

**THE IMPLEMENTATION OF AUTHENTIC ASSESSMENT FOR READING
SKILLS AT GRADE X SENIOR HIGH SCHOOLS IN WEST SUMATERA**

THESIS



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ABSTRAK

PENERAPAN PENILAIAN OTENTIK UNTUK KETERAMPILAN MEMBACA DI KELAS X SMA DI SUMATRA BARAT

Penelitian ini merupakan penelitian dengan pendekatan deskriptif. Penelitian ini bertujuan untuk mengetahui jenis-jenis penilaian otentik yang dilaksanakan oleh guru, tingkat kesulitan penilaian otentik yang dilaksanakan oleh guru dan kesulitan guru dalam melaksanakan penilaian otentik keterampilan membaca di kelas X SMA. Responden penelitian ini adalah 10 orang guru Bahasa Inggris di SMA Negeri di Sumatera Barat. Sekolah-sekolah tersebut adalah SMAN 1 Padang, SMAN 10 Padang, SMAN 1 Bukittinggi, SMAN 3 Bukittinggi, SMAN 5 Bukittinggi, SMAN 1 Banuhampu Kabupaten Agam, SMAN 1 IV Koto Kabupaten Agam, SMAN 1 Padangpanjang, SMAN 3 Padangpanjang dan SMAN 1 Sumatera Barat. Instrumen penelitian ini adalah angket, wawancara, observasi dan studi dokumen. Teknik analisis data dalam penelitian ini dilakukan dengan memeriksa semua data yang diperoleh melalui kuesioner, wawancara, observasi dan studi dokumen.

Hasil penelitian ini adalah enam jenis penilaian otentik yang digunakan untuk keterampilan membaca. Yaitu penilaian proyek, penilaian kinerja, portofolio, penilaian tertulis, observasi (diskusi), observasi (tanya jawab). Kemudian, penilaian tertulis dan observasi (diskusi) merupakan penilaian otentik yang paling sering digunakan untuk keterampilan membaca. Selanjutnya tingkat kesukaran ulangan harian, ulangan tengah semester, dan ulangan akhir dari sepuluh SMA se-Sumatera Barat tergolong mudah. Untuk kesulitan guru ada tujuh kesulitan. Kesulitan tersebut ialah keterbatasan waktu, kurangnya kosa kata siswa, rendahnya kemampuan siswa dalam membaca, rendahnya motivasi siswa dalam belajar bahasa Inggris, kesulitan guru dalam menggunakan portofolio, kesulitan guru dalam menentukan pilihan jawaban untuk tes membaca, guru kesulitan dalam membuat pertanyaan dengan tingkat kesulitan yang tinggi untuk tes membaca.

Kata kunci : penerapan, penilaian autentik, keterampilan membaca

ABSTRACT

THE IMPLEMENTATION OF AUTHENTIC ASSESSMENT FOR READING SKILLS AT GRADE X SENIOR HIGH SCHOOLS IN WEST SUMATERA

This research was a descriptive approach. The aims of this research were to find out the types of authentic assessments implemented by teachers, the cognitive level in authentic assessment implemented by teachers and difficulties in implementing the authentic assessment for reading skills at grade X senior high schools. The respondent of this research were 10 English teachers at Senior High Schools in West Sumatra. The schools were SMAN 1 Padang, SMAN 10 Padang, SMAN 1 Bukittinggi, SMAN 3 Bukittinggi, SMAN 5 Bukittinggi, SMAN 1 Banuhampu Kabupaten Agam, SMAN 1 IV Koto Kabupaten Agam, SMAN 1 Padangpanjang, SMAN 3 Padangpanjang and SMAN 1 Sumatera Barat. The instruments of this research were questionnaire, interview, observation checklist and study document. The technique of data analysis in this research was carried out by examining all the data obtained through questionnaire, interview, observation checklist and study document.

The result of this research was six types authentic assessment used for reading skills. They were project assessment, performance assessment, portfolio, written assessment, observation (discussion), observation (question and answer). Then, written assessment and observation (discussion) are the most authentic assessment used for reading skills. Furthermore, the cognitive level of the daily test, mid-term test, and final test of the ten senior high schools in West Sumatra is at easy level. For the teachers' difficulties, there were seven difficulties. They were time limitations, students lack vocabulary, students' low ability in reading, students' low motivation in learning English, teachers' difficulty in using the portfolio, teachers' difficulty in making options for reading tests, teachers have difficulty in making the higher level of the question for reading test.

