

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



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THESIS

**Submitted to Faculty of Tarbiya Teacher Training of IAIN Purwokerto as a
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*sarjana (S.Pd.) in English Education***



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MOTTO

Everyone suffers in their life. There are many sad Days. But rather than sad Days,
We hope to have better days. That's what makes us live. That's what makes us
dream.

Kim Namjoon



DEDICATIONS

This thesis is dedicated to:

1. My Beloved parents
2. My beloved sister and brothers
3. My beloved friends
4. My beloved almamater IAIN Purwokerto



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The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers.

Purwokerto, May 2020

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THE IMPELEMENTATION OF AUTHENTIC ASSESSMENT IN READING COMPREHENSION AT 10TH GRADE OF MA MAFATIHUL HUDA CIPARI

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Abstract

This research is aimed to describe the implementation of authentic assessment in reading comprehension at 10th grade of MA Mafathiul Huda Cipari and the analysis process of the authentic assessment in assessing reading comprehension. According to Marhaeni in Stiggins (1993), authentic assessment is “problems or questions that are meaningful and involve students using their knowledge to perform effectively and creatively. Assignments given can be in the form of replica analogies of the problems faced by adults and those who can be involved in the field”. The assessment process carried out by the teacher to collect information about the learning development carried out by students in the form of abilities in real life in the form of performance or learning outcomes. This assessment is carried out using a variety of assessment methods. For the material the teacher used recount text.

This research was descriptive qualitative research. The subjects of the research were the English teacher and the students of 10th grade of MA Mafatihul Huda Cipari. The object of the research was the implementation of authentic assessment in reading comprehension of MA Mafatihul Huda Cipari. The data were got through observation, interview, and documentation. The data were in the form of interview transcripts, filed notes, audio records, and picture documentation. The data from the observation, interviews, and documentation were analyzed qualitatively. The researcher used triangulation method, namely triangulation of sources, triangulation of technique, and triangulation of time.

The result of this research showed that the implementing of authentic assessment in reading comprehension at 10th grade of MA Mafatihul Huda Cipari. According to the data observation and interview, was implemented by the three types of authentic assessment in assessing reading comprehension: first, the teacher used written assessment for cognitive aspect, the teacher was implemented two types test. 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-voice 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.

Second, observation assessment for affective aspect; For the observation assessment of affective aspect, the teacher uses 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 teaching-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.

The researcher found obstacles in implementing of authentic assessment, such as the students were lack of interest; they felt bored while learning English; faced difficulties in comprehending English text. Because of these problems, they can't understand well what the teacher said. There were two classes which comprise about 37 or 35 students in each class. It was challenging for a teacher to control the condition of teaching learning more effective.

Keyword: Authentic Assessment, Reading Comprehension

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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.¹

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.²

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.³

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.⁴

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

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

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

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

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

gain⁵. 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.⁵

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.⁶

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

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

⁶ 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.⁷

Those obstacles are also faced by the 10th 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 10th 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

⁷ 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.⁸

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.⁹

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

⁹ 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 10th 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 10th 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 II

LITERATURE REVIEW

A. AUTHENTIC ASSESSMENT

1. The Definition of Assessment

Marhaeni (2017), (Association for Supervision and curriculum Development/ASCD) define about assessment as a systematic data collection process of students' performance, where the data is used by the teacher to communicate with students, parents, and other interested parties of their efforts to improve the quality of education. Popham (1995) says that assessment is a formal effort to determine the statuses of students in various aspects were assessed. Nitko (1996) says that assessment is the process of obtaining data used for decision making regarding learners, education programs, and educational policies. If its say 'accessing learners' competency. It means gathering information to determine how far a student has reached a learning target. From the three opinions of above, the assessment is interpreted the same as evolution; and from that can be seen several main elements that exist in terms of assessment, namely:

- a. The assessment is formal; it's means that there is a deliberate attempt to determine the status of the learner in the variables are in focus.
- b. Assessment is focused on certain variables, which means there are variations in learners in terms of abilities, skills, and attitudes.
- c. In the assessment there is a decision on regarding the status of the learner, i.e. the extent to which the learner has shown progress to achieve the objectives set and whether a special program is necessary.¹⁰

¹⁰ Marhaeni, A. A.I.N, et al. *Asesmen Autentik Dalam Pembelajaran Bahasa Inggris*. Depok, Rajawali Pers. 2017. P. 4.

2. The Standards of Assessment

In Government Regulation Number 19 Article 19 paragraph 3 it is stated that at the level of primary and secondary education the assessment uses various assessment techniques under basic competencies that must be mastered, and the assessment techniques can be in the form of written tests, observations, practices and assignments. Minister of National Education Regulation Number 20 Year 2007 regarding Education Assessments standards states that student learning outcomes of the educational level primary and secondary are based on the following principles:

- a. Valid, it means that the assessment is based on data that reflects measured ability.
- b. Objective, means that the assessment is based on procedures and criteria clearly, not influenced by the subjectivity of the evaluator.
- c. Fair, means that the assessment is not beneficial or detrimental to participant students because of special needs and differences in background religion, ethnicity, culture, customs, socioeconomic status and gender.
- d. Integrated, means that assessment by educators is one integral component of learning activities.
- e. Open, it means that the assessment procedure, assessment criteria, and basis for decision making can be known by parties who have an interest.
- f. Comprehensive and continuous, means that the assessment by educators covers all aspects of competency by using various appropriate assessment techniques, to monitor developments the ability of students.
- g. Systematic, means that the assessment is carried out in a planned and gradual manner by following standard steps.
- h. Referring to the criteria means that the assessment is based on the measurement of achievement specified competencies.

- i. Accountable, means that the assessment can be accounted for, both from in terms of techniques, procedures and results.

Related to the 2013 curriculum, the assessment carried out to measure the achievement of competencies must be oriented towards both the learning process and the product or learning outcomes. Process assessment is interpreted as an organization of assessments that is integrated with the learning process. This means making a learning process by carrying out the principle of reflection-diagnostic gradually, which gives a great opportunity for students to construct individual knowledge, skills and attitudes directly. Process assessment is blood that must flow continuously in the learning cycle by implementing the four pillars of education that must be comprehensively displayed until students have the competencies designed. Whereas product assessment measures how far a competency has been mastered.¹¹

3. The Definition of Authentic Assessment

Faithful representation the contexts facing workers, on a field study of or in the real-life “tests” of adult life. The formal options, constraints, and access to resources are apt as opposed to arbitrary. In particular, the use of excessive secrecy, limits on the use of resources rethink, consult, revise, and so on- all to make testing more efficient-should be minimized and evaluated.¹²

Authentic assessment is “ problems or questions that is meaningful and involve students using their knowledge to perform effectively and creatively. Assignments given can be in the form of replicas or analogies of the problems faced by adults and those who can be involved in the field”.¹³ Alternative in assessment gained its popularity when there was a

¹¹ Marhaeni, A. A.I.N. et al. *Asesmen Autentik Dalam Pembelajaran Bahasa Inggris*. Depok, Rajawali Pers. 2017. P. 4-6

¹² Grant P, Wiggins. *Assesing Student Performance: Exploring the Purpose and Limits of Testing*. San Francisco, Jossey-Bass. 1993. P. 229.

¹³ Marhaeni, A. A.I.N, et al. *Asesmen Autentik Dalam Pembelajaran Bahasa Inggris*. Depok, Rajawali Pers. 2017. P. 7

rebellion against the notion that all people and all skills could be measured by traditional test.¹⁴

The using of authentic assessment is believed be able to give students the ability to resolve real issues, and providing opportunities for students able to think, act, and work systematically (Rosendi).

Previous research has also revealed the importance of authentic assessment in reading skills. Abidin (2012) explained that authentic assessment can be used to support the success of building students' skills in reading comprehension. Authentic assessment can be useful in determining students' reading skills sets. Masrukhin (2014) added that authentic assessment is *the real mirror* of the condition of students' learning. Authentic tasks can be a useful tool to an instructor. These tasks can be an assessment to accurately determine the true state of student learning. Absari, Sudana, and Wendra (2015) in their research showed that the use of authentic assessment can help a teacher understand students' ability to show their understanding. Authentic assessment can also describe improvements in students' learning outcomes observe, question, reason, try, and communicate.¹⁵

4. The Characteristics of Authentic Assessment

According to Refinaldi, et al. (2017), there are several characteristics of authentic assessment. Authentic assessment intended for measuring knowledge and skills of students, assessing student's performance with relevant and contextual tasks and various ways and form of sources [15]. There are some characteristics of authentic assessment propose by Brown [10].¹⁶

¹⁴ Brown H, Douglas. *Language Assessment Principles and Classroom Practices 3rd Ed.* New York, Longman. 2004. P. 251

¹⁵ Susani, R.G, "The Implementation of Authentic Assessment in Extensive Reading". *International Journal of Education*, Vol. 11. No. 1 . 2018.

¹⁶ Refinaldi, et al. "Teachers' Need for Authentic Assessment to Assess Writing Skill at Grade VII of Junior High Schools in Teluk Kuantan", *Advance in Social Science, Education and Humanities Research (ASSEHR)* Vol 110 . 2017.

- a. Require students to perform, create, produce or do something
- b. Use real world context or simulations
- c. Non-intrusive in that they extended the day do day classroom activity
- d. Allow students to be assessed on what they normally do in class every day
- e. Use a task that represents meaningful instructional activities
- f. Focus on process and product
- g. Tap into higher thinking and problem solving skill
- h. Provide information about weakness and strengths of students. Thus, authentic assessment can be one solution to assessing activities.

Besides, authentic assessment characteristics authentic assessment especially in the scoring system in the 2013 curriculum has characteristics as follows:¹⁷

- a. Complete learning is intended that before students master the competencies in the categories of knowledge and skills (KI 3 and KI 4), they may not to do the next work. Assuming completion is that students who learn slowly need more time for the same material, than students with moderate and high levels of ability.
- b. Authentic in the sense that the assessment is carried out in various ways and holistic criteria (full competence reflects knowledge, skills, attitude). And emphasis on measuring what students can do. According to Kunandar that the characteristics of authentic assessment of aspects of the student's condition. In carrying out authentic assessment the teacher needs to assess the input (initial conditions) of students, the process (performance and activities of students in teaching and learning process), and output (the results of competency achievement, both attitudes of knowledge and skills mastered or displayed by students after following teaching and learning process). (Kunandar, 2013: 42).

¹⁷ Supardi. *Penilaian Autentik Pembelajaran Afektif, Kognitif, dan Psikomotor: Konsep dan Aplikasi*. Jakarta, Rajawali Pers. 2015. P. 26.

- c. Continuous its mean that, the assessment aims to get a complete picture of the development of student learning outcomes, monitor the process, progress, and continuous improvement of results in the form of process evaluation, and various types of tests in a continuous manner.
 - d. Based on the reference criteria that the assessment, it's meant that students are not compared to the established criteria, such as minimal completeness, applied by each education unit at the beginning of the school year.
 - e. The selection of authentic assessment techniques is chosen to vary according to the characteristics of each competency achieved. Authentic assessment uses a variety of assessments including, written, oral, product, portfolio, performance, project, observation, self assessment. (Kunandar, 2013:42).
5. The Types of Authentic Assessment

According to Supardi (2015), based on the Regulation the educational curriculum by the Ministry of Education and Culture (*Permendikbud*) number 81 state that, authentic assessment techniques can be chosen to vary according to the character of each competency achievement to be achieved, where the selected assessment techniques can be written, oral, product, portfolio, performance, observation and self assessment, as follows:¹⁸

a. Written Assessment

Written assessment according to Abdul Majid (2009) in line with Kunandar that written assessment is a test of the form of written material (both questions and answers). In answering questions students do not always have to respond with the form of writing an answer sentence but also in coloring, give signs, draw graphics and so on.

¹⁸ Supardi. *Penilaian Autentik Pembelajaran Afektif, Kognitif, dan Psikomotor: Konsep dan Aplikasi*. Jakarta, Rajawali Pers. 2015. P. 28-34.

b. Oral Assessment

Oral tests form that are used to measure the level of achievement of competencies. Especially, knowledge (cognitive) where the teacher gives questions directly to students and verbally (oral language) and oral tests demanding that students give answer verbally. Oral tests are usually carried out by holding a conversation with students and the tester about the problem being tested.

c. Product Assessment

Product assessment is one form of assessment that recommended by the National Education and Development Agency for teachers to use as variation in assessing students. Suharsimi stated that : under the understanding expressed by the National Education Research Institute, what is meant by product assessment is an assessment of the manufacturing process and the quality of product (Suharsimi, 2012:247).

d. Portfolio Assessment

Portfolio is a collection of work results of students. It is called artifacts. Artifacts are generated from learning processes of students in a certain period. The artifacts were selected and arranged into a portfolio. A personal collection of the work of student (individual) that described (reflects) the level of achievement, learning activities, strengths, and the best work of the students. The characteristics of this collection are dynamic, always grows and changing.

e. Performance assessment

Performance assessments carried out when students go through a learning process, and the performance of the process can be seen from the performance shown.

f. Project assessment

Project assessment or project work is an assessment of a task that includes several competencies that must be mastered by students within a certain period.

g. Observation

Observation assessment is a continuous assessment technique using senses; both are directly using and indirectly using an observation sheet that contains several observed behavioral indicators or aspects (Kunandar, 2013: 117).

h. Self assessment

Self assessment is an evaluation technique where students are asked to assess themselves regarding the status, process and level of achievement of competencies learned (Kunandar, 2013:129-130. By assessing themselves, it can consideration for the teacher in providing value, related to status, process and level of achievement of competencies both measuring cognitive, affective and psychomotor competencies.

According to Addin in Feuer & Fulton (1993), there are many types of authentic assessment used in the classroom today. Teacher can select from a number option to meet specific purposes or adapt approaches to meet instructional and student's needs. However, curriculum 2013 demands teachers to apply their types of authentic assessment. Those are performance assessment, portfolio assessment, and project assessment.¹⁹

a. Performance Assessment

Performance assessment is tasks that require students to construct a response create a product or show application of knowledge. Performance assessment requires students to create a product or show a process, or both, and uses define criteria to evaluate the quality of student's work. It demands students to do something with their knowledge, such as make something, produce a report or show a process.

