

**THE IMPLEMENTATION OF AUTHENTIC ASSESSMENT IN  
READING COMPREHENSION AT 10<sup>TH</sup> GRADE OF  
MA MAFATIHUL HUDA CIPARI**



**IAIN PURWOKERTO**

**THESIS**

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**IAIN PURWOKERTO**

**By:  
Din Azizah  
1522404012**

**ENGLISH EDUCATION STUDY PROGRAM  
FACULTY OF TARBIYA AND TEACHER TRAINING  
STATE INSTITUTE OF ISLAMIC STUDIES  
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## CHAPTER I INTRODUCTION

### A. Background of the Problem

In implementing curriculum 2013, most of the teacher use authentic assessment in assessing their student's competence. As we know, the curriculum 2013 used authentic assessment. In the other that, with the implementing of the curriculum 2013, the orientation to the use of authentic assessments can be taking the form of various authentic data collection methods. They are portfolio assessment and performance assessment.

Portfolio assessment is a procedure for gathering information about the development of student's abilities through their portfolios, where information is collected formally using certain criteria, for the purpose of taking student's status. In portfolio assessment, self assessment is a very important component. O'Malley and Valley Pierce (1996) stated that, 'self-assessment is the key to portfolio'. Because of the self-assessment of learners can build their knowledge, plan, and monitor the progress whether the route it has taken over. Through the self-assessment, the students can see the strengths and weakness, for this shortcoming is the goal of improvement.

Performance assessment is a search for process of the product that is performance assessment carried out when students go through, a learning process can be seen from the performance shown. For example, assessments of the ability to speak English, it is a dialogue about the weather these days, then the dialogue shown shows how much and how intensive students have gone through the process (practicing dialogue) can be seen from the performance displayed.

Project assessment is another form of authentic assessment. Project or often called a project approach is an in-depth investigation of a real topic. In the project, students apply their knowledge and skills. Project implementation

can be described in a story which is has an initial phase, middle, and final phases of the project.<sup>1</sup>

Authentic assessment is used throughout the subject. Here, the researcher will focus on English subject. In English learning there are four skills that must be mastered: those are speaking, writing, listening and reading. In reading, reading it is a complex skill, that it involves a whole series of lesser skills. It is commonplace of teacher education that teacher to teach by the methods which were used by the teachers that taught them.<sup>2</sup>

In reading comprehension especially, the use of authentic assessment is used to performance assessment. Performance assessment asks students to show certain behaviors or abilities in testing situations. Authentic assessment takes these demonstrations a step further and stresses the importance of the application of the skill or ability within the context of a real-life situation. Educational reformers such as Rick Stiggins (2007) and Jeannie Oakes (2006) argue that, “meaningful performance“ settings can more closely capture the richness of what students understand about how they can apply this knowledge than can test for “bits and pieces” with conventional assessment procedures.<sup>3</sup>

Based on the explanation of above, the activity of reading can be a productive approach to improve the vocabulary and the performance word student's. However, the students learn to read since an early age that belief has the language competence well, and can produce many variation words and use it in conversation every day.<sup>4</sup>

Each of these four skills has several obstacles to learn or understand it. One obstacle which faced by students from four skills is in reading. In foreign language learning reading is likewise a skill that teachers expect learners to

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<sup>1</sup> Marhaeni, A.A.I.N et al. *Asesmen Autentik Dalam Pembelajaran Bahasa Inggris*. Depok, Rajawali pers, 2017. P.8-9.

<sup>2</sup> Broughton, G et al. *Teaching English as a Foreign Language 2nd Ed*. New York, Routledge. 1980. P.89

<sup>3</sup> Richard, I. Arends. *Learning To Teach 9th Ed*. New York, McGraw-Hill. 2012. P. 245

<sup>4</sup> Marahaeni, A.A.I.N , et al. *Asesmen Autentik Dalam Pembelajaran Bahasa Inggris*. Depok, Rajawali Pers. 2017. P. 81

gain<sup>5</sup>. Reading is a process of learning to get the meaning of a sentence in a foreign language. While we read a book that uses foreign language especially English, we can find many vocabularies or words. In a sentence there are some words that have some different meaning to each word. For several readers, reading is very interesting. Through reading, we can get some information on a society, economy, politics, lifestyle, and so on. Therefore, we need to learning about English but there are some people especially the students in certain level have several obstacles to develop it.<sup>5</sup>

Based on the explanation above, there are some reading obstacles that face by the students in the classroom. First, students at the table are remarkable. They are good readers and good citizens who are working hard in school. We have seen them in almost every school and in many classrooms. Yet, educators face an urgent dilemma because such students are too rare. Too few learners gain this level of independent reading and learning competence. Without extensive help from teachers, students in the bottom half of the achievement distribution of many schools may never gain these competencies and self-confidence.<sup>6</sup>

To understand and to create pathways for fostering reading comprehension within classrooms, we need a language for what successful comprehends did. We use the phrase *engaged readers* to describe students like ones previously described. These students possess the four main qualities of engaged reading. The most obvious characteristic is cognitive competence, referring to comprehension skills and cognitive strategies for learning from texts. They can use background knowledge, form questions, search for information, summarize accurately, organize their newfound knowledge, and monitor their comprehension as they read books.