Keywords : implementation, authentic assessment, reading skills

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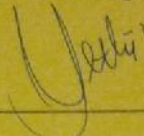
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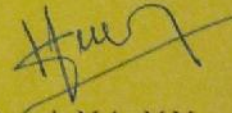


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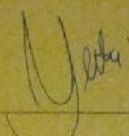
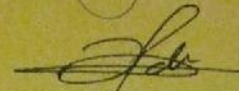
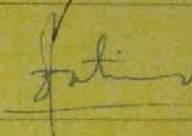
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Padang, November 2022

Saya yang menyatakan



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CHAPTER I

INTRODUCTION

A. Background of the Problem

The Indonesian government is improving the quality of education in this 21st century by developing the curriculum. Curriculum is a fundamental part of educational program. It provides educators planned and structured framework of an instructional design to achieve particular educational goals. The expectations of students following the teaching and learning activities are addressed in teaching and learning goals, which should be in line with the curriculum.

All-important study, 21st century themes, as well as specialized skills, expertise, and literacy should be developed through curriculum and instruction. Because learning English in the 21st century emphasizes not only strengthening students' listening, speaking, reading, and writing skills but also their ability to think critically, communicate effectively, work together, and be creative in need to live in this global environment. The 2013 Curriculum also provides an assessment that includes three aspects: attitudes, knowledge, and skills (Permendikbud No.66, 2013).

Assessment is a critical issue in education because, in the learning process, assessment is needed by the teacher to evaluate student development, abilities, and responsibilities. In order to know the students' result in teaching and learning process in the classroom, the teachers need to assess the students' learning.

Assessment is doing to know what they have got by their learning process. To assess the students/ ability, the teachers must use appropriate kinds of assessment, because if it is done by the inappropriate tools or instrument, it will not get what the teachers need from the students' learning process. Thus, it is needed the instrument; it should be based on authentic assessment.

The 2013 curriculum emphasizes authentic assessment to evaluate the process and results of teaching and learning (Permendikbud No.66, 2013). An authentic assessment can be used to assess speaking, writing, reading, and listening skills. Through authentic assessment, teachers can assess the students' real abilities. As mentioned previously, they can assess the three aspects of English language teaching; affective, cognitive, and psychomotor aspects. The cognitive part of knowledge links to thinking abilities such as remembering, planning, and developing new ideas to solve problems. The cognitive domain components include remembering, understanding, applying, analyzing, evaluating, and creating.

In addition, according to Darussyamsu, Rusdinal, Ananda & Gistituati (2021), The assessment of education in Indonesia places a strong emphasis on the need for complete and meaningful evaluations of students. It implies that assessments of students' knowledge, attitudes, and skills are based on actual issues that are relevant to their daily lives (authentic). Based on Permendikbud No. 81a (2013), teachers are expected to use authentic assessment to evaluate students' abilities. An authentic assessment is one that is carried out completely to evaluate all that needs to be evaluated regarding the process and outcomes.

However, as stated by Darussyamsu, Rusdinal, Ananda & Gistituati (2021), Teachers in general do not evaluate students' learning using authentic evaluation. The reality also demonstrates that educators frequently do not pay close attention to this assessment standard. Because most educators, on the one hand, don't really pay much attention about this because they believe that if the learning is good, the evaluation system will also be good. Due to educators' ignorance of this part of the assessment, the quality of education in Indonesia has not considerably improved.

The one of use for authentic assessment is measuring the students' reading skills in English subject. In English language learning, reading is one of the four skills that students must acquire and master in order to succeed in English. It is also one of the most crucial language proficiency skills, and it has a significant impact on both students' academic success in general and that of foreign language learners in particular. In reading, students are expected to understand and also comprehend the information contained in English text. Students also have critical thinking ability in reading. As mention above reading skills are a priority in the current era of globalization. In reading, studenta faced some difficulties and it also might happen because of a lack of reading habit: the way the text is presented is unfamiliar to the students. Thus, students' reading skills are an important concern for the government in developing students' thinking skills in facing the 21st century.

A number of researchers such as Aziz, Yusoff, & Yaakob (2020); Ekawati (2017); and Imansyah (2018) have discussed authentic assessments. They discussed challenges and the implementation of authentic assessment in the

classroom. In addition Fitriani (2014); Fitriani (2017); Hayati, Bentri & Rahmi (2017); Salamah (2016); Suarimbawa, Marhaeni, & Suprianti (2017); and Rizavega (2018), their research focuses on the implementation of authentic assessment in Junior and Senior High Schools based on curriculum 2013 and the challenges in using authentic assessment. Several other researchers investigated the EFL teachers' perceptions of authentic assessment Aliningsih & Sofwan (2015) and Imansyah, Utama & Sumarni (2018). It can be seen that these researches only focused on the implementation of authentic assessment in general, not on specific subjects.