According to The Ministry of Education Culture and Art in year 2013, performance assessment is assessment which is conducted

¹⁹ Hasna Addin A.F. "*The Implementation of Authentic Assessment Skills by English Teachers in English Instruction Based on Curriculum 2013*". Thesis. Surakarta: Islamic Institute of Surakarta, 2017.

by observing student's activities in doing something. The assessment is used to measure the competence which insists a student to perform a certain task: role-playing, singing, reading poetry, etc. The implementing of performance assessment should consider the following aspects. Students can perform the right stages in performing their competence. The aspect that will be measured should be complete and proper. Teacher should consider the special skills in finishing the tasks.

b. Portfolio Assessment

Portfolio assessment is a purposeful collection of student's work that should show progress over time (O'Malley and Pierce, 1996). The portfolio may include samples of student's works, usually selected by the students, or by the students and the teacher to represent learning based on instructional objectives. Portfolio assessment can also be defined as a continuous assessment process based on a set of information that shows the development of student's competence in a certain period (*Permendikbud No. 81a Tahun 2013*). Portfolio assessment assesses student's works individually in a certain time toward a certain subject. At the end of the period, the students submit the work which will be scored by the teacher.

Based on the information of the student's progress, teacher and student do some improvement. As the result, portfolio can show the student's progress through their work such as writing letter, composing poem or designing an advertisement. Practically, teacher as the assessor who applies the portfolio assessment should consider some aspects in implementing this assessment at school. The work of the portfolio has to be created by the student. The teacher and students should believe, and respect each other so that the teaching-learning process runs smoothly.

c. Project Assessment

The heterogeneous ability, needs, and interest in a classroom somehow bring problems for the teacher to decide a task which will fit each of the students in the classroom. Therefore, a project is considered as an effective way to solve the problem. Project works is an integrated unit of works which cannot be finished at a time (Phillips, 1999). Project requires the students to do a series of task which will result in specific product or data.

Project is believed to be reflecting the learning process. It is not only focus on the final product but also consider the students effort in developing the product. A series of work which is being done by the student's shows a student's improvement since it fosters them to develop their skills. Project is not being done at school. Some projects may result better when it is done outside the school. This kind of work is known as take home task. Take-home task can be done by students after they consult to the teacher related to the work they do (Pavlou, 2003).

Students may complete a project on a specific topic and or exhibit their work. Project can include displays or models of buildings or objects appropriate to an instructional setting, role-plays, simulation, artistic creation, videotaped segment, charts, graphs, tables, etc. A project may be conducted individually or in a small group and is often presented through an oral or written report. Project presented orally can be reviewed by a panel of judges rating the content presented, its organization and or the language used. Teachers often ask students to develop a presentation on a particular historic period and to generate drawing and written product appropriate to the period. This approach may be effective when English language learners are taught to communicate step-by-step procedure or project description that is supported by diagrams.

6. The procedures of Authentic Assessment

According to Rukmini and Asri (2017), to implement the authentic assessment, there are some crucial points that teachers have to prepare. First, they have to design an authentic assessment and learning objectives as suitable as possible for the students. Barker (1993) suggested following eight steps in planning and designing authentic assessment:²⁰

- a. Building a team
- b. Determining the purpose of the authentic assessment
- c. Specifying objectives
- d. Conducting professional development on authentic assessment
- e. Collecting examples of authentic assessment
- f. Adapting the existing authentic assessment or developing a new one
- g. Trying out the assessment
- h. Reviewing the assessment

In addition, another important point which should be provided is the scoring instrument. The authentic assessment is scored by using a rubric, rating scales, and a checklist (Nitko, 1983). A rubric is a scoring guide comprising specific pre-established performance criteria used in evaluating student works on authentic assessments (Mertler, 2001). There are two types of rubrics: holistic and analytic. A holistic rubric requires a teacher to score the overall process or product as a whole, without judging the parts separately. Whereas in an analytic rubric, the teacher scores separate, individual parts of the product or performance first, and sums the individual scores to get a total score (Nitko, 1983).

7. The Authentic Assessment of Cognitive, Affective, and Psychomotor Aspect

a. The Authentic Assessment of Cognitive Aspect

In previous research by Nurhasanah (2020), in her research the techniques in cognitive assessment showed that the authentic

²⁰Rukmini, D and Saputri, Lenggahing, A, "The Authentic Assessment to Measure Students' English Productive Based on 2013 Curriculum". Indonesian Journal of Applied Linguistics, Vol 7. No.2. 2017.

assessment techniques on writing were conducted through the assessment of written tests and assignments. Following the measurement of student knowledge assessment can be observed through any form of assessment. Beside that, written tests are the assessment technique used on cognitive aspects. While multiple-choices, essays, individual or group assignments and homework are used on the skill aspects.²¹

b. The Authentic Assessment of Affective Aspect

In previous research by Kristiawan (2017), the affective assessment applied by the teacher of Cultural History of Islam available in spiritual, behavioral competence (KI) and social competence (K2) which is available in the lesson plan related to application. In social behavior, the students are ordered to be a discipline for not being late in the learning process.²²

c. The Authentic Assessment of Psychomotor Aspect

In previous research by Inayah et al. (2019), skill assessment for observed day, the teacher used narrating sequences activity. When approaching the skill assessment session, she asked the students to sit in the group. She gave the students a series of pictures and some jumbled sentences. They were given ten minutes to discuss and remember the story. After that, she gave two minutes for each student to retell the story in front of the class. In this session, she used the analytical form of a scoring rubric.²³

²¹ Nurhasanah, “*The Application of Authentic Assessment for Students’ Writing Skill (A Case Study at Tenth Grade of MAN 1 Kota Tangerang)*”. Thesis. Jakarta: Syarif Hidayatullah State Islamic University, 2020.

²² Kristiawan, M and Depki Elnanda, “*The Implementation of Authentic Assessment : in Cultural History of Islamic Subject*”, *Al-Ta Lim Journal*”, Vol. 24. No. 3. 2017.

²³ Inayah, N , et al, “*The Practice of Authentic Assessment in an EFL Speaking Classroom, Studies in English Language and Education*”, Vol 6. No. 1. 2019.

B. Reading Comprehension

1. The Definition of Reading

According to Anderson et al. (1985), defined reading as making meaning from written texts. It needs the harmony of a lot of related sources of information. According to Wixson, Peters, Weber, and Roeber (1987), reading is creating meaning that involves: (a) the reader exist knowledge; (b) the text information; and (c) the reading context. Grabe (1991 as cited in Alyousef 2005) defined reading as an interactive process between readers and texts that result in reading fluency. Readers interact with texts as they try to extract meaning, and there is different knowledge: linguistic or systemic knowledge (bottom-up processing) and schematic knowledge (top-down processing). Pourhosein Gilakjani and Ahmadi (2011) stated that the main goal of reading is to gain the correct message from a text that the writer intended for the reader to receive.²⁴

Wolley (2011) he state that, reading is processed to make the meaning of the text and get an understanding which intact from what of the description in text. In this language aspect, the students learn to analyze and understand the purpose from words, sentence and all the content of text. By reading, the students not only improve their understandings about text but also their vocabulary mastery's.

Brassel (2008) he argued that the understanding reading is interesting information ability from written text and so certain to show the knowledge or the understanding from information that get. The understanding occurs if the reader can do a certain, responsive or transformed the information which presented in a written to show the understanding. Duke et al. (2011) they state that, the activity of reading can be a productive approach to improve the vocabulary and the performance word student's. However, the students begin to learn to read

²⁴ Gilakjani, P.A, and Sabouri, B. N, "How Can Students Improve Their Reading Comprehension Skill?", Journal of Studies in Education, vol. 6. No. 2. 2016.

since an early age that belief has the language competence good, and can produce many variation words and use it in conversation every day.²⁵

2. Types (Genres) of Reading

According to Brown (2004), each type or genre of written text has its own set of governing rules and conventions. A reader must be able to expect those conventions process meaning efficiently. With an extraordinary number of genres present in any literate culture, the reader's ability to process texts must be sophisticated. Consider the following bridge list of common genres, which ultimately form part of the specifications for assessment of reading ability.²⁶

a. Academic reading

- 1) General interest articles (in magazines, newspapers, etc.)
- 2) Technical reports (e.g., lab reports,) professional journal articles
- 3) Reference material (dictionaries, etc.)
- 4) Textbooks, theses

b. Job-related reading

- 1) Letters/emails.
- 2) Reports (e.g., job evaluations, project reports)
- 3) Schedules, labels, signs, announcements.
- 4) Forms, applications. Questionnaires.
- 5) Financial documents (bills, invoices, etc.)
- 6) Directories (telephone, office, etc.)

c. Personal reading

- 1) Newspapers and magazines.
- 2) Letter, emails, greeting cards, invitations.
- 3) Recipes, menus, maps, calendars.
- 4) Financial documents (e.g., checks, tax forms, loan applications).

²⁵ Marhaeni, A. A.I.N, et al. *Asesmen Autentik Dalam Pembelajaran Bahasa Inggris*. Depok, Rajawali Pers. 2017. P.81

²⁶ Brown, H, Douglas. *Language Assessment Principles and Classroom Practices 3rd Ed*. New York, Longman. 2004. P. 186

- 5) Forms, questionnaires, medical reports, immigration documents.
Comic strips, cartoons.

3. Types Reading of Performance

According to Brown (2004), with reading, variety of performance is derived more from the multiplicity of types of texts (the genres listed above) than from a variety of overt types of performance. For considering assessment procedures, several types of reading performance are typically identified, and these will serve as organizers of various assessment tasks.²⁷

a. Perceptive

Perceptive reading tasks involved attending to the components of larger stretches of discourse: letters, words, punctuation, and other graphemic symbols. Bottom up is implied.

b. Selective

This category is largely a set of categories, an artifact of assessment formats. To ascertain one's reading recognition of lexical, grammatical, or discourse features of language within a very short stretch of language, certain typical tasks are used: picture-cued tasks, matching, true/false, multiple-choice, etc.

c. Interactive

Included among interactive reading types are stretches of language of several paragraphs to one page or more in which the readers must, in a psycholinguistic sense, interact with text. Reading is negotiating meaning; the reader brings to the text set of schemata for understanding it, and intake is the product of that interaction.

d. Extensive

It applies to texts of more than a page, up to and including professional articles, essays, technical reports, short stories and books. (It should be noted that reading research commonly refers to

²⁷ Brown, H, Douglas. *Language Assessment Principles and Classroom Practices 3rd Ed.* New York, Longman. 2004. P. 189

“extensive reading” as longer stretches of discourse, such as long articles, and books that are usually read outside a classroom hour.

4. The Definition of Reading Comprehension

According to Aprilia (2015), different from reading, reading comprehension has a deeper meaning to elaborate. There are many definitions of reading comprehension accepted from some writers. According to Klingner (2007:2), reading comprehension is “constructing meaning by coordinating several complex processes including word reading, word and knowledge, and fluency”. It refers to the ability interpreting the words, understanding the meaning and the relationships between ideas conveyed in a text. Furthermore, he summarized reading comprehension instruction for the teacher as following a three-step procedure: mentioning, practicing, and assessing. Teachers mention the skills that the students want to use, and then they give them opportunities to practice those skills through workbooks or worksheet, and finally assess whether they use the skill successfully.

Reading comprehension and reading proficiency equally depends on two critical skills: language comprehension which is the ability to construct meaning from the language the text is written in; and, decoding which is the ability to recognize and to process words in the text. Both language comprehension and decoding are necessary for reading comprehension (Hoover & Gough, 2011; Snow, Burns, &Griffi, 1998). Students who readily understand spoken language and who can fluently and easily recognize printed words do not have problems with reading comprehension. However, students must be proficient in both domains well. Difficulty with either language comprehension or decoding will cause poor reading comprehension.²⁸

According to Kasim and Raisha (2017), in the literature, reading comprehension has been defined in several different ways by various

²⁸ Natalia, Deva E, et al, “*The Application of Authentic Assessment for Students Writing Skill*”, Journal of Education and Human Development, Vol. 7. No2. 2018.

experts. Sweet and Snow (2003) define reading as constructing meaning from text. While Grabe and Stoller (2002) point out that reading is drawing and interpreting meaning from the printed page to become solid information.²⁹

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.³⁰

According to Brown (2004), even as we are bombarded with an unending supply of visual and auditory media, the written word continues in its function to convey information, to amuse and entertain us, to codify our social, economic, and legal conversation, and to fulfill a host of other functions. In literate societies, most "normal" children learn to read by the age of five or six, and some even. Except for a few people with learning disabilities, reading is a skill taken for granted.³¹

5. The Process of Reading Comprehension

According to Babashamsi et al. (2013), there are for various models of reading process: the psycholinguistic model, the bottom-up model, the top-down model, and the interactive model.³²

a. The Psycholinguistic model

The ESL reading theory was under the influence of Goodman's (1967) psycholinguistics model of reading during 1966. Goodman regards meaning construction as a continuous process of testing the reading text. The reader strives to predict, to sample and to confirm to change previous predictions, and consequently tests and samples the

²⁹ Kasim, U and Raisha S, "EFL Students' Reading Comprehension Problems: Linguistic and Non-Linguistic Complexities", *English Education Journal*, Vol 8. No.3 , 2017.

