak.

Untuk mengetahui apakah pengajaran yang kita laksanakan dapat mencapai tujuan pengajaran yang telah kita tetapkan atau belum, guru perlu melakukan assessment berupa pemberian kuis, tugas-tugas latihan ataupun tes. Untuk menyusun kuis, tugas, atau tes bagi anak-anak Sekolah dasar ada beberapa hal yang perlu mendapat perhatian, yaitu:

1. Jangan berharap berlebihan melebihi kemampuan siswa. Misalnya, jangan berharap siswa untuk dapat berbahasa Inggris secara lancar, sama atau bahkan melebihi kelancarannya dalam menggunakan bahasa ibu. Jangan berharap anak kelas 1 SD yang baru belajar membaca dan menulis untuk mengerjakan soal-soal bahasa Inggris tertulis dimana mereka harus membaca soal dan menuliskan jawabannya.
2. Berikan waktu yang cukup bagi siswa untuk mengungkapkan jawaban yang diminta. Jika anda bertanya pada siswa, anda harus sabar menunggu siswa untuk menjawab. Beri waktu beberapa saat, misal dengan menghitung dalam hati.

3. Berikan aktifitas transisi dari suasana berbahasa Jawa atau Indonesia menuju suasana berbahasa Inggris. Misalnya, jika anda akan memberikan tes Bahasa Inggris, berikan salam dan sedikit tanya jawab tentang kabar dalam bahasa Inggris.
4. Berikan perintah dengan sederhana dan jelas. Perintah harus dipecah menjadi kalimat-kalimat pendek, disampaikan dengan bahasa yang mudah dipahami.

Contoh perintah yang baik: Look at the list of words.

One word does not belong.

Circle the letter of the word that does not belong.

Contoh perintah yang buruk: Look at the list of vocabulary items and circle the

corresponding letter of the item which does not belong.

Note that one word is dissimilar

### **Formal Assessment**

Seringkali siswa-siswa kita dituntut untuk mengerjakan tes formal terstandar yang berasal dari luar. Tes formal terstandar seperti itu seyogyanya dibuat dengan cermat agar memenuhi persyaratan validitas dan reliabilitas yang tinggi. Tes tersebut harus diuji coba terlebih dahulu, dikaji ulang dan direvisi agar cocok untuk siswa-siswa yang akan diberi tes. Sebagai seorang guru, kita mestinya harus bersifat kritis terhadap soal-soal yang berasal dari luar.

### **Assessment untuk pembelajaran *Reading dan writing***









Assessment untuk reading dan writing adalah proses yang kompleks. Membaca dalam bahasa Inggris (Reading) meliputi kemampuan *decoding*, *pronouncing*, dan juga *comprehending the message*. Pertanyaan pemahaman bacaan dapat dipakai untuk mengetahui apakah siswa paham akan isi bacaan yang dibaca atau tidak. Teknik lain untuk mengetahui pemahaman siswa adalah dengan *story-map*, yaitu gambar ringkasan cerita. Dengan teknik *story-map* ini akan membantu anda untuk mengetahui apakah siswa paham dengan gagasan pokok bacaan atau tidak. Dua macam teknik *story-map* yang terkenal yaitu *the Story Element Map* dan *the Sequence of Events Story Map*. Jika siswa diminta menjawab secara tertulis teknik ini sekaligus dapat dipakai untuk melihat kemampuan siswa dalam *writing*.

Di dalam *the Story Element Map* siswa diminta untuk mendeskripsikan elemen atau bagian-bagian yang berbeda dari suatu cerita, misalnya settingnya, pelakunya atau karakternya, konflik dan juga pemecahan masalahnya.

Contoh:

each section of the map to your students' language and literacy levels. In the reproducible Story Elements Map in Example 3, you will notice there are descriptors (setting, characters, conflict, and resolution) as well as questions. When using the map with students, you would choose which of these you would use. You would also decide if the children would write their answer in each section or draw pictures.