Furthermore, Kristiawan & Elnanda (2017); Sabri, Retnawati & Fitriatunisyah (2006); Setyawarno & Kurniawati (2018), and Silalahi (2018); studied the implementation of authentic assessment in specific areas or subjects such as in math, history, science, a cultural history of Islamic and English subjects. However, in English subjects, the previous research do not focus in specific skills.

Then, in terms of English subjects, the researchers studied more deeply and focused on each skill. Idham, Nadrun & Darmawan (2015), Nurhasanah (2020), and Sarwanti (2015) focused on authentic assessment in writing skills; but Morales & Fernandez (2019) researched authentic assessment in listening skills. Then, Madani (2019); Saputri (2021); Zaim, Refnaldi, & Arsyad (2020), and Zaim, Mukhaiyar & Syahrianti (2017) discussed the authentic assessment of speaking skills.

Furthermore, authentic assessment in reading have been conducted by a number of researchers such as Azizah (2020); Harida (2015); Hapsari (2017); Martika & Zaim (2021) and Susani (2018). Those researches discussed about authentic assessment especially in reading comprehension in University and Senior High School. Research about the authentic assessment in reading skills has been conducted in EFL class in a few locations such as in Cilacap, Yogyakarta, Pekalongan, and Padang only. In those researches, the researcher just used interview and questionnaire to collect the data in order to find out the types of authentic assessment used and problems in implementing the authentic assessments. However, as far as the researcher concerned there have been no research about the implementation of authentic assessment for reading skills yet in West Sumatera particularly that not only focused in types of authentic assessment used and problem in implementing authentic assessment but also analyze the level of cognitive. This research focuses on analyzing the cognitive level of each reading test, such as daily test, mid-term test, and final test by using document analysis and relate it with taxonomy bloom's theory.

Regarding to the previous research above, the researcher assumes that teachers used authentic assessment in the classroom, especially for reading skills, but how they implemented the authentic assessment in the classroom, the types of authentic assessment used in the class and the cognitive level of authentic assessment that used in class did not describe well. Moreover, the researcher is interested in investigating how a teacher assesses students' reading skills in EFL

classes, especially the types of authentic assessment used and the cognitive level of each reading test. In addition, the researcher intends to identify the teacher's problems in applying authentic assessment for reading skills with the title: The Implementation of Authentic Assessment for Reading Skills at grade X Senior High Schools in West Sumatera.

B. Identification of the Problem

As stated in the background of the problem above, there are several problems related to this research. As a result of PISA 2018, Indonesian students have a low ability in reading. In addition, the assessment standard is often not the focus of attention from educators. A teacher just focuses on the way they deliver the material or the teaching process rather than the assessment.

C. Limitation of the Research Problem

To avoid misunderstanding and clarify the problem, it is necessary to limit the research problem to explore the study about the implementation of authentic assessment for reading skills at grade X senior high schools in West Sumatera.

D. Formulation of the Problems

Based on the limitation of the research above, the formulation of this research is: "How is the implementation of authentic assessment for reading skills at grade X senior high schools?"

E. Research Questions

Referring to the formulation of the research problem above, this research will conduct to answer the following research questions:

1. What are the types of authentic assessments implemented by teachers?
2. What is the level of cognitive in authentic assessment implemented by teachers?
3. What are the teachers' difficulties in implementing the authentic assessment for reading skills at grade X senior high schools?

F. Purpose of the Research

Research questions above can give a description of the purpose of this research as follow:

1. To find out the types of authentic assessments implemented by teachers,
2. To find out the cognitive level in authentic assessment implemented by teachers,
3. To find out the difficulties in implementing the authentic assessment for reading skills at grade X senior high schools.

G. Significance of the Research

The result of the research is expected to be useful and relevant theoretically and practically. Theoretically, it is expected to contribute to the people who want to enrich and study the implementation of authentic assessment for reading skills at grade X senior high schools in West Sumatera. Moreover, practically it is hoped

to be beneficial for the teachers in order to get more information related to the authentic assessment of reading skills and the way to implement it, and also for the researcher itself to enhance her knowledge about the research of the implementation of authentic assessment for reading skills at grade X senior high schools in West Sumatera.

H. Definition of the Key Terms

In order to avoid misunderstanding of certain key terms, the researcher needs to define important concepts used in this research:

1. Authentic assessment is assessments used in reading tests that tend to enrich students with real-world tasks that emphasize students' skills for real problem-solving that used by English teachers
2. Reading skill is one of the most important skills that should be acquired in learning English, such as gaining information and needed to increase the thinking skills in comprehending the texts that should be mastered by students.
3. Difficulty is condition or state of being hard to do, deal with, understand or implement the authentic assessment for assessing students' reading skills.