³⁰ Wolley, G. *Reading Comprehension Assisting Children with Learning Difficulties*. London, Springer. 2011. P. 15

³¹ Brown, H. Douglas. *Language Assessment Principles and Classroom Practices 3rd Ed*. New York, Longman. 2004. P. 185

³² Babashamsi, P, et al, "Various Models for Reading Comprehension Process", *International Journal of Applied Linguistics & English Literature*, Vol 2. No. 2. 2013

text again. In this model of reading comprehension, using all of existing textual hints is not required for the skilled reader. If the reader can make suitable and related guessing, the less confirmation via text is required, the less visual perceptual information the reader needs. The basic psycholinguistic model was clarified by Coasdy (1979). He suggested a model in which the reader's conceptual abilities and strategies act together with his background knowledge to understand the text.

b. The Bottom-up model

According to Dole, Roehler, and Pearson (1991), in the traditional view of reading, a set of hierarchical sub-skills are gained by beginner reader consecutively to build toward comprehension ability. If readers are capable to master these skills, they will comprehend the text as they read. The main disadvantage of this model is overemphasizing on the formal features of the language, such as words and structure. Recognizing of words and their meaning refers to decoding which usually are used in the bottom-up processing model, whereas comprehension needs "relevant background knowledge and application of general reading strategies, such as predicting the content of the text, guessing unknown words in the context, making inferences, recognizing the text and text structure, and grasping the main ideas of the paragraph" (Laufer, 1997, p.20).

c. The Top-down model

The top-down model directly opposes to the bottom-up model. In bottom-up model lower-level linguistic processing is required, whereas in top-down model, cognitive higher-level processes is necessary and the reader's elicitation to get enough information from a text is emphasized to verify or decline various expectations or prior knowledge (Bartlett, 1932). Here, "reading... is a selective process. It involves partial use of minimal language cues selected from perceptual

input on the based on of the reader's expectation" (Goodman. 1970, p.260).

Top-down model is originated from one of the central reading theories called the 'schema theory'. According to Gunning (1996), a schema is defined as having a structured knowledge about people, places, things, and events in advance. The interaction between the reader's own knowledge and the text that results in comprehension is illustrated in schema theory (Kitao, 1990). This schema can be very extensive like a schema for natural disasters, or it can be limited such as a schema hurricane. An individual section is considered for filling and storing each schema. In reading comprehension, students can connect previous information in their mind with new information, and they add it to the previous "files" use it in the future.

d. The Interactive model (NEXT)

The interactive model, according to Alyousef (2005), is referred to reading as 'interactive' process between a reader and a text and emphasized on automaticity or reading fluency. In this model, the reader interacts with the text extend the meaning, and the reader uses different knowledge such as linguistic or universal knowledge (through bottom-up processing) and schematic knowledge (through top-down processing).

Many researchers used to consider reading as a 'bottom-up' process (Ellis and Sinclair, 1989), where fluent comprehension requires ordering language input in an expedition way. It has been discussed among researchers whether access to meaning is facilitated through 'top-down' or 'bottom-up' processing. Whereas neither the bottom-up nor the top-down model of reading is sufficient for what happens during the process of reading, hence, during the 1980s, researchers offered an alternative model of reading, which mixed these two views together; the bottom-up and the top-down. The result is called an interactive model process (Perfetti, 1985; Rumelhart, 1981;

Stanovich, 1980). Nowadays, popular ‘interactive’ model purposes that the most successful readers are both skillful ‘bottom-up’ processors of texts-they can transfer the language on the page into the information it embodies both quickly and precisely and ‘top-down’ processors- they can connect this new information to the related knowledge they already have to make a reasonable meaning out of the text. This model also tells us that competent readers do these two things at the same: they decode and comprehend as they read. While they become more capable in the former, they can give more attention to the latter, in what is theoretically called parallel processing (Eskey, 1997).

6. Micro and Macro skills for Reading Comprehension

According to Brown (2004), the skills and strategies for accomplishing reading emerge as a crucial consideration in the assessment of reading ability. The micro-macro skills below represent the spectrum of possibilities for objectives in the assessment of reading comprehension.³³

a. Microskills:

- 1) Discriminate among the distinctive graphemes and orthographic patterns of English.
- 2) Retain chunks of language of different lengths in short-term memory.
- 3) Process writing an efficient rate of speed to suit the purpose.
- 4) Recognize a core of words and interpret word order patterns and their significance.
- 5) Recognize grammatical word classes (noun, verbs, etc.), systems (e.g., tense, agreement, and pluralization), patterns, rules, and elliptical forms.
- 6) Recognize that a particular meaning may be expressed in different grammatical forms.

³³ Brown, H. Douglas. *Language Assessment Principles and Classroom Practices 3rd Ed.* New York, Longman. 2004. P.187-188

7) Recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses.

b. Macro skills:

- 1) Recognize the rhetorical forms of written discourse and their significance for interpretation.
- 2) Recognize the communicative functions of written texts, according to form and purpose.
- 3) Infer context that is not explicit by using background knowledge.
- 4) From described events, ideas, etc., infer links and connections between events, deduce causes and effects, and detect such relations as main idea, supporting idea, new information, gives information, generalization, and exemplification.
- 5) Distinguish between literal and implied meanings.
- 6) Detect culturally specific references and interpret them in the appropriate cultural schemata.
- 7) Develop and use a battery reading strategies, such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for to interpreting of texts.

7. Teaching Reading Comprehension

In teaching reading comprehension, the teacher needs some strategies to make the students comprehend the reading text. According to Brown (2001), for most second language learners who are already literate in a previous language, reading comprehension is primarily a matter of developing appropriate, efficient, comprehension strategies. Some strategies are elated to bottom-up procedures, and others enhance the top-down processes. Following are ten such strategies, each of which can be practically applied to your classroom techniques.³⁴

³⁴ Brown, H. Douglas. *Teaching by Principles : An Interactive Approach to Language Peadgogy 2nd Ed.* San Francisco. Longman. 2001. P. 306-311.

a. Identify the purpose in reading

How many times have you been told to read something, yet you don't know why you're being asked to read it? You did only a mediocre job of retaining what you "read" and perhaps were rather slow. Efficient reading comprises identifying the purpose in reading something. By doing so, you know what you're looking for and can weed out potential distracting information. Whenever you are teaching a reading technique, make sure students know their purpose in reading something.

b. Use graphemic rules and patterns to aid in bottom-up decoding (especially for beginning level learners).

At the beginning levels of learning English, one difficulty students' encounters in learning to read is making the correspondences between spoken and written English. Most times, learners have become acquainted with oral language and have some difficulty learning English spelling conventions. They may need hints and explanations about certain English orthographic rules and peculiarities. While you can often assume that one-to-one grapheme-phoneme correspondence will be gained with ease, other relationships might prove difficult. Consider how you might provide hints and pointers on such patterns as these:

- 1) "short" vowel sound in VC patterns (*bat, him, leg, wish, etc.*)
- 2) "Long" vowel sound in VCE (final silent *e*) patterns (*late, time, bite, etc.*)
- 3) "Long" vowel sound in VV patterns (*seat, coat, etc.*)
- 4) Distinguishing "hard" *c* and *g* from "soft" *c* and *g* (*cat vs. city, games vs. gem, etc.*)

These and a multitude of other phonics approaches to reading can prove useful for learners at the beginning level and especially useful for teaching children and non-literate adults.

- c. Use efficient silent reading techniques for relatively rapid comprehension (for intermediate to advanced levels).

If you are teaching beginning levels to students, this strategy will not apply because they are still struggling with the control of a limited vocabulary and grammatical patterns. Your intermediate-advanced levels students need it to be speed readers, but you can help them increase efficiency by teaching a few silent reading rules:

- 1) You don't need to "pronounce" each word to yourself.
- 2) Try to visually perceive over one word at a time, preferably phrase.
- 3) Unless a word is crucial to global understanding, skip it and try to infer its meaning from its context.

Aside from these fundamental guidelines, which if followed can help learners to be efficient readers; reading speed is usually not much of an issue for all but the most advanced learners. Academic reading, for example, is something most learners accomplish allocating whatever time they need to complete the material. If your students can read 250 to 300 words per minute, further concern over speed may not be necessary.

- d. Skim the text for main ideas.

According to Brown (2000), perhaps the two most valuable reading strategies for learners (and native speakers) are skimming and scanning. Skimming consists of quickly running one's eyes across a whole text (such as an essay, article, or chapter) for its gist. Skimming gives readers the advantage of being able to predict the purpose of the passage, the main topic, or message, and possibly some developing or supporting ideas. This gives them a head start as they embark on more focused reading.

- e. Scan the text for specific information

The second in the most valuable category is scanning, or quickly searching for some particular piece or pieces of information in a text. Scanning exercise may ask students to look for names or dates,

to find a definition of a key concept, or to list a certain number of supporting details. The purpose of scanning is to extract specific information without reading through the whole text. For academic English, scanning is essential. In vocational or general English, scanning is important in dealing with genres like schedules, manuals, forms, etc.

f. Use semantic mapping or clustering

Readers can easily be overwhelmed by a long string of ideas or events. The strategy of semantic mapping, or grouping ideas into meaningful clusters, helps the reader to provide some order to the chaos. Making such semantic maps can be done individually, but they make for a productive group work technique as students collectively induce order and hierarchy to passage.

g. Guess when you aren't certain

This is a broad category. Learners can use guessing to their advantage to:

- 1) Guess the meaning of a word.
- 2) Guess a grammatical relationship (e.g., a pronoun reference).
- 3) Guess a discourse relationship.
- 4) Infer implied meaning (“between the lines”).
- 5) Guess about cultural reference.
- 6) Guess content messages.

h. Analyze vocabulary

One way for learners to make guessing pay off when they don't immediately recognize a word is to analyze it in terms of what they know about it. Several techniques are useful here:

- 1) Look for prefixes (*co*, *inter*, *un-*, etc.) that may give clues.
- 2) Look for suffixes (*-tion*, *-tive*, *-ally*, etc.) that may show what part of speech it is.

- 3) Look for roots that are familiar (e.g., *intervening* may be a word a student doesn't know, but recognizing that the root *ven* comes from Latin " to come" would yield the meaning ("to come in between").
 - 4) Look for grammatical context that may signal information.
 - 5) Look at the semantic context (*topic*) for clues.
- i. Distinguish between literal and implied meanings

This requires the application of sophisticated top-down processing skills. The fact is that not all language can be interpreted appropriately by attending to its literal, syntactic surface structure makes special demands on readers.

- j. Capitalize on discourse markers to process relationships.

Many discourse markers in English signal relationship among ideas as expressed through phrases, clauses, and sentences. A clear comprehension of such markers can enhance a learner's reading efficacy.

8. Designing Authentic Assessment For Reading Comprehension

In previous research by Mutmainah (2017), based on the teacher's statements, all the teachers had similar perceptions on preference of authentic assessment techniques. For assessing student's knowledge, all the participants preferred to use written test (multiple-choice and essay). Most of them considered that they needed to train the students to respond the test using this technique for preparing them face high-stake tests such as semester and final examination.³⁵

According to Brown (2004), at the beginning level of reading a second language lies a set of tasks that are fundamental and basic: recognition of alphabetic symbols, capitalized, and lowercase, letter, punctuation, words, and grapheme-phoneme correspondences. Such tasks of perception are often referred to as literally tasks, implying that the learner is in the early stages becoming "literate". Some learners are

³⁵ Mutmainah, "Junior High School English Teacher's Perceptions and Practices of Authentic Assessment".

already literate in their own native language, but in other cases the second language may be the first language that they have ever learned to read. Assessment of basic reading skills may be carried out in some number of different ways.³⁶

a. Perceptive reading

1) Reading Aloud

According to Brown (2004), the test-taker sees separate letters, words, and/or short sentences and reads them aloud, one by one, in the presence of administer. Since the assessment is reading comprehension, any recognizable oral approximation of the response is considered correct.

2) Multiple-Choice

According to Brown (2004), multiple-choice responses are not only a matter of choosing one of four or five possible answers. Other formats, some of which are especially useful at the low levels of reading, include same/different, circle the answer, true/false, choose the letter, and matching.

b. Selective reading

1) Multiple-Choice (form-Focused Criteria)

According to Brown (2004), by far the most popular method of testing a reading knowledge of vocabulary and grammar is the multiple-choice format, mainly for reasons of practicality: it is easy to administer and can be scored quickly. The most straightforward multiple-choice items may have little context, but might serve as a vocabulary or grammar check.

2) Matching Tasks

According to Brown (2004), at this selective level of reading, the test-taker's task is simply to respond correctly, which

³⁶ Brown, H. Douglas. *Language Assessment Principles and Classroom Practices 3rd Ed.* New York, Longman. 2004. P. 190 – 215.

makes matching an appropriate format. The most frequently appearing criterion in matching procedures is vocabulary.

3) Editing Tasks

According to Brown (2004), editing for grammatical or rhetorical errors is a widely used test method for assessing linguistic competence in reading.

4) Gap-Filling Tasks

According to Brown (2004), many of the multiple-choice tasks described above can be converted into gap-filling or “fill-in-the-blank”, items in which the test-taker’s response is to write a word or phrase. An extension of simple gap-filling is to create sentence completion items where test-taker’s read part of sentence and then complete it by writing a phrase.

c. Interactive Reading

1) Cloze Tasks

According to Brown (2004), the word cloze was coined by educational psychologists to capture the Gestalt psychological concept of “closure”, that is, the ability to fill in gaps in an incomplete image (visual, auditory, or cognitive) and supply (from background schemata) omitted details.

2) Short-Answer Tasks

According to Brown (2004), multiple-choice items are difficult to construct and validate, and classroom teachers rarely have time in their busy schedules to design such a test. A popular alternative to multiple-choice questions following reading passages is the age-old short-answer format. A reading passage is presented, and the test-taker reads questions that must be answered in a sentence or two.

3) Scanning

According to Brown (2004), scanning is a strategy used by all readers to find relevant information in a text. Assessment of

scanning is carried out by presenting test-takers with a text (prose or something in a chart or graph format) and requiring rapid identification of relevant bits of information.

d. Extensive Reading

1) Skimming Tasks

According to Brown (2004), skimming is the process of rapid coverage of reading matter to determine its gist or main idea. It is a prediction strategy used to give a reader a sense of the topic and purpose of a text, the organization of the text, the perspective or point of view of the writer, its ease or difficulty, and/or its usefulness to the reader. Skimming can apply to texts of less than one page, so it would be wise not to confine this type of tasks just to extensive texts.