Example 3

<p><b>Setting</b></p> 	<p><b>Place</b></p>	<p><b>Characters</b></p> 
<p>Where does this story take place? The forest</p> 	<p>Who is in the story? Hansel and Gretel</p> 	
<p><b>Conflict</b></p> 	<p><b>Problem</b></p>	<p><b>Resolution</b></p> 
<p>What was the main or big problem in the story? Hansel and Gretel found an evil witch.</p> 	<p>What happened with the problem? How did the story work out? A duck took them across the river so that they could go home.</p> 	

Sedangkan dalam *the Sequence of Events Story Map*, siswa diminta untuk menyebutkan urutan kejadian dalam cerita yang dibacanya.

Contoh

Cinderella lived with a wicked stepmother.	Cinderella was invited to a fancy dance.	A fairy godmother helped Cinderella go to the dance.	Cinderella met a handsome prince.	Cinderella left at midnight and lost her shoe.	The prince found Cinderella using her shoe.
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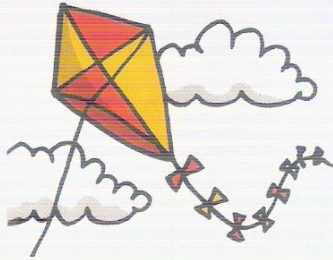
Contoh soal reading dan writing untuk anak-anak SD antara lain sebagai berikut:

# Reading & Writing

## Part 1

- 6 questions -

Look and read. Choose the correct words and write them on the lines.  
There is one example.



a kite



a cough



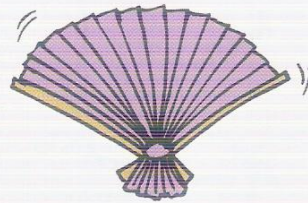
a moustache



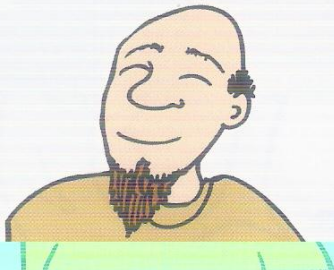
a leaf



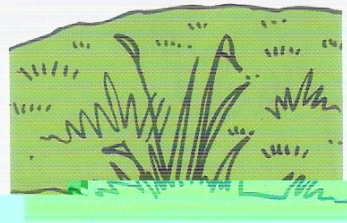
earache



a fan



a beard



grass

**Example**

Children play with this in the park when it is windy.

..... a kite .....

