

**EVALUATING AUTHENTIC ASSESSMENT FOR READING SKILLS  
DESIGNED BY GRADE X ENGLISH TEACHERS OF SENIOR HIGH  
SCHOOLS**

**THESIS**

*Submitted as a partial fulfillment of the requirement to obtain a degree in  
Master of Education*



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# **EVALUATING AUTHENTIC ASSESSMENT FOR READING SKILLS DESIGNED BY GRADE X ENGLISH TEACHERS OF SENIOR HIGH SCHOOLS**

## **ABSTRAK**

Penelitian evaluasi dengan pendekatan deskriptif ini bertujuan untuk mengevaluasi persiapan, pelaksanaan dan hasil penilaian otentik untuk keterampilan membaca dalam pembelajaran Bahasa Inggris. Responden penelitian ini adalah 10 guru Bahasa Inggris pada SMA di Sumatera Barat yakni SMAN 1 Padang, SMAN 10 Padang, SMAN 1 Sumatera Barat, SMAN 1 Padang Panjang, SMAN 3 Padang Panjang, SMAN 1 Bukittinggi, SMAN 3 Bukittinggi, SMAN 1 Banuhampu dan SMAN 1 IV Koto. Instrumen dari penelitian ini adalah kuesioner, observasi, dan dokumentasi. Teknik analisis data dalam penelitian ini dilakukan dengan menelaah semua data yang diperoleh melalui hasil kuesioner, observasi, dan dokumentasi.

Hasil penelitian ini menunjukkan bahwa guru telah menyiapkan berbagai bentuk teks, kompetensi literasi membaca, dan persiapan guru yang meliputi penyusunan silabus serta RPP. Guru telah menggunakan 13 bentuk pertanyaan penilaian otentik untuk keterampilan membaca, guru menggunakan bentuk penilaian otentik baik didalam kelas maupun diluar kelas (pekerjaan rumah), dan guru telah menerapkan berbagai tingkatan kesulitan soal berdasarkan taksonomi bloom pada ulangan harian, ujian tengah semester, dan ujian akhir semester serta ketersediaan bahan ajar (buku teks dan LKPD) dalam pelaksanaan penilaian otentik. Selain itu, guru telah melakukan berbagai bentuk tindak lanjut yang diberikan kepada siswa setelah melakukan penenilaian otentik.

Kata kunci: evaluasi, penilaian otentik, keterampilan membaca

# **EVALUATING AUTHENTIC ASSESSMENT FOR READING SKILLS DESIGNED BY GRADE X ENGLISH TEACHERS OF SENIOR HIGH SCHOOLS**

## **ABSTRACT**

This evaluation research with a descriptive approach aims to evaluate the preparation, implementation, and results of authentic assessments for reading skills in learning English. The respondents of this study were 10 English teachers at Senior High Schools in West Sumatra, namely Senior High School 1 Padang, Senior High School 10 Padang, Senior High School 1 Sumatra Barat, Senior High School 1 Padang Panjang, Senior High School 3 Padang Panjang, Senior High School 1 Bukittinggi, Senior High School 3 Bukittinggi, Senior High School 1 Banuhampu, and Senior High School 1 IV Koto. The instrument of this research is a questionnaire, observation, and documentation. The data analysis technique in this research was carried out by examining all the data obtained through questionnaires, observations, and documentation.

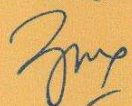
The results of this study indicate that the teacher has prepared various forms of text, reading literacy competence, and teacher preparation, including the syllabus and lesson plans. Teachers have used 13 forms of authentic assessment questions for reading skills, teachers have used authentic forms of assessment both in class and outside of class (homework) and teachers have applied various levels of problem difficulty based on Bloom's taxonomy on daily tests, midterm test, and final test as well as the availability of teaching materials (textbooks and student worksheets (LKPD)) in the implementation of authentic assessment. In addition, the teacher has carried out various forms of follow-up given to students after conducting an authentic assessment.

Keywords: evaluation, authentic assessment, reading skills

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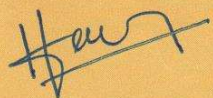
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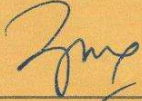
  
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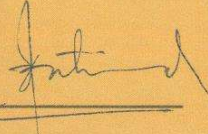



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# **CHAPTER 1**

## **INTRODUCTION**

### **A. Background of the Problem**

The 2013 curriculum aims to improve the quality of education by forming productive, creative, and innovative human resources. The implementation of the 2013 curriculum seeks to create students who have attitudes, skills, and knowledge. In addition, through the 2013 curriculum, teachers should be able to develop all students' interests, potentials, and achievements comprehensively. Therefore, the implementation of the 2013 curriculum in learning can make Indonesian students competent in the 21<sup>st</sup>-century.

The effort to measure and monitor the achievement of learning objectives according to the 2013 curriculum is to conduct an assessment. Assessment is needed to determine the success and achievement of learning objectives. In addition, assessment is also part of the learning process that functions as an evaluation of the process that has been carried out. Therefore, teachers must be able to implement assessment activities properly and on target to determine and analyze the development of students' learning outcomes.