2) Note-Taking and Outlining

According to Brown (2004) finally, a reader's comprehension of extensive texts may be assessed through an evaluation of a process of note-taking and outlining. Because of the difficulty of controlling the conditions and time frame for both these techniques, they rest firmly in the category of informal assessment. Their utility is in the strategic training that learners gain in retaining information through marginal notes that highlight key information or organizational outlines that put supporting ideas into a visually manageable framework. Teacher perhaps in one-on-one conferences with students can students notes/outlines as indicators of the presence or absence of effective reading strategies, and thereby point the learners in positive directions.

9. Assessing Reading Comprehension

According to Oakhil (2015), the various assessments of reading comprehension have different formats and demands. Some showed, may require comprehension of only sentences or short passages, whereas others require understanding of longer narratives, factual texts, or even poems.

Even superficially comparable assessments of comprehension may make different demands on the child. Recent research (Cutting & Scarborough, 2006; Keenan & Betjemann, 2006; Keenan, Betjemann, & Olson, 2008) has shown that some tests are more dependent on word recognition, whereas others are more dependent on oral language skills.

Whatever the test, the child's level of understanding can be assessed in different ways (different response formats), each of which has advantages and disadvantages. These include: open-ended questions, true/false responses, multiple-choice responses, and cloze task.³⁷

The text

Hanna had so many green tomatoes in her garden. They would not be ripe before the frost set in. she wondered whether she could make a kind of jam. She decided to go and buy some nice jars.

Four formats to tests inference making

1. Open-ended question

What did Hanna need the nice jars for?

2. Multiple-choice format

What did Hanna need the nice jars for?

- a) To make her kitchen look nicer
- b) To make jam
- c) For her tomato jam

3. True/false

“Hanna decided to buy jars for her tomato jam.” True or false?

³⁷ Oakhil J, et al. “*Understanding and Teaching Reading Comprehension: A Handbook*”. New York, Routledge. 2015. P. 31-34.

4. Cloze task

... She wondered whether she could make a kind of jam. She decided to go and buy some ~~me~~ nice (a. jars/ b. jam/ c. money). The words to choose from are a : story appropriate/ b. sentence appropriate / c. semantically inappropriate.

Four ways to test inference making

a. True/ false judgments

In this format, the child reads or listens to a passage and is then presented with a number a statement, each of which is true or false regarding respect to the text. The child simply has to make a true / false (or yes/ no) judgment about each. This task does not require a complex verbal response from the child, and it is also suitable for in groups or whole classes. But a major disadvantage is that if more subtle aspects of comprehension are being assessed (such as ability to make an inference). Then the inferences themselves will be spelled out in the response options. Thus, it will not be clear whether a child gets such a response correct because they can make the inference, or because when they see the inference spelled out for them, they realize that is a good option.

b. Multiple-choice

In multiple-choice tests, the child has to select one response (of a choice of three or four) that they think corresponds to the correct answer. This task is more sensitive than yes/no questions (because there are more response options) but less sensitive than open-ended questions (see below). It is also subject to the same criticism as true / false judgments, in that answer to questions will be provided as one response option, so that children, who do not, for example, naturally make inferences while reading might, *recognize* an inference an inference option as the correct response.

Although, as with true/false questions, the child need not to construct a verbal response, the processing demands of multiple-choice tests is that they can be complex since the child has to read and compare the different response options before choosing an answer. One diagnostic advantage of multiple-choice tests is they can be constructed so that the wrong responses are wrong in consistent and interesting ways. So, for example, with an inference question, the wrong choices could be a different, but inappropriate, inference, and a literal response (as in the jam-making story above, where b) is literal, c) is inferential, and a) is inappropriate). Children might make random choices, leading to errors in such tasks. But, if they consistently choose one type of response (say literal options) over other types of wrong response, this could be taken as a sign that they are too much tied to the literal meaning of the text.

c. Cloze tasks

In cloze tasks, single words are omitted and have to be filled in by the reader, usually from a choice of 3-5 words. The missing words can be deleted from a passage or from isolated sentences, but for the purpose of testing comprehension of text, a passage should be used. Such tests, like true/false and multiple-choice tests, have the advantage that they can be administered to children in groups.

In the original cloze procedure, every fifth or seventh word is omitted, and readers are requested to guess the missing words. The cloze procedure assesses the fit between the text and the reader and provides results that can be compared across texts and readers. It has been found that readers should be able to correctly provide at least 54% of the omitted words in order for the text to be easily comprehended. The 54% has been shown to correspond to a high (90%) score on comprehension questions. In the range 44% to 54% correct cloze solutions, students will need teacher support to learn from texts. The 44% cloze score corresponds roughly to 75% correct

responses to comprehension questions. Below 44% correct, texts are frustratingly difficult and not suitable for teaching (Bormouth, 1967). However, these cloze percentages depend to some extent on the age of the readers.

The original cloze procedure relies on the fact that most reading factors correlate. Texts with difficult to guess words are more difficult than other texts at all levels. However, the original cloze procedure was heavily criticized for not being specifically sensitive to aspects of text difficulty above the sentence level. For instance, a study by Shanahan, Kamil, and Tobin (1982) showed that readers (at least, university undergraduates) perform just as well if presented with cloze passages in which the sentences have been scrambled, showing a sentence-level, rather than a discourse-level processing strategy.

However, one way to change the cloze procedure is to delete words (that are: omit) crucial to the meaning, or to delete particular types of words if the task is devised for a particular purpose (e.g. to assess the child's understanding of connectives specifically) (e.g. Gellert & Elbro, 2013). For example, try the following short cloze task, where a choice of three options is provided in brackets:

Your skin may become drier during long flights. So you might wish to bring moisturizing cream. Flights may cause other kinds of [dryness/ inconveniences/ hazards]. For example, many passengers get blocked by ears or even a ruptured eardrum.

It is possible to construct cloze tasks that make up a coherent passage with options that include sentence-appropriate words (see Activity 3.2). Snowling and Frith (1986) developed such a task to use with children and found that high-ability readers discriminated between sentence- and passage-level choices, but low-ability readers did not.

Activity 3.2 The Cloze format can test very different abilities in reading

- Which abilities in reading are important in each of the examples below?

Consider both reading and language comprehension abilities. Within language comprehension, some cloze items may be particularly demanding of, for example, vocabulary knowledge, syntactic knowledge, text structure awareness, and the use of background knowledge to support inferences.

A dog named Jazz was swimming in the sea a) see/cee/cea/sea near b) oxford/Moscow/Berlin/Brighton. He was a c) string/strong/struck/strung swimmer. d) And/But/So/Before the tide was going out, and Jazz in trouble. He needed to be e) released/delivered/rescued/liberated. By chance the guard in the pier f) spotted/marked/fed/patted Jazz.

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When words are deleted in such non-mechanical ways, the cloze tests can no longer a measure of the readability of texts because each text is treated in a unique way. However, the cloze procedure can still be potentially very useful for testing of components of reading comprehension.

d. Open-Ended questions

Asking open-ended questions is probably the most sensitive way of assessing comprehension, since the child's response is not cued by the various options. The child simply has to answer a series of questions after reading or listening to the passage of text. Thus, the

child can be prompted by the tester to elaborate on a response (by asking, e.g., “can you tell me more?”).

Another advantage is that (as with the multiple-choice format discussed above) the child’s errors might provide useful insights into his or her problem with comprehension. Like the multiple-choice format discussed above, open-ended questions can reveal systematic processing errors in children’s thinking about text, and can be analyzed to determine the source of such errors. For instance, Barnes and Dennis (1998) used open-ended questions to explore comprehension in children who had comprehension problems because of neurological disorders. An interesting aspect of Barnes and Dennis’s study is that the text they devised depended on the children having learned a new knowledge base (about an imaginary planet). The children this knowledge base before reading a set of stories. So, for instance, the children were taught that on this imaginary planet, the covers of books were made of popcorn. They had to use this information understand the stories and answer the question about them.

An obvious disadvantage of open-ended questions is that at least younger children need to be tested individually, though older children might write their responses. Another disadvantage is that the quality of children’s responses is likely to be limited by their general expressive language skills (and their level of explication), so perhaps some children might know the correct answers, but might have insufficient ability to plan their responses fully.

10. Authentic Assessment in Reading Comprehension

According to Ekawati (2017), the purpose of teaching reading is to develop student’s competence in reading skills that cover basic standard competence in Curriculum-Base Competence. In education field, reading is the key to enlarge knowledge since it presents various information of student’s need in learning. As Levine et al. (2010) stated that, reading is one of the most important skills that should be acquired for English as a

second language student because it can develop language intuition and determine academic success in completing certain purpose such as gaining information or validate existing knowledge, enjoyment or to enhance knowledge of the language being read. It means that through reading a text, the readers can gain knowledge and information about many things.

Nowadays, Senior High School students are mostly taught reading comprehension through genre. It contains knowledge about language features, generic structure, and other characteristics that build a reading text perfectly. Since the students always face reading through genre, it forces the teachers to find the source of material that can develop a student's communicative competence. One component of communicative competence is socio-cultural knowledge that relate to day-to-day living, share values, belief, histories, taboos of a certain social group (Reid, 2012). In relation to this, the authentic material is believed as the best material for teaching cultural aspects because it can bring the outside world and reality.

Using authentic material in reading should be evaluated by authentic assessment. Authentic assessment in reading enriches students with the real-world tasks that emphasizing student's skill for the real-problem solving. Authentic assessment in reading comprehension will give opportunity for students to be creative learners and enable them to develop specific graduate attributes (Wiggins, 2003). Regarding this, teachers have to design the real world condition to assess student's knowledge and comprehension in reading text. The authentic assessment describes the multiple forms of assessment that reflect students' learning, achievement, motivation, and attitudes on instructionally relevant classroom activities (Malley and Pierce, 1996).

In fact, in Vocational High School Kuala Cenaku Riau province, most English teachers are used to apply traditional assessment in measuring a student's reading achievement. According to the researcher observation and interview with some English teachers, they said that using

authentic assessment is more difficult and complicated than traditional assessment. In designing authentic assessment, they should be considered three essential factors such as first; it should clearly articulate that expected learning outcomes of the unit. It means the teachers have to provide the assessment with clear criteria and performance standards. Second, authentic assessment should represent the real world condition such as in describing problems, finding placement in authentic settings, and designing a learning environment. Finally, it requires managing the assessment load that includes students' situation, large portfolios and reports.

This study uses descriptive qualitative research to find out the teacher's implementation of authentic assessment in Vocational high school. The participants involved in this study are five in secondary schools and chosen purposively. Since the design of the study is descriptive research, therefore, the technique for collecting the data in this research used interview. In research findings and discussion the researcher has explained some discussion, those are:³⁸

a. **Teacher's Understanding about Authentic Assessment**

All teachers know that authentic assessment is the method to measure student's ability. They gave their own understanding about the term authentic assessment. All the respondents agree that authentic assessment is the way or method which is often used by teachers to evaluate or measure a student's ability.

“Authentic Assessment is requiring knowledge and skills in the real-life setting (Respondent 3).

“Authentic Assessment helps the students to interact with the real-life” (Respondent 4).

Looking at their responses, most EFL teachers understand about the term assessment that they always conduct in the classroom.

³⁸ Ekawati, D, "The Implementation of Authentic Assessment in Vocational High School 1 Kuala Cenuku", English Language and Literature International Conference (ELLIC). 2018.

b. The importance of Assessment

Assessment gives benefits for both teacher and student. All teachers have their different perspective of the importance of authentic assessment. Some argued that authentic assessment is important to evaluate the learning in the classroom. The others claimed that assessment is important to know the student's ability and to reflect the teachers' teaching and students' learning.

“Assessment has many benefits for teachers and students. As a teacher, based on my experience, I can reflect my teaching during the instruction. Assessment also gives the opportunity for students to determine their level. Students will decide the learning strategies and style for them to improve the learning process and outcomes.” (Respondent 1)

c. The types of Authentic Assessment Implemented by the teacher

Various kinds of authentic assessment are available; the teachers can practice some of it. It depends on the teacher itself.

“Story telling is used to get the literal meaning is what is the text says. It is what happens in the story.” (Respondent 1)

“Oral Interview is used to evaluating meaning by telling the readers about the information outside the text, so the readers should analyze what is being read. The readers must form opinion base on the evaluation, then they should an evaluation that supported with the evidences on a text”. (Respondent 3)

d. The Difficulties on Implementing Authentic Assessment

All things are never away from problems. Some obstacles may occur during the assessment. All respondents agree that they have ever had several problems during the authentic assessment. Some of them claimed that scoring and making the evaluation criteria sometimes confusing them. Another said that the problems often occur in authentic assessment is when there is inappropriateness of assessment being used and the material during the instruction or unit.

Thus, those problems often occur when teachers assess a student's ability. One respondent said that the effect of the wash back

is sometimes confusing the teachers. Teachers should be as creative as possible to make students aware of the importance of the whole aspects (learning goal, instruction, and assessment).

11. Review Of Relevant Studies

The first a research journal proceedings are The Journal of Education and Human Development in 2018. Entitled "*The Application of Authentic Assessment for Students Writing Skill* ", written by Natalia, Devia E et al. The findings show that the teacher has been implemented authentic assessment for writing skill. The teacher used several techniques and instruments in applying authentic assessment for students writing skill: (a) attitude assessment (observation and journal), (b) knowledge assessment (written test and assignment), and (c) skill assessments (project and product assessment). The similarity between this research and her research is on independent variable and the difference is focus on student's writing skill.³⁹

The second research was conducted by Hasna Addin A, F (2017), student of English Education Department Islamic Education and Teacher Training Faculty State Islamic Institute of Surakarta. Under the title *The Implementation of Authentic Assessment skills By English Teachers in English Instruction Based on Curriculum 2013 In Academic Year 2016/2017*. The research finding is the authentic assessment is implemented through performance assessment for speaking and portfolio for writing. The similarity between this research is on independent variable and the difference of this research is about English skill that would measure are speaking and of writing skill.⁴⁰

The third research was conducted by Abdulloh (2016), student of English Language Education Department Faculty of Teacher Training and

³⁹ Natalia, Deva E et al, "*The Application of Authentic Assessment for Students Writing Skill I*" *Journal of Education and Human Development*. Vol 7. No.2. 2018.

