

**ANALYSIS OF READING COMPREHENSION ASSESSMENT IN
ENGLISH TEXTBOOK “ENGLISH IN MIND” FOR GRADE VIII
JUNIOR HIGH SCHOOL**

THESIS

*Submitted in Partial Fulfilment of Requirements for English Language Education
Undergraduate Program (S1)*



Written by:

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DECLARATION PAGE

Hereby I declare this thesis entitled "Analysis of Reading Comprehension Assessment in English Textbook "English in Mind" for Grade VIII Junior High School" is my work. I quoted some theories of this research from several references and sources. If the following day proves that this thesis is not my work, I will be ready to face the consequences.

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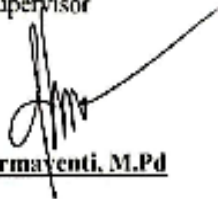
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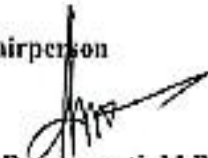
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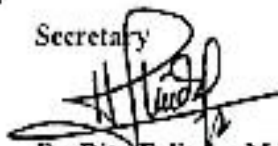
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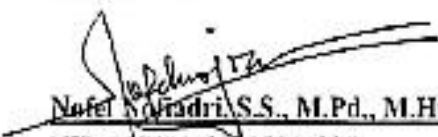

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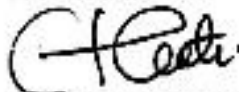

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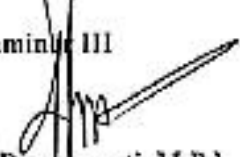
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PENGESAHAN TIM PENGUJI

Skripsi berjudul "Analisis Penilaian Pemahaman Membaca pada Buku Teks Bahasa Inggris 'English in Mind' untuk Kelas VIII Sekolah Menengah Pertama" yang ditulis oleh Syifa Aulia Ramadani, nomor registrasi mahasiswa 2114050078, telah diperiksa oleh Dewan Penguji di Fakultas Tarbiyah dan Pendidikan Guru Universitas Islam Negeri (UIN) Imam Bonjol Padang. Pada tanggal 13 Agustus 2025. Oleh karena itu, skripsi ini diterima sebagai salah satu persyaratan untuk memperoleh gelar Sarjana Pendidikan (S1) dalam Program Studi Pendidikan Bahasa Inggris.

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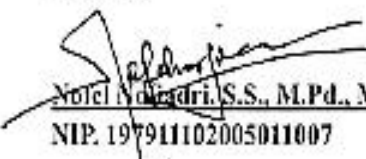

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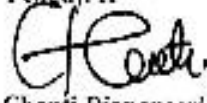

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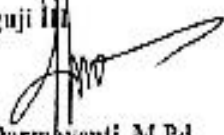
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ABSTRACT

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Analysis of Reading Comprehension Assessment in English Textbook “English in Mind” for Grade VIII Junior High School
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This study aims to identify and analyze the types of reading comprehension assessment contained in the English textbook “English in Mind” for Grade VIII Junior High School and determine the types of reading comprehension assessment that are mostly found based on Brown's theory. This research uses qualitative research with content analysis or documentary methods. The main data source in this study is the English textbook entitled “English in Mind” for Grade VIII Junior High School. The research instrument in this study is the researcher who is equipped with a theoretical table containing indicators of each type of reading comprehension assessment based on brown's theory. The data analysis technique used in this study is by Miles and Huberman model, which includes data reduction, data display, and conclusion drawing and verification. The findings of this study indicate that not all types of reading comprehension assessment based on Brown's theory are found in the English textbook “English in Mind” for VIII Grade Junior High School. These findings indicate that only three types of reading comprehension assessments based on Brown's theory are found in this English textbook, and the most commonly found type is interactive reading. These types of reading comprehension assessment consist of perceptive reading, found as many as 1 with a percentage of (6,25%), selective reading, found as many as 4 with a percentage of (25%), interactive reading found as many as 11 with a percentage of (68,75%), and extensive reading found as many as 0 with a percentage of (0%). From the overall analysis of 3 units in this English textbook. Therefore, the researcher recommends the use of this book to English teachers by balancing the use of additional questions that cover various subtypes of reading comprehension assessment so that students' reading comprehension skills can develop thoroughly.

Keywords: Reading comprehension, Assessment, English textbook

ABSTRAK

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Analysis of Reading Comprehension Assessment in English Textbook “English in Mind” for Grade VIII Junior High School
Fakultas Tarbiyah dan Keguruan

Penelitian ini bertujuan untuk mengidentifikasi dan menganalisis jenis-jenis penilaian pemahaman bacaan yang terdapat dalam buku teks bahasa Inggris “English in Mind” untuk kelas VIII SMP dan menentukan jenis penilaian pemahaman bacaan yang paling banyak ditemukan berdasarkan teori Brown. Penelitian ini menggunakan penelitian kualitatif dengan metode analisis isi atau dokumenter. Sumber data utama dalam penelitian ini adalah buku pelajaran bahasa Inggris yang berjudul “English in Mind” untuk kelas VIII Sekolah Menengah Pertama. Instrumen penelitian dalam penelitian ini adalah peneliti sendiri yang dilengkapi dengan tabel teori yang berisi indikator-indikator dari setiap jenis penilaian membaca pemahaman berdasarkan teori Brown. Teknik analisis data yang digunakan dalam penelitian ini adalah model Miles dan Huberman, yang meliputi reduksi data, penyajian data, dan penarikan kesimpulan dan verifikasi. Temuan penelitian ini menunjukkan bahwa tidak semua jenis penilaian pemahaman membaca berdasarkan teori Brown terdapat dalam buku teks bahasa Inggris “English in Mind” untuk kelas VIII SMP. Dari analisis keseluruhan 3 unit dalam buku teks Bahasa Inggris ini. Temuan ini menunjukkan bahwa hanya tiga jenis penilaian pemahaman membaca berdasarkan teori Brown yang ditemukan dalam buku teks Bahasa Inggris ini, dan jenis yang paling sering ditemukan adalah membaca interaktif. Jenis-jenis penilaian pemahaman membaca tersebut terdiri dari membaca perseptif, ditemukan sebanyak 1 dengan persentase (6,25%), membaca selektif, ditemukan sebanyak 4 dengan persentase (25%), membaca interaktif ditemukan sebanyak 11 dengan persentase (68,75%), dan membaca ekstensif ditemukan sebanyak 0 dengan persentase (0%). Oleh karena itu, peneliti merekomendasikan penggunaan buku ini kepada guru bahasa Inggris dengan mengimbangi penggunaan soal-soal tambahan yang mencakup berbagai sub tipe penilaian membaca pemahaman agar kemampuan membaca pemahaman siswa dapat berkembang secara menyeluruh.

Keyword: Pemahaman membaca, Penilaian, Buku teks bahasa Inggris

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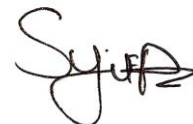
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Padang, July 29th 2025

Researcher



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