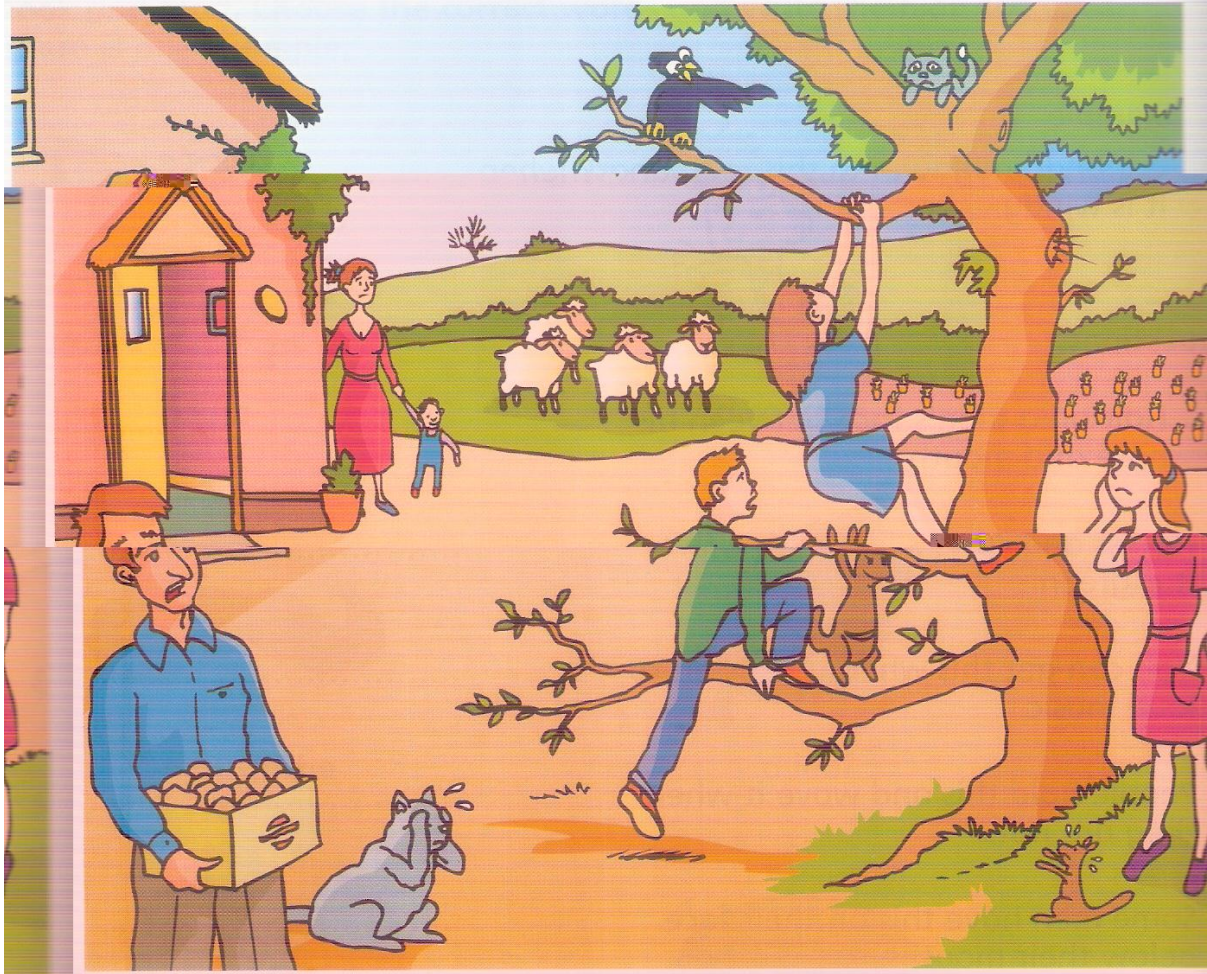
**Questions**

- 1 Hair on a man's face between his nose and mouth. ....
- 2 Horses and cows like eating this. It is green. ....
- 3 You can get this when you listen to loud music. ....
- 4 People hold this and wave it when they are hot. ....
- 5 Some men have this on their face below their mouths. ....
- 6 You can find this on a plant or a tree. ....

## Part 2

- 6 questions -

Look and read. Write **yes** or **no**. There are two examples.



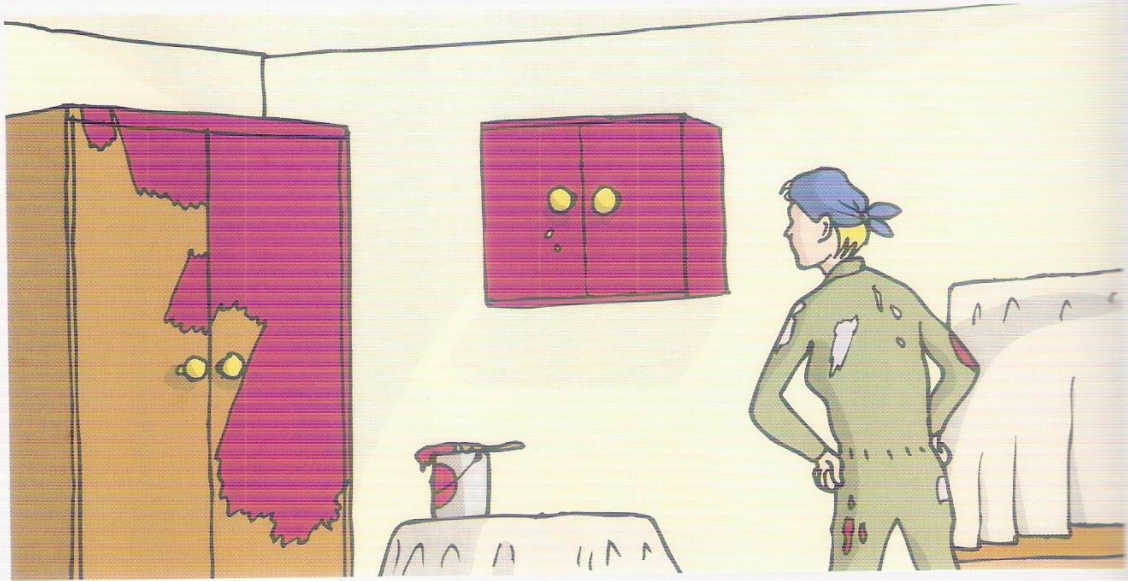
## Questions

- 1 The farmer is carrying a box of carrots.
- 2 The kangaroo on the grass is crying.
- 3 There is a kitten in the tree.
- 4 The woman is standing in front of the house.
- 5 The girl in the tree is wearing a pink dress.
- 6 The boy has got curly hair.