⁴⁰ Hasna Addin, A, F, "*The Implementation Of Authentic Assessment skills By English Teachers In English Instruction Based On Curriculum 2013 In Academic Year 2016/2017*". Thesis. Surakarta: State Islamic Institute of Surakarta. 2017.

Education University of Muhammadiyah Malang in. Entitled “*An Analysis of AuthenticAssessment in 2013: Curriculum Used by the English Teacher at SMA Negeri 4 Malang in Academic Year 2016*”. The results reflected that the English teacher applied the authentic assessment by following four procedures were in line with the explanation from Majid (2014) and Mueller (2013). The similarity between this research and his research is on independent variable and the difference is about the way researcher does the research by an analysis and in this research is about the implementation.⁴¹



⁴¹Abdulloh. “*An Analysis of AuthenticAssessment In 2013 Curriculum Used By the English Teacher at SMA Negeri 4 Malang in Academic Year 2016*”. Thesis. Malang: University of Muhammadiyah Malang. 2016.

CHAPTER III

RESEARCH METHOD

This chapter discussed the method used by the researcher in conducting this study. This discussion of the type of research, the setting of the research, sources of the data, the techniques of collecting data, the techniques of analyzing data, and the trust worthiness of data.

A. Types of Research

This research was field research with the type of research was included in descriptive qualitative research. It contains of description and information about the implementation of authentic assessment in reading comprehension at ten grades of MA Mafatihul Huda Cipari.

According to Neuman (2014), descriptive research presents a picture of the specific details of a situation, social setting, or relationship. A descriptive research study starts with a well-defined issue or question and tries to describe it accurately. The study's outcome is a detailed picture of the issue or answer to the research question.⁴²

According to Alison and Susan (2005), the term *qualitative research* is associated with a range of different methods, perspectives, and approaches. As Mason (1996) pointed out, "qualitative research-whatever it might be-certainly does not represent a unified set of techniques or philosophies, and has grown out of a wide range of intellectual and disciplinary traditions" (p.3). For the purposes of this chapter, we attempt to present a general definition of qualitative research in the second language field and to outline several of its key characteristics. Briefly defined, the term qualitative research can be taken to refer to research that is based on *descriptive* data that does not make (regular use of statistical procedures).⁴³

⁴² Neuman w, Lawrence. *Social Research Methods: Qualitative and Quantitative Approaches*, 7th Ed. America, Pearson. 2014. P. 38-39.

⁴³ Mackey, A and Susan, M. *Second Language Research Methodology and Design*. London, Lawrence Erlbaum. 2005.P.162

In this research, the researcher observed how the implementation of authentic assessment in reading comprehension. After that, the researcher described and analyzed about the implementation of authentic assessment in reading comprehension. In conclusion, the researcher used qualitative research because the data contains of explanation, description, and the interpretation about the implementation of authentic assessment in reading comprehension at ten grade of MA Mafatihul Huda Cipari.

B. The Setting of the Research

The researcher conducted the research in MA Mafatihul Huda cipari at 10th grade from December 2019 until February 2020. This school is located in Jl. Diponegoro no 3 Prumpung Serang Cipari.

C. Sources of the Data

1. Subjects of the Research

The subjects of the Research in this research are from:

- a. English teacher of MA Mafatihul Huda Cipari
- b. Students of 10th grade of MA Mafatihul Huda Cipari

2. Object Data Source

The object of the research is the implementation of authentic assessment in reading comprehension at 10th grade of MA Mafatihul Huda Cipari.

D. The Techniques of Data Collection

Technique collecting of data is the principle of way in research because the main purpose is getting the data. Here is the data collection techniques along with the research instruments used in this research:

1. Observation

According to Creswell (2009), qualitative observations are those in which the researcher takes field notes on the behavior and activities of individuals at the research site. In these field notes, the researcher records

in an unstructured or semi-structured way (using some prior questions that the inquirer wants to know), activities at the research site. Qualitative observers may also engage in roles varying from a non-participant to a complete participant.⁴⁴

According to Nicholas (2014), observation is a basic data collecting activity for many branches of research, particularly the natural and technical sciences, for examples, observing the result of experiments, the behavior of models, the appearance of materials, plants and animals. It is also useful in the social sciences, where people and their activities are studied.⁴⁵

According to Alison and Susan (2005), as Mason (1996) noted, observation usually refers to “methods of generating data which involve the researcher immersing [him or herself] in a research setting, and systematically observing dimensions of that setting, interactions, relationships, actions, events, and so on, within it” (p.60). When collecting data using techniques, researchers aim to provide careful descriptions of learner’s activities without unduly influencing the events in which learners are engaged. The data are often collected through some combination of field notes (which can involve detailed impressions of the researcher’s intuitions, impressions, and even questions as they emerge) and audio or visual recordings (which allow the researcher to analyze language use in the data’s consideration).⁴⁶

In observation activities, the researcher only observes and monitors the teaching learning which is done by the English teacher and his students. Research instrument that used in the observation is field note which is the researcher will make notes all the process and learning activities that teacher and students do.

⁴⁴ John W, Creswell. *Research Design: Qualitative and Quantitative, and Mixed Methods Approaches*. Singapore, SAGE.2009. P. 181.

⁴⁵ Walliman, N. *Research Methods: The Basics*. New York, Routledge. 2014. P. 101.

⁴⁶ Mackey, A and Susan , M. *Second Language Research Methodology and Design*. London, Lawrence Erlbaum. 2005. P.175.

2. Interview

According to Creswell (2009), in qualitative interviews, the researcher conducts face-to-face interviews with participants. Interviews participants by telephone, or engages in focus group interview. These interviews involve unstructured and open-ended questions few and intended to elicit views and opinions from the participants.⁴⁷

According to Neuman (2014), the interview is a short-term, secondary social interaction between two strangers with the explicit purpose of one person getting specific information from the other.⁴⁸

As supporting data, the researcher also did an interview with the English teacher and the students about implementing of authentic assessment in reading comprehension. Research instrument is written for interview. In this research, the purpose of the interview is to analyze how the teacher conduct the authentic assessment in reading comprehension and how the students gives the response the authentic assessment in reading comprehension that they teacher apply in English classroom. The instrument of the interview that will be used in this research is the structured interview. The structured interview which is the content and procedures are organized in advance. This means that the sequence and wording of the questions are determined by means schedule and interviewer is left little freedom to make modifications.

3. Documents

According to Sugiono (2017), documentation is a record of past events. Documents can be in the form of writing, pictures, or menumental works from someone. Documentation in the form of writing are diaries, life histories, stories, biographies, regulations, policies. Documents in the form of images are photos, love images, sketches and others.⁴⁹

⁴⁷ John W, Creswell. *Research Design: Qualitative and Quantitative, and Mixed Methods Approaches*. Singapore, SAGE.2009.P. 181.

⁴⁸ Neuman W, Lawrence. *Social Research Methods: Qualitative and Quantitative Approaches, 7th Ed*. America, Pearson. 2014. P. 350.

⁴⁹ Sugiono. *Metode Penelitian Pendidikan: pendekatan kuantitatif ,kualitatif , dan R&D*. Bandung, Alfabeta. 2017. P. 329.

According to Creswell (2009), during the process of research, the investigator may collect qualitative documents. These may be public documents (e.g., newspapers, minutes of meetings, official reports) or private documents (e.g., personal journals and diaries, letters, e-mail).⁵⁰

Based on the explanation above, the researcher was took the data documentation from this school as follows, the process of the implementation of authentic assessment in reading comprehension. These data relatively easy to obtain, because of the data is usually stored well in school. The values can be used as an additional data to support other data obtained by the observation and the interview. In this research the researcher was collected the data with document such as, lesson plan, syllabus, documentation about the implementation of authentic assessment in reading comprehension at 10th grade of MA Mafatihul Huda Cipari, and etc.

E. Technique Data Analysis

According to Sugiono (2017), data analysis in qualitative is carried out when the data collection takes place, and after the data collection is completed within a certain period. At the time of the interview, the researcher had the interviewed answers; the researcher had done an analysis of the answers interview. If the interviewed answers after being analyzed were not satisfactory, then the researcher would continue the question again, to a certain extent, got data that was credible. Miles and Huberman (1984) suggested that the activity in qualitative data analysis is carried out interactively and continuously until it is complete, so that the data is already saturated. In analyzing data, the researcher used the following procedures, namely reducing data, data display and conclusion drawing/ verification.⁵¹

⁵⁰ John W, Creswell. *Research Design: Qualitative and Quantitative, and Mixed Methods Approaches*. Singapore, SAGE.2009.P. 181.

⁵¹ Sugiono. *Metode Penelitian Pendidikan: pendekatan kuantitatif ,kualitatif , dan R&D*. Bandung, Alfabeta. 2017. P. 337-345.

1. Reducing Data

The data got from the field is quite a lot; it needs to be recorded carefully and in detail. As noted, the researcher in the field, the data will be more complex, and complicated. It necessary to immediately analyzed data through reducing data. Reducing data means summarizing, choosing the main points, focusing on the important things, looking for themes and patterns and removing unnecessary. Thus the reduced data will provide a clearer picture, and make it easier for researchers to do further data collection, and search for it if needed. Reduction can be helped with electronic equipment; such is mini computers, by providing codes on certain aspects.

2. Data Display

After the data has been reduced, the next step is to display the data. Through the presentation of these data, the data is organized, arranged in a relationship pattern, so it will be more understood easily.

In qualitative research, the presentation of the data can be done in the form of brief descriptions, sections, relationships between categories, flowcharts and others. Here, Miles and Huberman (1984) stated that, “the most frequent form of display data for qualitative research data in the past has been narrative text”.

3. Conclusion Drawing/Verification

The third step in qualitative data analysis according to Miles and Huberman is drawing conclusion and verification. The initial conclusions put forward are still temporary, and will change if no strong evidence is found to support the next of data collection. But if the conclusion raised at an early stage, supported by valid and consistent evidence when the researcher returns to the field to collect data, the conclusion put forward are credible conclusion.

Thus the conclusions in qualitative research may answer the problem formulation that was planned from the beginning, but maybe not, because as has been stated the problems and problem formulation in

qualitative research are still temporary and will develop after the research is in the field.

F. Truth worthiness of the Data

The valid and reliable data is important to measure that the study provides benefits for the development of the assessment process in English instruction. Sugiono (2017), validity it accuracy between the data occurs in the object of research with data that can be reported by researcher. For the truth worthiness, the researcher will validate the data by applying triangulation.

According to William (1986) in Sugiono (2017), triangulation is qualitative cross-validation. It assesses the sufficiency of the data according to the convergence of multiple data collection procedures. As Sugiono in his book stated that there are three triangulations in testing the validity of the data:⁵²

1. Triangulation of Sources

The triangulation of sources is to test the credibility of the data is done by checking the data got through several sources. In this research, the researcher tested the credibility of the data through several sources, for examples from the English teacher and students relating to implementing of authentic assessment in reading comprehension at 10th grade of MA Mafatihul Huda Cipari.

2. Triangulation of Technique

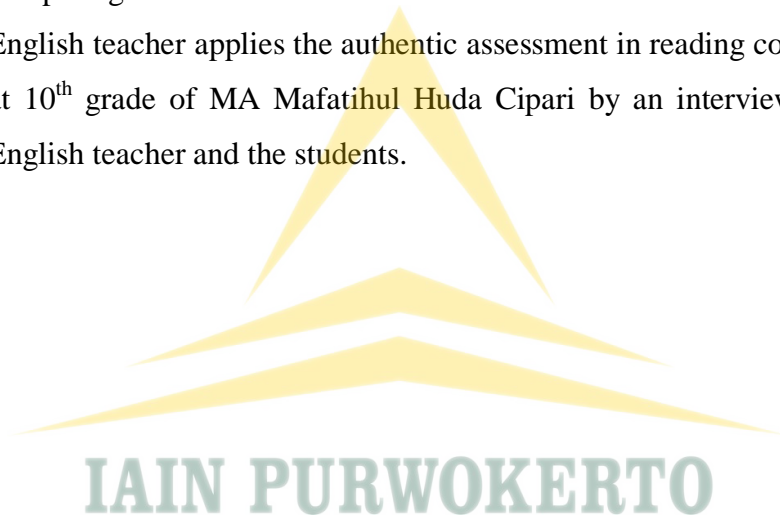
Triangulation of technique is to test the credibility of the data is done by checking the data to the same source with different techniques. In this research, the researcher examines the credibility of the data through three data collection techniques including interviews, observation, and documentation relating to implementing of authentic assessment in reading comprehension at 10th grade of MA Mafatihul Huda Cipari.

⁵² Sugiono. *Metode Penelitian Pendidikan: pendekatan kuantitatif, kualitatif, dan R&D*. Bandung, Alfabeta. 2017. P. 363-372.

3. Triangulation of Time

Time also often affects the credibility of the data, where the data collected by interview techniques in the morning when the interviewees are still fresh, has not been a lot of problems, would provide more valid data so it is more credible. In this research, the researcher tested the credibility of the data by interviews, observations, and documentation with different times and situations held from 23 December 2019 to 29 February 2020.

In this study, the data validity test used source triangulation. For the triangulation of sources, the researcher reinforces the data got by comparing with information from other sources. It aimed to know how the English teacher applies the authentic assessment in reading comprehension at 10th grade of MA Mafatihul Huda Cipari by an interviewed with the English teacher and the students.



CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter discussed the implementation of authentic assessment in reading comprehension. This is the discussion and analysis on the data was got during the research.

A. Data Presentation

The researcher described data which had been gotten some kinds of data collection techniques. The data were obtained from observation and interview with teacher and students at MA Mafatihul Huda Cipari. According to the observation which had been done by the researcher during the authentic assessment in reading comprehension at 10th grade of MA Mafatihul Huda Cipari, the researcher found some findings.