Second, according to Harmer (2007) he state that, we have discussed the importance of extensive reading for the development of our students' word

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<sup>5</sup> Brown,H.Douglas. *Language Assessment Principles and Classroom Practice 3rd Ed.* New York, Longman. 2004. P. 185

<sup>6</sup> John T, G , et al. *Motivating Reading Comprehension : Concept-Oriented Reading Instruction.* London, Lawrence Erlbaum. 2004. P. 3

recognition-and for their improvement as readers overall. But it is not enough to tell students to ‘read a lot ‘; we need to offer them a programme which includes appropriate materials, guidance, tasks and facilities, such as permanent or portable libraries. One of the fundamental conditions of a successful extensive reading programme is that students should read material which they can understand. If they are struggling to understand every word, they can hardly read material which either by chance, or because they have been specially written are readily accessible to our students.<sup>7</sup>

Those obstacles are also faced by the 10<sup>th</sup> grade the students in MA Mafatihul Huda Cipari. According to the English teacher, he used authentic assessment to evaluate his students. Recently, some students have some problems of their reading comprehension. They are lack of interest; they feel bored while learning English, and face difficulties in comprehending English text. Because of these problems, they can’t understand well what the teacher said. Finally, they get a bad score in English subject. However, we consider that at the end of National Examination, students must face many reading texts. Because in curriculum 2013, they must do some evaluation to measure the students’ English skill, so that why the researcher wants to study about that. Here, the researcher was conducted the research at 10<sup>th</sup> of grade. There are two classes which comprise about of 37 or 35 students in each class. It is challenging for teacher to control the condition of the teaching learning more effective. They have various comprehension levels while learning English in the classroom. Some of them don’t understand the meaning of the whole text. Most of them don’t know the meaning of some words in the text, and the others don’t remember some vocabularies.

He said that, he has been used the Authentic Assessment for a while is well. He was used to the performance assessment for her students. For achieving the goal of authentic assessments, he needs to give his students an opportunity for authentic learning and discussing authentic learning in the

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<sup>7</sup> Harmer, J. *The Practice of English Language Teaching 4th Ed.* New York, Pearson Longman. 2007. P. 283-285



classroom and ideas of instruction. The continuation of students using real-life examples and texts increases their comprehension. He assesses his students with asking them to read and identify some information about the text. After understanding the text, he gave some questions according to text, and the students answered by their ideas. During the assessment process, he saw his student skills and observed it. He asks them to show their exhibitions such as showing their skill and explain of their understanding about the text.

## **B. Operational Definition**

To avoid the concept of this research widely so the researcher will explain about research variable as follow:

### **1. Authentic Assessment**

According to Wiggins (1993), engaging and worthy problems or questions of importance, in which students must use knowledge to fashion performances effectively and creatively. The tasks are replicas analogous to the kinds of problems faced by adult citizens and consumers or professionals in the field.<sup>8</sup>

### **2. Reading Comprehension**

According to Wolley (2011), reading comprehension is making meaning from text. The goal, therefore, is to gain an overall understanding of what is described in the text rather than to get meaning from isolated words or sentences.<sup>9</sup>

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<sup>8</sup> Grant P, Wiggins. *Assessing Student Performance: Exploring the Purpose and Limits of Testing*. San Francisco, Jossey-Bass. 1993. P. 229.

<sup>9</sup> Wolley, G. *Reading Comprehension Assisting Children with Learning Difficulties*. London, Springer. 2011. P. 15.

### C. Research Question

Based on the background of the problem the researcher make a research question that is “how is the implementation of Authentic Assessment in reading comprehension at 10<sup>th</sup> grade of MA Mafatihul Huda Cipari?”

### D. The Objectives and Significances of the Research

#### 1. The objectives of this research are :

- a. To describe the implementation of authentic assessment in reading comprehension at 10<sup>th</sup> grade of MA Mafatihul Huda Cipari.
- b. To analyze the process of the authentic assessment in assessing reading comprehension.