## Part 3

- 6 questions -

Read the text and choose the best answer. There is one example.



### Example

Anna: Mum! Where are you?

- Mum: A To your bedroom.  
B In your bedroom.  
C At your bedroom.

### Questions

1 Anna: What are you doing?

- Mum: A I paint.  
B I'm painting.  
C I painted.



2 Anna: Oh, the cupboard looks nice. When did you start?

- Mum: A This morning.  
B That morning.  
C The morning.

3 Anna: Can I help you?

- Mum: A Yes, you do.  
B Yes, you can.  
C Yes, you help.

4 Anna: Shall I paint the walls?

- Mum: A No, don't go there.  
B No, don't tell me.  
C No, don't do that.

5 Anna: Why not?

- Mum: A I like cleaning them first.  
B I cleaned them first.  
C I'd like to clean them first.

6 Anna: OK. Shall I get some water then?

- Mum: A Yes, thank you.  
B Yes, you do.  
C Yes, I want.

## Part 4

- 7 questions -

Read the story. Look at the pictures and the two examples. Write one-word answers.



Last week my favourite cousin came to our ..... *house* .....



His name's Peter. He's got a big ..... *red* ..... motorbike and one

afternoon he said 'Come for a ride with me Nick!'



We put on jeans, scarves, black ..... and funny hats!

Then Peter and I looked at the map and off we went. It was a

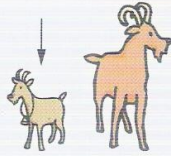


..... day and Peter drove quickly. I held on to Peter and

the motorbike climbed up into the mountains. It was very exciting.



Peter ..... to some goats and sheep below us.

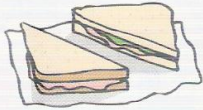


They looked very .....

It was beautiful at the top. We put the motorbike under a tree and sat



down on a ..... to eat our picnic. We had



....., lemonade and oranges. Then Peter looked at his

watch. It was late so we got on the motorbike and went home.

**What's the best name for this story?**

**Tick one box.**

A windy day

Late for bed

An exciting afternoon

## Part 5

- 10 questions -

Look at the pictures and read the story. Answer the questions.  
Do not write more than three words. There is one example.



My name's Mary and my best friend is Vicky. Last Saturday Vicky phoned me and said, 'Shall we go and see the film *Shark Story*?' So I said, 'Yes please.' She told me to see her at the cinema and I said, 'OK.' I was very excited. I washed my hair and got dressed. Then I got in Mum's car and she took me to the cinema.

### Example

When did Vicky phone Mary?

..... *last Saturday* .....