The researcher did the observation in the classroom when the teacher taught the lesson. Researcher directly observed activities from starting school, resting, and teaching and learning activities in class. The finding of the research concerning to the implementing of authentic assessment in reading comprehension at 10th grade of MA Mafatihul Huda Cipari is discussed in following:

1. Classroom Activities

The observation was conducted in January until February 2020 at the 10th class of MA Mafatihul Huda Cipari. The last meeting lesson about 90 minutes. Reading comprehension assessment using authentic assessment was done in the 10th IPS class of MA Mafatihul Huda Cipari. The 10th class is comprise of 2 groups that is A and B. The first, 10th class A is comprise of 35 students. The second, 10th class B is consisting of 37 students. The English teacher is Mr. Umam handled the English lesson for all grade students.

In the lesson's opening, the teacher greeted the students by saying "*Assalamu'alaikum wr wb, good morning everyone*" to the students and

asked the condition of all students *“how are you today?”* The students answered, *“Wa’alaikumsalam wr wb, good morning Mr. Umam, Im fine. And you”*. After that, the teacher checked the students’ attendance, the teacher deliver the material. In this lesson, the material that delivered by the teacher was recount text. The teacher explained about the definition of the recount text, social function, structures of the recount text, and language features that were used in the recount text. Sometimes, the teacher asked students to reread about the definition of the recount text. While the teacher explains the material, the class situations was not conducive because in each class comprise of more 30 students. It was inefficient to carry out teaching-learning for reading comprehension.

In the core activities of teaching reading comprehension, the teacher used strategies to deliver the material. The teacher asked the students to recognize the purpose of the text and gave some questions related to material. *“do you know what the purposes of the text?”* then the teacher asked students to reading the text. After that, the teacher give question to the students what they have got by reading the text. When the students have answered the question but they still confused about the text, the teacher explained the purpose of the text for his student. The teacher made sure the students know what the purposes of reading the text are. Then, the teacher tried students to skimming the text by asking students pay attention to the text for 3 minutes.

After that, ask them to close the text, and then tell us what they have learned. The teacher asked students the information about the text *“what does the writer tell about? “* then the one of students answered that question after reading the text. The students guess the meaning of the word *“participated”* that has delivered by the teacher. Here, the students try to guess it although it was not accurate. In this lesson, students learnt to how to identify and understood which has the meaning of literal, implied meaning in written texts. They learnt the difference between the commonly confused words *“literal and implied”*.

After explaining the material, the teacher gave exercise. He took the exercise in *LKS* (learning sources) on page 19-20. The teacher was used by multiple-choice to test his students. This form asked students to choose the correct answer by crossing A, B, C, D or E. Next, the teacher gave a text about recount text. For this exercise he used essay to test his students. The students wrote their answer in the paper. The teacher gave 15 minutes for students to do the tasks. The teacher was walking around between students to check on them. After finishing their tasks, the students collected it to the teacher.

After that, the teacher tested the student's performance by reading the text. There were two texts, because he handled two classes. Each of the text has a different title. First, the text that given by the teacher was for A class the title was "My Precious Bag" and the second one was for B class the title was "My Day at The Beach". Then, the teacher asked the students to reading the text that has been shared by the teacher. After that, the teacher pointed to one student who has read the text. Then, the teacher appoints several students to read the text that has been shared by the students to others. The teacher asked students to read some the sentences in the text.

Next, the teacher tests in terms of students' understanding of the text of the text that has been read. Besides testing to understand, the teacher was asked by students to retell the contents of the text using their own language. The teacher tests the use of students' language while reading the text, how the pronunciation of students is still carried over with the dialect they normally used or not.

To test the students' attitude, the teacher observed after teaching-learning activities and during learning activities. For the social aspect, he tests his students by observing them during teaching- learning activities. He observed the students' response about the material that he gave it with adapt based on the basic competencies in the 2013 curriculum. After delivering the material and did the tasks the students and the teacher

closed with reciting “hamdalah“ together and greeting to closing the meeting.

2. The teacher’s design in Implementing of Authentic Assessment NEXT

Reading comprehension assessment at MA Mafatihul Huda Cipari was conducted using authentic assessment an evaluation to measure the students competence that given by the teacher.

Authentic assessment is the real evaluation of what is it through observation. Authentic assessment is an assessment that reflects the conditions of student learning in real situations are directly to the target or to students during the teaching- learning activities. The forms were liked assessment of attitudes, skills and knowledge. The assessment carried out in the form of a specific assessment of attitudes, skills and knowledge that includes the development of social attitudes. As the teacher said in the interview:

“The assessment was used in the 2013 curriculum is objective, authentic overall assessment. Authentic assessment is the real assessment of what is it through observation. Characteristics are directly to the target or to students during the teaching- learning activities. The assessment is in the form of being specified in the assessment of attitudes, skills and knowledge which include the development of social attitudes”

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In designing learning the teacher did not make their own lesson plans because in this school the teacher was still trying to do the learning for students as effectively as so that students could to develop their skills and knowledge. In carrying out this assessment, the teacher followed the assessment plan determined by the Ministry of Education which had been previously revised. There were several procedures or steps to be carried out this assessment. As the teacher said in the interview:

“For the planning of learning, I follow the lesson plans that have been determined by the Ministry of Education. The assessment that I have been doing so far is directly observing, observing students when the teaching- learning activities are underway”

Based on teacher's experiences using this assessment, there were several reasons teachers interested in using this authentic assessment. Not only that, the teacher also found several factors that support or inhibit it. Namely students' interest in the learning process, student's enthusiasm to take part in learning activities and if students got their point about the material which given by the teacher. Therefore, they enjoyed the teaching-learning activities. For the problems that faced by the teacher were still looking for the solution to overcome it. As the teacher said in the interview:

"I chose this assessment because it is more just and objective, so we better understand the abilities of students one by one. In carrying out this assessment there are several factors that support including: students' interest in the learning process, enthusiasm from students that can be seen from the activeness of students in participating in learning, students' understanding of the material provided, and the learning environment that makes students comfortable and eagerness to learn English. Obstacles are always there, efforts to find a solution while learning what causes it."

The teacher's opinion after carrying out this assessment was easy to measure how the students' ability to understand the material provided by the teacher. Students' responses to this assessment were more enthusiastic in learning to get the best grades. As the teacher said in the interview:

"Authentic assessment is easier because it knows the ability of students one by one as it is. Student responses, they are just having fun. Because they become more enthusiastic in learning."

Besides that, there were several problems encountered by the teacher in teaching reading comprehension. The students were a lack of interests in English that caused they still did not know what was the material that provided by the teacher. The condition in class that was not effective to do teaching-learning activities, because the class was not conducive because each class comprises of more than 30 students. Then, most of the students lack of confidence to express their skills. As the teacher said in the interview:

“The lack of interest of students to like English and can be accepted by students with pleasure. We know that English is not a subject like the others. The class with an average of each class there are 36 students. Judging from the class situation like that, yes, most are still less active. Students themselves are mostly still lacking self-confidence and also lack the courage to express their opinions according to their abilities.”

In the implementing of reading comprehension assessment for cognitive aspects of the teacher used written techniques, namely multiple choice and essay. The teacher gave the students tasks in *LKS* (learning sources). Teacher designed the instruments of assessments by using the lesson plan or syllabus that. As the teacher said in the interview:

“In assessing this cognitive aspect, I was used to the written assessment. The assessment is written in the form of multiple-choice and essay. For the cognitive aspects of the instrument, I adjusted the basic competency criteria at the lesson plan or syllabus. I was used *LKS* as learning resources for learning English. I usually give assignments in *LKS* (learning Sources). For example, for material on reading comprehension I convey material about recount text. For exercises I was used to essay that consist of 5 questions. Each of them has scored 2”

For the assessment of affective aspects, the teacher adjusts the basic competency. Namely covering the behavior, interests and attitudes of students during the learning process. This assessment used the observation assessment. The teacher assessed students by paying attention to how students' attitudes during learning. There is an aspect, namely social aspect. As the teacher said in the interview:

“In assessing the affective aspects, there is an aspect. Namely, that is the social aspect. The teacher assessed students during the learning process. The teacher used the observation assessment that is assessment directly or indirectly by using instruments. For example, in assessing the social aspect students, includes the character of behavior, interests and attitudes when students in the learning process whether or not responding properly”

For the psychomotor aspects the teacher designed by used lesson plan and syllabus. In this psychomotor aspect, the teacher used performance assessment to test the students' performance. For example, he tested the students' pronunciation and their understanding about the material. As the teacher said in the interview:

“For this psychomotor aspect assessment instrument, I adjusted the basic competencies in the lesson plan or syllabus. For this assessment, I use this performance assessment to find out how students can express their abilities. For example, the teacher instructs students to read the text being studied. In this assessment the teacher can assess how students, such as pronunciation and students understanding of the content and purpose of the text. For score 1 to 5”

In this reading comprehension assessment, the teacher used an interactive reading to make it easier for students to understand the material presented by the teacher. As the teacher said in the interview:

“From the three types of reading comprehension, I used the reading interactive. Interactive reading is reading based on the formation of meaning through the interaction of the reader with the text being read. In the reading process itself, the reader needs to think about the information in the text. The students were guided by the teacher to get their understanding”

In reading comprehension learning, teachers used strategies that make it easier for students to understand the material presented. Those were indentify the purpose of reading, reading with reading silent technique, skimming reading, scanning reading, guessing the meaning of a word even though it is not right, analyzing the vocabulary in a text and ask students to distinguish meaning literally and meaning that is not expressed directly (simply). As the teacher said in the interview:

“The strategies I used to facilitate students in understanding the material presented include: students are asked to identity the purpose of reading, reading with silent reading technique, skimming reading, scanning reading, guessing the meaning of a word even though it is not right, analyzing the vocabulary in a text and ask students to distinguish meaning literally and meaning that is not expressed directly (imply).”

Furthermore, in assessing reading comprehension used by the teacher to test students. Namely, test the students' understanding about the text, the accuracy, the content of the text that students read, and the use of language when the students express their opinion. As the teacher said in the interview:

“The aspects that used in reading comprehension assessment are students' understanding in determining the main idea of a text or paragraph, accuracy of the contents of the text, and the use of language which used by students to express their opinions. These are adjusted to the ability of students to master the material provided. They still lack interest in learning English.”

3. Students' Perception on Authentic Assessment

Here, the researcher interviewed students which comprising of 2 classes. The interview was conducted several times with several questions about how the teacher delivered the material, students could understand the material or not, how the teacher gave an evaluation, what assignments were usually given to students, besides being assessed when answering questions, there were other assessments or not, what kind of assessment, the students response to the assessment that given by the teacher, and with this assessment whether it can increase students' enthusiasm in learning English or not, as follows:

According to Eni, the learning process that given by the teacher was fun. She can read a little a bit the text. In learning activities, the teacher asked a student to read a text. If the students did not know the meaning of a word, the teacher will explain it. As for the interview with the students:

“I think its fun, because I also like to read a little already known. At the most example, if I read but still wrong, then my teacher tested. It will also give the meaning of the words it means to be able to add vocabulary. The teacher usually will ask a student to read, and if there are words that are wrong, they will be justified and told the correct one.”

The teacher usually asks students to read the text and gave the evaluation secretly. Sometimes the teacher tested the students' attitude

during learning. The teacher tested the student's pronunciation. Correct their pronunciation because they still lack of it. As for the interview with the students:

“If the assessment is usually as far as I know, for example, when the teacher asked to read it, the teacher secretly gives us a continuous value from our attitude. The practice of reading the students is told to read first while understanding its contents how to give the value yes by justifying the pronunciation of the word of a student if it is still wrong, that too and working on the problems.”

The teacher used the written assessment to test the students. The teacher asked students to doing the task. After doing the tasks, the teacher asked students to collect it. Then the teacher tested it. As for the interview with the students:

“Written assessment (doing the tasks), do the tasks who given by the teacher, after doing that, it is collected and continuously assessed.”

The students feel satisfied about the assessment that given by the teacher. Though, sometimes the students understand the material and did not know the vocabulary. As for the interview the students:

“Quite satisfied, sometimes I can understand and do not understand it because we can add to our vocabulary if we do not know it, the teacher will tell to us.”

According to Nailul, in the learning process the teacher designated a student to read. The teacher tested the students' pronunciation. She read slowly the text. When the students did not know the meaning of the material, they asked the teacher to explain it. They read as their ability though was not right. As for the interview with the student:

“When I study reading material, the teacher appoints one student to read. For example, I will continue later if there are students who when reading it wrong the pronunciation it will be justified by the teacher. If we are told to read, we read slowly, if we don't know what it meant, just ask to the teacher, the pronunciation is also still difficult for reading to be rich, for example, "writing", read as much as we can.”

In the learning process, the teacher tested their performance when they practice reading the texts. Sometimes the teacher asked the students to do the tasks. After doing it, they discuss with the teacher. As for the interview with the student:

“Correct the wrong words when reading, after working on the problem, and then discuss the problem together.”

The teacher test when the students did the practice dialogue. They practiced with their classmates. The teacher evaluates the students' performance when the students reading the texts. As for the interview with the student:

“The teacher asked students doing the practice dialogue with their classmates, sometimes the teacher test when the students read the texts.”

The students like that test and they want to increase their score because they mastered English yet. The students feel satisfied about the assessment that provided by the teacher. Though, they did not know the meaning of the texts. As for the interview with the student:

“Yes, like it, yes, quite satisfied, although sometimes it does not mean. Yes it can. Sometimes I want an increase in value. Especially if the value goes down, so I want to correct the value because I can not master English yet. I can learn from the evaluation that day.”

According to Umam, the students could understand the material that provided by the teacher. The teacher delivered the material with fun and slowly but the students easy to understand the material. The students not mastered yet the pronunciation. As for the interview with student:

“Yes, it is understandable, because the material that is delivered slowly is not in a hurry, it is also fun, because we can know the other words, we usually read them slowly because the pronunciation is still lacking.”

The teacher gives some suggestions for students and the teacher test the students attitude during learning process. Then, the teacher tested

the students' performance in reading the texts when the pronunciation still wrong, the teacher correct it. As for the interview with the student:

“By giving suggestions / criticisms, also see the students' attitude how to study in class. The assessment was also teacher did when there were students who were reading but they still wrong the teacher will correct it.”