#### 2. The significances of the research are:

There are two kinds of significances in this research they are:

##### a. Theoretical Significances

This research is hopeful can be the suggestion for the teacher in teaching and learning assessment. So, the teacher can improve their learning assessment that related to their students' skills. It is also can be the additional informations on the implementing of authentic assessment.

##### b. Practical Significances

The practical significances of this research are:

##### 1) For students

Through this research they can express in total how their academic material is understood, express and strengthen their mastery of competencies, such as gathering information, using resources, handling technology and systematic thinking, connecting learning with their own experiences, their world and wide community.

##### 2) For English teacher

The result hopefully becomes a measurement for students' abilities and how effectively the methods given to students can be

implemented. Therefore, the application of authentic assessment was a tool for evaluating learning outcomes. The teacher makes it from the program evaluation and the activities that performed. In addition, for literature review, the teacher can take the theory of authentic assessment from the theoretical framework and how to apply the authentic assessment correctly.

3) For researcher

This research can be a new experience for the researcher. From the theme of the material that learned it can give experience beneficial for researcher when apply it. Besides that, the researcher wants to know the response of students during the assessment which used by the English teacher.

4) The school

The result will give the informations about the implementing of learning assessment that is used by the English teacher. While using this authentic assessment, hopefully it can influence the school environment to become more comfort for their students. Other things that can be developed are facilities and infrastructure that used by students to develop their skills.

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## E. Structure of the Research

In this research, the researcher makes structures of the research. It described in this research are as follows:

Chapter I introduction which consist of the background of the problem, operational definition, research question, objective and significances of the research, review of relevant studies.

Chapter II contain about the literature review about authentic assessment, reading comprehension, the authentic assessment of cognitive aspect, affective and psychomotor aspect, and the use of authentic assessment in reading comprehension.

Chapter III contains about the research method, types of the research, location, subject and object of the research, methods of collecting data, technique of data analysis and triangulation.

Chapter IV contains about the research findings and discussion related to the result of the research about the implementation of authentic assessment in reading comprehension at ten grade of MA Mafatihul Huda Cipari.

Chapter V contains conclusions and suggestions.



## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### A. Conclusions

In this research, the researcher conducted descriptive research describes the implementation of authentic assessment in reading comprehension at 10<sup>th</sup> grade of MA Mafatihul Huda Cipari. This research was to analyze the process of the authentic assessment in assessing reading comprehension.

Based on the data gotten from the observation, the result of the interview; and also documents analysis, it could be concluded that there were: First, there was in multiple choice and Short-Answer Tasks or Essay; for multiple-choice the teacher assesses the students' ability to understand and answer several questions, namely for multiple-choice there are 10 questions. Where there are several questions that discuss recount text. The learning source used by the teacher is *LKS* (Learning of source). From this assessment, the teacher can evaluate students' abilities in answering these questions. The teacher looks at how much time it takes students to understand the content of the text and the questions.

For Short Answer Tasks or Essay, the teacher evaluates students' understanding of the text that has been read. The teacher provides 2 recount texts. Here, the teacher evaluates how students can determine answers to questions about the main idea of a paragraph and how students can determine answers to implied and express information from the text appropriately.

The second is the authentic assessment of affective aspects; For the observation assessment of affective aspect, the teacher used this assessment to evaluate by observing the social attitudes of students, including: the teacher observes how students can accept the values taught by the teacher; how students can play an active role in the process of learning reading comprehension; and how students can socialize with the surrounding environment. Last, Performance assessment for psychomotor aspect. In this

assessment, the teacher evaluates how the student's performance is in reading recount text practice activities. The teacher provides 2 texts. The teacher gives an assessment on several aspects including; how students understand the content of the text, how students express the main ideas of the text that are read clearly and logically and the use of vocabulary and grammar that adjusts the text.

There are challenges for the teacher to apply the authentic assessment during the learning process. First, they are lack of interest; they feel bored while learning English; they can not understand well the teacher said; they also lack of vocabulary in English. That can be more difficult to get best score as they expect. Second, a large class because each of the class consists about 37 or 35 students in class. It is difficult for the teacher to control the class conditions.

## **B. Suggestions**

Based on the discussion and conclusions, the researcher provides suggestions in the following ways:

### **1. For the teacher**

The teacher should manage the time to be more efficient. It can get the indicators of achievement, competencies that students have, and need of students in the classroom. Then the teacher provides the topic that can develop students' competencies in reading. Besides that, they do a lot of preparation in implementing assessment techniques on students' reading comprehension.

### **2. For the students**

The students can develop their abilities by more practice to reading the text. Then increase their vocabulary by memorized and try to translate it little by little as they want and also try to more active during the learning process, express their thoughts in reading.

3. For the researcher

This result of this research, it would be helped by the next researcher as the source to conduct the next research with the similar problem and technique.



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