### Questions

1 Which film did the girls want to see?

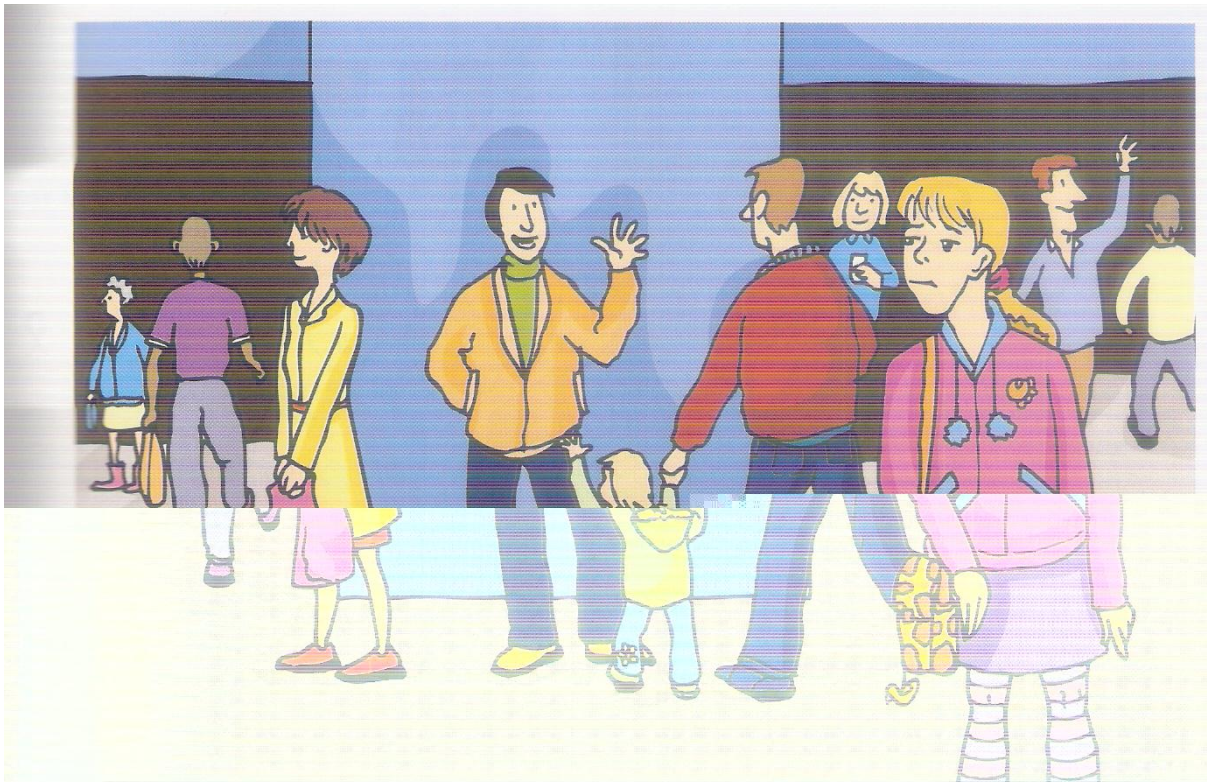
.....

2 What did Mary do before she got dressed?

.....

3 Who took Mary to the cinema?

.....



There were a lot of people outside the cinema. I waited and waited there but I didn't see Vicky. So I went into the cinema because the film started at three o'clock, bought an ice-cream and found a place to sit. The film was great but I was sad that Vicky wasn't there.

- 1. Where did Mary wait? .....
- 2. What time did the film start? .....
- 3. What did Mary buy at the cinema? .....



After the film, the first person I saw was Vicky! I said, 'Where were you?' and she answered, 'I came after the film started so I sat behind you.' Then we went to a café and had burger and chips. We talked about the film and then Mum came to take us home. 'Shall we go and see another film next week?' Vicky asked me. 'OK,' I said, 'but you must sit with me!' Vicky laughed.

- 7 Where did Vicky sit in the cinema? .....
- 8 What did the children eat after the film? .....
- 9 What did the children talk about at the café? .....
- 10 Who said 'But you must sit with me!?' .....

## Part 6

- 5 questions -

Read the text and the example. Choose the right words and write them on the lines.

### How to take a good photograph

**Example** Children of all ages ..... *love* ..... cameras. It's easy to pick one up and take a picture.

1 But you want to take a good picture. .... do you do? Point your camera carefully before you take the picture. For example, when you are taking a picture of your

2 sister, ..... you see the top of her head? Is

3 ..... something behind her? Do you want it in

4 your picture? Asking ..... questions helps you to take a good photograph.

And you must think about the weather. A sunny day is best.