The teacher asked the students to practice dialogue with their classmates in front of the others students. Sometimes the teacher gave the students that the form was multiple-choices in *LKS* (learning source) and test the students' performance. As for the interview with the student:

“Practice dialogue with my classmates using English (practice dialogue) and giving student assignments to doing the multiple-choice in *LKS* that used by the teacher and the teacher test the students' performance by reading the texts.”

The student support the assessment that teacher did. They did not feel satisfied and did not get their understanding. They need to learn the material. When they read the text, they still used Javanese accent. As for the interview with the student:

“Yes, support the assessment conducted by the teacher. Still not satisfied, though, do not understand because sometimes I do not know the meaning of the material and lack of to learning about the material, also I can not read it because there is still a Javanese accent.”

According to Ulum, the teacher conveyed the teaching-learning activities it make the students easily to get the material and a word that the students yet know. As for the interview with the student:

“The teacher delivered the material with fun. Its make the students know what the word that they did not know.”

The teacher assessed the students when they did the practice to read a text and test the students' understanding about the content of the text. As for the interview with the student:

“The teacher evaluates the students’ performance when they read a text and sometimes the teacher test how the students get the content of the text”

The teacher tested the students’ performance; their tasks in *LKS*, the teacher assessed the students’ attitude and the students’ activities in the learning process. As for the interview with the student:

“The teacher tested the students when practice a read the text, doing the tasks in *LKS*, assessing the students’ attitude and the students do in teaching- learning process”

The students not satisfied about the assessment that teacher did because he did not master the English subject and confused it. It can motivate the students and more enthusiastic to learn it. As for the interview with the student:

“I feel not satisfied because I still confused about the material because they did not understand this subject. But it motivates the students in the learning process.”

According to *Khofifah*, the students excited when the teacher conveyed the material, and they did not feel bored because the teacher presented the material with fun. Though, the students still feel difficult to understanding the meaning of a word. As for the interview with the student:

“It is fun and exciting, because I can find words in English that I do not understand. But it's also difficult because we don't know the meaning and also the material.”

The teacher tested the students’ attitudes. The teacher tested the students’ performance by reading the texts. Sometimes the teacher asked the students to express it by themselves. As for the interview with the student:

“Sometimes the teacher tests by assessing attitudes, the results of practice to test understanding. Test by reading and explaining. This can improve students' creativity in learning English.”

The teacher tested the students' attitudes, the students' knowledge about the material and the students' performance by reading the texts. As for the interview with the student:

“The form of assessment can be in the form of attitude values, the ability to understand lessons / material, understanding of what is explained, and the value of practice.”

The students did not satisfy because they did not master in English. Sometimes they know the meaning of a word. This assessment motivated the students to improve their ability. So, they can easier to understand it. As for the interview with the student:

“Less satisfying, because I have limitations in English subjects, but sometimes also can be understood. Now I still in the learning and trying stages. Yes, this assessment makes me motivated to enthusiasm in learning English. Because this assessment is more inclined to improve students' creative to make it easier to understand.”

According to Fadilah, the students understand enough of the material. Though, the student did not master yet the vocabulary. When the students read the text, they tried to understand it. As for the interview with the student:

“Discipline understands enough the material delivered by the teacher. Even though they still haven't mastered enough vocabulary. When students read text, they try to understand the contents of the text. If they don't understand their meaning, they ask the teacher.”

The teacher tested the student's knowledge about the material in cognitive aspect in the form essay that the teacher provided during in the learning process. As for the interview with the student:

“The teacher tests well. The assessment made is the assessment of attitudes and assessments of the cognitive aspects of students in learning. The teacher gave exercises in the form of essay. There were 2 texts but different a different title. Each of them has 5 questions”

The students' responses were not satisfied the results of the assessment because they had limitations in English. Sometimes they could understand, but sometimes they still did not understand because they were still trying to master the learning material provided by the teacher. As for the interview with student:

“I did not like the results because I still not mastered in English. Sometimes I can understand, but sometimes I did not know it. I tried to learn more about the material that given by the teacher.”

B. Discussion

After describing the implementation of Authentic Assessment in Reading Comprehension at 10th Grade of MA Mafatihul Huda Cipari, the researcher found some research findings to answer the research problem. It would be concluded that the implementing of authentic assessment in reading comprehension. The result findings could be classified:

1. Classroom activities

The teacher started the lesson through opening session such as saying greeting, praying, checking attendance and reviewing the last materials. Here, the material that delivered by the teacher was recount text. The teacher explains the definition of recount text that was a text or story that tells a person's experience. For the characteristics of recount text, the teacher gives some point: Using past tense sentences, for example: Last Sunday, my mother and I went shopping at a traditional market in my town; Using the verbs action, for example: spent, went, brought, took, and others. Use adverbs and adverbial phrases to express a time, place and way. For example: last Sunday, in Lampung, lately, and so on; using conjunctions and time connectives to sort events or occurrences. For example: and, or, after that, and so on.

Then, social functions/ purpose of the recount text were to entertain or to retell the listener or reader about the event. The structures of recount text: Orientation is a section of the paragraph that introduces the characters or people in the story, place, and time. A Series of Events are

events that occur in the story. Recount text is written chronologically, such as in the first day, in the next day, in the last day, and so on; a series of events also contains personal comments about the events or incidents being told; Re-orientation is the closing or conclusion of the story. The teacher also gave an example as his experience while he was in Collage. He joined an event as an organizing committee for the event National Seminar for English. He met the native speaker that used American English and British English. He said that it was a memorable experience in his life.

In the teaching-learning activities, the teacher asked students to read the text, understanding the material or texts that they learn. Sometimes, the teacher asked students to reread about the definition of the recount text. While the teacher explains the material, the class situations was not conducive because in each class comprise more 30 students. It was inefficient to carry out teaching-learning for reading comprehension. The teacher used the reading interactive in reading the texts.

In the core activities of teaching reading comprehension, the teacher used strategies to deliver the material. The teacher asked the students to recognize the purpose of the text and gave some questions related to material. Then, the teacher asked students to reading the text. After that, the teacher gave question to the students what they had got by reading the text. When the students have answered the question but they still confused about the text, the teacher explained the purpose of the text for his student. In this lesson, students learn to how to identify and understood the meaning of literal, implied meaning in written texts. They learnt the difference between the commonly confused words “literal and implied”.

Based on the research, there were several factors that retard the learning process. During learning the teacher got several problems that make it difficult to hold learning efficiently for students. For example, the lack of students' interest to like English; the lack of vocabulary that makes

it difficult for them to understand the meaning of a sentence; the classroom situation is less supportive because based on the observations that made by researcher for class X, there were 30 students in each class. So, it makes the classroom atmosphere is crowded in the learning process.

As Iskandar claims, teaching and learning reading using herring bone process was done in two meetings, but the teacher did not apply the steps of teaching reading comprehension through hearing bone well. The problems faced by the teacher in teaching reading through hearing bone were the students' lack of mastery of the basic, the students' habit of reading slowly, the students' inability to figure out inferences, implications, main ideas, and text selection.⁵³ More over, the problems faced by students were about the speed of reading; the students have no many vocabulary and difficult to remember the text. Thus, it can be problems that teacher faced in learning process because most of them have similar problems in learning reading comprehension.

Based on this research, the teacher used the reading interactive in reading the texts. The teacher asked students to read the texts. While in the reading process, the students tried to understand it. The teacher guides them through the reading of the text. The teacher also ensuring that all most of them understand what they read. It was related to according to brown (2004), Included among interactive reading types are stretches of language of several paragraphs to one page or more in which the readers must, in a psycholinguistic sense, interact with text. Reading is a negotiating meaning; the reader brings to the text set of schemata for understanding it, and intake is the product of that interaction.⁵⁴

In teaching process that teacher carried out, he adjusted how the ability to receive the material presented. Most of them have not mastered

⁵³ Iskandar, J. *“Teaching and Learning Reading Comprehension Through Herring Bone to The First Semester of The Eleventh Grade Students of MAN 1 Pesisir Barat in The Academic Year of 2016/2017”*. Thesis. Lampung: State Institute of Islamic Studies Raden Intan Lampung. 2017.

⁵⁴ Brown, H. Douglas. *Language Assessment Principles and Classroom Practices 3rd Ed*. New York, Longman. 2004.

some vocabulary in the recount text. They also can not understand some the vocabulary that asked by the teacher. In implementing the strategy, the teacher requires a lot of time so that all strategies of learning objectives can be achieved. However, with some problems form these students, the teacher only conveyed according to students' abilities. The teacher used some strategies in teaching-learning reading comprehension, but it was not related because he only applied seven strategies.

Namely, asking students to identify the purpose of a text related to recount text. After providing material regarding recount text, the teacher asks students to identify the purpose of the recount text. Here, students read, understand and observe the text in the LKS on page 15 entitled "My Chorus Experience". Students are given time to read the text for a few minutes. Then, after the students read the text, the teacher appointed several students to give their arguments regarding the purpose of the recount text that had been understood. Some of them said the purpose of the recount text was to retell an incident that occurred in the past, for example, a memorable or pleasant experience. This method can make it easier for students to know the purpose of the text they are reading.

Then, asking students to do silent reading. In learning activities, the teacher applies silent reading. This activity is used so that students can improve their ability to read. This technique also helps students to get a lot of information. Here, the teacher encourages students to sit and be quiet when reading the text so they can concentrate fully on the text they are reading. Students are given 15 minutes to read the text. After reading the text, students review what they have read and convey their understanding of the text that has been read. After reading, students discuss their understanding of the text with the other students in their small group. The teacher also guided the students in a review and reflection of the content.

Asking the students to read with skimming techniques, the text to help students find the main ideas of the text. Skimming is reading rapidly to get a general overview of the material. Here, the teacher asked students

to skimming reading the text with the previous title, "My Chorus Experience". The students skim the introductory and concluding paragraph. The teacher asked them to find out the topic sentences about the text. Students trace attentively to the text at high speed for each paragraph. The students focus on the content words (nouns, verb and adjective). Students read from several paragraphs in detail. After students know where the main idea is at the end of each sentence topic, students check and look for important information such as names, places or events. Then they continue reading the paragraph until they are nearing the end or conclusion. The teacher asks students to only skim and quickly read but to get the general overall of the reading. So, this skimming can help students in finding main ideas.

Ask students to read using scanning technique to find information such as where the character bought an item. Not only applying skimming reading, but the teacher also applying scanning reading. Scanning reading is a technique that requires students to concentration. Here, the teacher asked his students to decide on a few keywords that they want to find out. The students may have to know what they're looking for. The teacher advises students to use their hands during this scanning. Because using students' hands can make it easier for students to find specific information. Thus they can also focus on the keywords they are looking for. The teacher practices this activity so that students can read the text in a faster way. This technique is also a comprehensive technique for skimming quickly.

Then ask students to guess as much as they can about the meaning of a word. Here, the teacher asks students to read the text. Then the students look for some detailed information, namely questions that bring up things that are related to the text regarding who, when, what, where, when, and how. After that, students identify the word (noun) and adjective in the text. The teacher asks students to mark some words they find. And asking students to translate the word to their knowledge. Because

previously the teacher had provided material on recount text, namely grammar in recount text. Then students understand the grammar of some of these words. In the text, there are several words that are often or rarely known by students. The teacher asks students to guess some of these words whether they are included in the past, present or future. Among them is the chorus, range, grand, desperately.

Then, ask students to analyze the vocabulary in the text. This an activity for the students to use their prior knowledge, context clues and word structure to aid their understanding of what they read. Here, the teacher asked the students to reading text. Then provide them to with opportunities to repeatedly to search the unfamiliar vocabulary. The teacher engage students in pairs groups to analyze the vocabulary. He asked them to collect the vocabulary words. The students choose the important words that they will encourage often. Then asked them to organize their information about the vocabulary that they got. The teacher required some group pairs to review the vocabulary that they have got. The students shared about the meaning of specific words that they have got. There was dread, pitch, challenged, etc. Then the explain to the other students about some vocabularies requires them to recognize the vocabulary well and also categorize them to past, present and future.

As well as to distinguish between literal meanings and simplified meanings, to makes it easier for students to understand the text. The students identify the literal and implied meaning connecting ideas in different parts of a text. Then they recognise the meaning of a word. They select information, ideas, and events in texts that relate to their own lives. The students described how events, characters in the text. Last, the teacher asked his students to compare and analyze information in different part of the texts depending on how a word was used it.

Meanwhile, the teacher applied seven strategies in the teaching-learning activities. According to in teaching reading comprehension, the teacher needs some strategies to make the students comprehend the

reading text. According to Brown (2001), for most second language learners who are already literate in a previous language, reading comprehension is primarily a matter of developing appropriate, efficient, comprehension strategies. Following are ten such strategies, each of which can be practically applied to your classroom techniques. Those are: identify the purpose in reading, use graphemic rules and patterns to aid in bottom-up decoding (especially for beginning level learners); use efficient silent reading techniques for relatively rapid comprehension (for intermediate to advanced levels); skim the text for main ideas; scan the text for specific information; use semantic mapping or clustering; guess when you aren't certain; analyze vocabulary; distinguish between literal and implied meanings; Capitalize on discourse markers to process relationships.⁵⁵It relate that the teacher did it because the students still need his guidance by the teacher to practice reading the texts. Actually, there were ten strategies to conducting the teaching, learning more efficient for the students.

2. The Design of Authentic Assessments

The implementing of authentic assessment in reading comprehension at MA Mafatihul Huda Cipari has using several types. Namely, written assessment, observation and performance assessment. For cognitive aspect has used written assessment. Namely, the forms are the multiple-choices and short-answer-tasks. Then, for the affective aspects comprise an assessment of social attitudes in the form of observations made by the teacher during the learning process. Whereas, for psychomotor aspect has been using performance assessment is in the form of practice. Here some authentic assessment that applied by the teacher:

a. The Authentic Assessment of Cognitive Aspect

Based on this research, the teacher was used to the written assessment in authentic assessment of cognitive aspect. The

⁵⁵ Brown, H. Douglas. *Teaching by Principles An Interactive Approach to Language Pedagogy 2nd Ed.* San Francisco, Longman. 2001. P. 306-311.

assessment is in the form of multiple-choice and essay. In this cognitive aspect, the teacher adjusts the material that given to students. Here, the material presented was recount text. In the learning process this material, the teacher conveys an understanding of recount text to students, social functions for recount text, structure of the text, and language features. In the process of reading the text, students read with an interactive method of reading between the text and the reader to make it easier to find information and understand the contents of the text.