5 But ..... is the sun? For the best pictures the sun must be behind you.

<b>Example</b>	loving	love	loved
1	Why	How	What
2	can	want	did
3	it	this	there
4	this	that	these
5	where	when	which

Selain dapat dilakukan dengan macam-macam tugas atau tes tersebut di atas, assessment untuk reading dan writing dapat pula dilakukan dengan portfolio. Portfolio adalah kumpulan pekerjaan individual siswa. Portfolio dapat membantu guru melihat bagaimana masing-masing siswa berkembang kemampuan Bahasa Inggrisnya dari waktu ke waktu. Untuk membuat portfolio guru bersama-sama siswa menentukan contoh-contoh pekerjaan siswa yang mana saja yang harus dikumpulkan dalam satu folder. Portfolio dapat pula merupakan sarana bagi siswa untuk mendokumentasikan hasil karyanya yang telah dilakukan selama periode waktu tertentu. Selain kumpulan pekerjaan siswa, portfolio juga biasa dilengkapi dengan checklist evaluasi diri siswa maupun catatan refleksi diri siswa mengenai karya-karyanya dan proses pembuatan karya tersebut. Guru dapat memanfaatkan informasi dari portfolio siswa sebagai bagian dari assessment secara keseluruhan.



Part 4 (7 questions)

Read the story. Look at the pictures and the two examples. Write one-word answers.

Last week, our class went to a farm in the countryside for the day. It was a beautiful sunny day and everyone talked and laughed in the bus. The farm was next to a big field with vegetables in it. We were all very hungry so we had a picnic next to a lake. Some ducks came up to us so we gave them some cakes. In the afternoon the farmer showed us his dog, Sam. Sam helped the farmer to find all the sheep and after that we helped the farmer with the chickens. Then we saw some horses and we wanted to ride them but they were very tall. Before we caught the bus home we went to the farm shop. I bought a present for my sister. Today at school our teacher told us to write stories about our day on the farm. This is mine.

Part 6 (5 questions)

Read the text and the example. Choose the right words and write them on the lines.

### The Library

The library is a good place to be on a wet day. You can find the answers to all your questions there. When you want to know something about the world you live in, there are a lot of books to read. You can learn about mountains, rivers, animals, or the stars.

You can take the book home with you for three weeks. The library is a great place to do your homework because it is always very quiet so try not to talk loudly when you are there. Some libraries have a shop and you can buy things like pens and maps there. There is sometimes a café. Try to go to the library more often.

#### Part 4 (7 questions)

Last year I went to a beautiful place with my family. Dad took us in the car. There were mountains with waterfalls going into a big blue lake at the bottom. There weren't any boats on the lake because it was very scary. But there were people skating so my sister and I put on hats, scarves, coats and skates. Then we tried to skate. We weren't very good and we went slowly and carefully but it was exciting. Dad took pictures with his camera. When we were hungry at about 6 o'clock, Mum and Dad took us to a café in the village next to the lake and we ate fish and chips. What a good day. On Monday when we went to school again, I showed the pictures to my teacher and the children in my class.

#### Part 6 (5 questions)

##### Animal Families

Animals are all very different: an elephant is very big, a mouse is very small with a long tail and a giraffe is very tall with a long neck.

There are different kinds of animal and we can put these animals into families. There are birds which come from eggs and can fly. And some animals have bodies with shells on their backs. Animals eat a lot of different things. A lion likes meat, a panda loves plants and leaves and a monkey eats fruit and vegetables. And they live in different places: bears like the mountains, tigers and snakes live in the jungle. Then there are lizards and frogs which live in lakes and rivers when they are young but come out of the water when they are older. And there are fish that live in water all the time.

#### Part 4 (7 question)

Last week I went to town with my friend, Lucy. The bus stopped near a music shop so we went there first. We listened to some music and bought two CDs. Then Lucy wanted a new T shirt for a birthday so we went to a clothes shop and found one with a monkey's head on it. I found some flowers for Mum and we caught the bus home. I said goodbye to Lucy and went home. I gave Mum the flowers and she liked them but then she said "Where's your hand bag?" and I thought "Oh, no! It's on the bus". We ran to the car. She drove to the bus station very quickly and found the bus. The driver smiled at us and gave me my handbag back and Mum gave the driver a flower.

#### Part 6 (5 questions)

##### Maps

Different maps tell us different things. A map of the world can teach us about different places. A road map shows us how we can go from one place to another. It also shows the towns and villages where people live. You can see where the station is on a town and where the mountains are. Lakes and rivers are coloured blue and when you see green on a map, it means you can find trees there. Then you can learn to draw maps. They can tell your friends where your house is. Or you could hide something in the house or garden and make a treasure map. Maps can be very exciting.