The authentic assessment for reading comprehension has several formats used by the teacher, which are adapted to the indicators and adapt to the students' abilities. Here, the teacher has been using written assessment to test students learning outcomes by answering several questions. The techniques used for this assessment are twofold: multiple-choice and short-answer tasks or essay. That is because it matches the ability to understand the material provided. After the teacher submits the material related to the recount text, the teacher gives assigns to students to doing tasks in *LKS* (learning source) in the form of multiple-choice. Besides implementing essay assessment, the teacher also uses multiple choice assessment to test students' ability to understand the material provided by the teacher. This is test that has one correct or most correct answer. In this assessment, the teacher tests how students can understand the contents of the context of the text and questions related to the text. Here, the teacher uses worksheets as assignment material for students. The teacher uses the 2 daily exercises on pages 19-20. There are several questions that students must answer correctly and correctly. Students choose one correct answer option in each item from several alternative answers given. Regarding the material studied by students, namely recount text, there are several question numbers that provide recount text, including question numbers 1-3, 4-6 and 7-9.

Some of these texts describe events that occurred in the past. Students are asked to reflect on their understanding through alternative answers that already exist. The teacher asks students to read and understand the contents of the text. There is also one question that is used to test students' reading skills. It not only tests reading skills but also tests students' grammar understanding. Namely, for questions number 4-6. Students are asked to answer several numbers by completing the missing words in a text. From the 10 questions given by the teacher, some students can find answers correctly and correctly. The ability of students to answer several questions can be seen how long it takes students to answer quickly correctly and correctly. With this assessment, the teacher can measure the ability of students to understand the material given. When they can answer several questions in a short period of time according to the students' abilities, these students have progressed in the learning process based on the scores the students get.

This assessment is test that requires students to answer questions correctly. In this assessment the teacher tests students by seeing how students can explain it, elaborate their answers by writing a few sentences that fit their abilities and their own understanding. For short-Answer Tasks test or essay, at the previous meeting, the teacher delivered material about recount text, which is a text that tells of an event that occurred in the past, for example, a memorable experience. As previously known, the teacher handles 2 classes, namely class XA and class XB. This class comprises 30 to 37 students. Here, the teacher applies an assessment in the form of an essay to test the students' cognitive aspect. It takes a situation conducive to implementing this assessment run well. For this assessment, the teacher provides 2 texts to assess students' abilities.

Here, the teacher takes a different theme from the text. The first text is entitled "My Precious Bag". In short, this text tells of a father

who buys a bag for his daughter. Because previously his father promised to give a gift in the form of a new bag if his daughter gets an 8 on her English test at school. The teacher takes this theme because it can relate the material that students learn with experiences that some students have experienced in the past. The teacher asks several students who have had experiences such as the text, namely given gifts or awards after they can complete the assignment or get perfect scores on the test.

As simply, the second text tells of a child going on a vacation on the beach with his friends. During the holidays there he and his friends carried out activities, namely cycling to a beach called Smith Beach. They really enjoyed the vacation. While on the beach, they enjoy the wind that blows and play with the sand and other activities. But there was an unexpected incident, namely when they were talking and sitting on the beach suddenly there was a strong wind that blew their bodies. So they return to the inn. From this incident, there is a lesson they took, namely to be careful in any situation and anywhere. Likewise, with this holiday-themed text, the teacher asks students if they have ever experienced events like those in the text. Some students talked about what happened during the holidays. From some of these experiences, there are those who have had a vacation in Jogja, namely the Borobudur temple tour, where the students met directly with tourists from China and invited them to tell them about their vacation while they were Jogja.

Then the teacher asks one students to share the text with other students. 1 text is given for 2 students. Each text has 5 questions related to the text. Before reading the text, students read several questions related to the text. After that, students were asked to read the text and understand it in detail. After students read and understand the text, they are asked to answer the questions in the text. During this reading process, they selected a few keywords from the question. For

example questions about who, how, when and others. When they locate a keyword, they read the surrounding text carefully to see if it is relevant with the question. They re-read the question to determine if the answer that was found to answer these questions.

Next, the teacher teste students' understanding of the text they have read. The teacher asks several students to determine the answer to the question about the main idea of a paragraph from the test, students can determine the answer to the question about information implied or express from the text appropriately. There are some who still have difficulty retelling the contents of the text. In addition, the teacher assessed some of their answers, including: what is the purpose of the text (some of them have different answers, namely to retell, to report and to entertain.); how is the text organization of the text; when did the writer go to the beach; which bag that writer bought.

This assessment encourages students to organize ideas or things they learn in the form of descriptions. Students are asked to show their ability to understand the text provided by the teacher according to their abilities, namely by using their own language, but the content of their ideas has something to do with the material presented by the teacher. In this assessment, the teacher gives 2 points for each question. From this assessment, there are still many students who find it difficult to understand the text. There are a lot of vocabulary words that they rarely encounter so it is difficult for them to understand the text. So it affects the answers, they give to the assessment of this description.

According to Oakhil (2015), In multiple-choice tests, the child has to select one response (of a choice of three or four) that they think corresponds to the correct answer.⁵⁶ In doing the tasks, the students did the tasks by choice the question as their answer about the tasks that given by the teacher. According to Brown (2004), multiple-choice

⁵⁶ Oakhil J, et al. *Understanding and Teaching Reading Comprehension: A Handbook*. New York, Routledge. 2015. P. 32

items are difficult to construct and validate, and classroom teachers rarely have time in their busy schedules to design such a test. A popular alternative to multiple-choice questions following reading passages is the age-old short-answer format. A reading passage is presented, and the test-taker reads questions that must be answered in a sentence or two.⁵⁷

According to Majid (2009) in line with Kunandar that written assessment is a test in the form of written material (both question and answer). Deeper argument regarding this assessment according to Majid (2014:68), a written test in the description or essay requires students to be able to remember, understand, organize, apply, analyze, synthesize, test, and so on the material being studied.⁵⁸

Meanwhile, written assessments that teacher delivered for the students is emphasized in written whose answers can be in the form of descriptions. The teacher used this form to assess the students' abilities. Namely, expressing opinions, thinking logically, critically, systematically and inferring. Therefore, the teacher asked the students to answer several questions by adjusting students' abilities and their understanding about the tasks.

Based on Nurhasanah (2020), the techniques in cognitive assessment showed that, the authentic assessment techniques on writing were conducted through the assessment of written tests and assignments. Following the measurement of student knowledge assessment can be observed through any form of assessment. Beside that, written tests are the assessment technique used on cognitive aspects. While multiple-choices, essays, individual or group

⁵⁷ Brown, H. Douglas. *Language Assessment Principles and Classroom Practice 3rd Ed.* New York, Longman. 2004. P. 207.

⁵⁸ Supardi. *Penilaian Autentik Pembelajaran Afektif, Kognitif, dan Psikomotor: Konsep dan Aplikasi.* Depok, Rajawali Pers. 2015. P. 28.

assignments and homework are used on the skill aspect.⁵⁹ It related as written assessment in cognitive aspect to test the students' knowledge. The teacher used multiple-choice that provided in LKS (learning source) and essay as exercises that provided by the teacher in two texts which comprise 5 questions and each of them has 2 score.

b. The Authentic Assessment of Affective aspect

Based on the observation that has done by the researcher, the teacher used the authentic assessment of affective aspects of social aspect to assess the students during the learning process. Here, the teacher used the observation assessment that is assessment done directly or indirectly by using instrument. This assessment includes character, interests, attitudes, emotions and values. Here, the teacher tests how students can accept the values taught to them. For example, how they are disciplined towards the rules in school and during the learning process. Then, the teacher observes how students can play an active role during learning. For example, when the teacher holds discussion activities where the discussion group can be chosen by students' close friends or in many group members, are the students enthusiastic to express their own opinions or can also accept the opinions of their friends in the discussion, and whether they are actively asking questions or just playing. By his closed friend, whether with his own worlds. The teacher assesses how students can socialize in the environment at school, at home and during community life.

From some of these assessments the teacher can also find out the real interests and talents of students so it makes it easier for teachers to direct the learning process recognize the strengths and weaknesses of each student, the teacher can also motivate students so they can take an active role in every learning process. Teachers can also measure students' ability to take part in learning. This assessment

⁵⁹ Nurhasanah. "*The Application of Authentic Assessment for Students' Writing Skill (A Case Study at Tenth Grade of MAN 1 Kota Tangerang)*". Thesis. Jakarta: State Islamic University of Jakarta. 2020.

shows that students are less enthusiastic about learning reading comprehension. Among them, they cannot understand the material presented by the teacher; they fear speaking wrongly when asked to express their opinion; lack of vocabulary they know; lack of text reading practice.

Meanwhile, the teacher implemented the observation as like that be observing students during learning process. According to Supardi, Observation assessment is a continuous assessment technique using senses, both directly using and indirectly using an observation sheet that contains several observed behavioral indicators or aspects (Kunandar, 2013:117).⁶⁰ In social aspect, the teacher evaluates the students' behavior during teaching-learning. Those are how they are disciplined towards the rules in school and during the learning process; how students can play an active role during learning; how students can socialize in the environment at school, at home and during community life; and from some of these assessments the teacher can also find out the real interests and talents of students so it makes it easier for teachers to direct the learning process recognize the strengths and weaknesses of each student.

Based on Kristiawan (2017), the affective assessment applied by the teacher of Cultural History of Islam available in spiritual, behavioral competence (*K1*) and social competence (*K2*) which is available in the lesson plan related to application. The assessment of spiritual and behavioral competence applied by observation of the teacher, where the teacher identifies the aspects of what is going to be observed related to empirical data. In social behavior, the students are ordered to be a discipline for not being late in the learning process.⁶¹

⁶⁰ Supardi. *Penilaian Autentik Pembelajaran Afektif, Kognitif, dan Psikomotor: Konsep dan Aplikasi*. Depok, Rajawali Pers. 2015. P. 33.

⁶¹ Kristiawan, M & Elnanda, D, "The Implementation of Authentic Assessment in Cultural History of Islamic Subject", *Al Ta Lim Journal*, 2017 Vol 24 .No.3.

It related to the teacher by evaluating the students' attitudes but in this case, the testing was focused on the student social aspect. Moreover, Untari (2017), attitudes assessment is teacher's assessment toward the students in response object or something. Attitude is also an expression of values or views life owned by someone.⁶² This relate to the affective aspect as the teacher evaluate them by observing the student during learning process, how they response about the teacher, how they response about the learning materials that delivered by the teacher.

c. The Authentic Assessment of Psychomotor Aspect

This assessment was used as the performance assessment where during the learning process, namely material about recount text, the teacher then asks students to read the text being studied. This assessment is used to assess students' performance in practice reading texts. Here, the teacher was used this assessment to evaluate the students' performance in reading comprehension. This assessment was used to evaluate how the students understood the material that given by the teacher. In the learning process, the teacher has given some explanations about the material that must be mastered by the students to get the best score. In this lesson, the material that delivered by the teacher was recount text. The teacher explained about the definition of the recount text, social function, structures of the recount text, and language features that were used in the recount text.

After students take part in learning activities for recount text material, the teacher asks students to do an activity, namely the practice of reading recount text. The teacher uses a performance assessment in evaluating students' reading skills. In this assessment, the teacher provides 2 recount texts that were previously studied by students in an essay test. The first text is "My Precious Bag". The

⁶² Dyah, Septiana U, "*The Implementation of Scientific Approach in Teaching Reading Comprehension for the Tenth Grade Students of SMAN Karanganyar in 2016/2017 Academic Year*". Thesis. Surakarta: State Islamic Institute of Surakarta. 2017.

second text is "My Day at The Beach". Here, the teacher tests the students' ability to understand the content of the text they read, expresses the main ideas of the text that are read clearly and logically and summarizes the text in their own language, but with a variety of vocabulary and grammar according to the text they read.

As simply, in this performance appraisal activity students are asked to read the text given by the teacher. The teacher appoints several students to read the text and asks students to retell the content of the text. Then, the teacher asks the meaning of several sentences. Each student is differentiated into several sentences. Students show their abilities according to their abilities, even though they are still not fluent in pronouncing some vocabulary. Even some students were confused and nervous when the teacher pointed to these students. From these activities the teacher can evaluate how well they are in the practice of reading this recount text.

According to Addin in Feuer & Fulton (1993), Performance assessment is tasks that require students to construct a response create a product or demonstrate application of knowledge. Performance assessment requires students to create a product or show a process, or both, and uses clearly define criteria to evaluate the quality of student's work. It demands students to do something with their knowledge, such as make something, produce a report or show a process.⁶³ This relate as the teacher assessing the students' performance by asking them to read the texts. They read it, adjusting their abilities. The teacher evaluates the students' pronunciation and teacher assessed the students' understanding of the contents of the material which provided by the teacher.

In line with Inayah et al. (2019), skill assessment for observed day, the teacher used narrating sequences activity. When approaching the skill

⁶³ Hasna Addin, A.F. "The Implementation of Authentic Assessment Skills by English Teachers in English Instruction Based on Curriculum 2013 in Academic Year 2016/2017". Thesis. Surakarta: State Islamic Institute of Surakarta. 2017.

assessment session, she asked the students to sit in the group. She gave the students a series of pictures and some jumbled sentences. They were given ten minutes to discuss and remember the story. After that, she gave two minutes for each student to retell the story in front of the class. In this session, she used the analytical form of a scoring rubric.⁶⁴ Meanwhile, in this research, the teacher asked students to read the texts and the teacher evaluate their performance about how the students' abilities in reading the texts; the accuracy of the contents of the text; using the language that conveyed by the students.



⁶⁴ Inayah N, et al. "The Practice of Authentic Assessment in an EFL Speaking Classroom". Studies in English Language and Education. 2019. Vol 6 . No. 1.

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 10th 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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