One type of assessment contained in the 2013 curriculum is authentic assessment. Based on the Regulation of the Minister of Education and Culture Number 81a of 2013 concerning the implementation of the 2013 Curriculum, teachers are required to apply authentic assessments to assess students' competencies and skills. According to Machali (2014), authentic assessment also



has strong relevance to learning according to the objectives of the 2013 curriculum. Therefore, authentic assessment can be one of teachers' strategies for achieving the objectives of the 2013 curriculum inseparable from learning activities.

Authentic assessment is stated in Regulation of the Minister of Education and Culture Number 22 of 2016, which assesses the readiness of students, processes, and overall learning outcomes. The integration of the three components will describe the capacities, styles, and learning outcomes of students that can have an impact on students. According to Svinicki (2004), authentic assessment reflects student achievement and measures it in real-life situations that make students engage in meaningful and useful tasks. Authentic assessment is also an activity to evaluate student learning progress by applying various types of assessments. Thus, it can be concluded that authentic assessment is an assessment activity to evaluate students' knowledge and skills that are relevant to students' real-life situations.

The use of authentic assessment can assess the actual and realistic learning process of students and provide many opportunities for students to learn. In addition, according to Moon et al. (2005), the use of authentic assessment also requires students to have higher-order thinking skills, problem-solving, and higher creativity. Therefore, authentic assessment is also a diagnostic tool that helps students to be more involved in learning and gives them a sense of control over their learning. Therefore, authentic assessment aims to develop students' critical thinking skills, which help them process, criticize, and analyze information related to students' daily lives.

However, the results of research conducted by experts on the implementation of authentic assessment in learning provide some statements. For example, Suarimbawa et al. (2017) who conducted research on Junior High School teachers found that the obstacle for teachers in implementing authentic assessments was the lack of time to conduct authentic assessments. Meanwhile, Saputra et al. (2019) conducted on six English teachers at Junior High Schools in West Java showed that teachers experienced challenges in carrying out authentic assessments, including students' problems, time, validity, and administration. Furthermore, research was conducted by Indriani (2019) about teachers' perceptions in conducting authentic assessments. This study found that teachers had conducted authentic assessments but faced various obstacles in their implementation. Another problem is that teachers do not fully understand authentic assessment and its implementation in schools. From these studies, it is known that authentic assessment in learning in schools still has various obstacles.

In learning English at schools, reading skill is one of the main skills that must be possessed by students in learning foreign languages. Reading skill is a way to understand the information contained in the text. According to Patel and Jain, (2008), reading skills are skills in improving and developing students' thinking ability. In addition, Prasetyo (2017) also emphasizes that reading skills are a priority in the current era of globalization. Therefore, students' reading skills are a concern for the government in developing students' thinking skills in a global society.

The implementation of authentic assessment in assessing students' reading skills is expected to improve students' reading skills. The findings of researchers

regarding the implementation of authentic assessment in assessing students' reading skills as carried out by (Fritz, 2001; Prasetyo, 2017). Research conducted by Fritz (2001) aims to identify the practice of teachers using portfolios as authentic scores for student achievement. The results showed that 50% of teachers with more than three years of experience used portfolios in evaluating student achievement and there was an increase in student performance, and the number of teachers using portfolios increased every year. In addition, according to Prasetyo (2017), the development of macro or micro reading skills is more possible by using authentic assessments in the form of portfolio assessments. This shows that the application of authentic assessment in reading skills has a positive effect on students.

However, the results of the 2018 Programme for International Student Assessment (PISA) which assessed reading, math, and science literacy skills, in which Harsiati (2009) stated that the PISA assessment in reading literacy includes understanding and higher-order thinking processes that require readers to give critical reactions and creatives who have similarities in authentic assessment in the 2013 curriculum. In reading literacy skills, Indonesia is ranked 74th out of 79 with an average score of 371 which indicates that the reading ability of Indonesian students is in a low category. It can be said that it will have an impact on the quality of education, which can make Indonesian students unable to compete in the current global era.

Related to the conditions and objectives of authentic assessment in the 2013 curriculum, it is necessary to evaluate the implementation of authentic assessment in learning. Wangid et al.(2017) argue that evaluation is a series of activities that

aim to see the extent of the success of an activity. Evaluation activities must have a clear, comprehensive, and integrated purpose or objective. Therefore, the evaluation is not carried out randomly but is systematic, detailed, and uses thoroughly tested procedures so that the objectives of the evaluation activities are achieved properly.

Research on evaluating authentic assessments for reading skills has been carried out by several researchers such as (Ebrahimzadeh & Branch, 2016; Fritz, 2001; Lanting, 2001; Martika & Zaim, 2021; Prasetyo, 2017; Sağırlı, 2015). The effect of using authentic assessment in the form of a portfolio in the experimental class on students' reading skills in Iran (Ebrahimzadeh & Branch, 2016). In this study, the effect of using authentic assessment in the form of portfolio assessment can improve students' reading ability. Another study was also conducted by Sağırlı (2015), which showed that it was easier for students to work on multiple-choice questions than open-ended questions in assessing students' reading ability. In addition, the development of macro or micro reading skills is more possible by using authentic assessment in portfolio assessment (Prasetyo, 2017). Research conducted by Martika and Zaim (2021) and Mirrah and Zaim (2021) revealed the types of authentic assessments, forms of authentic assessments, types of texts used for authentic assessment of reading skills, and reading competencies that are tested in authentic assessments for reading skills.

Furthermore, research conducted by Lanting (2001) aims to identify the forms and types of authentic assessments used by teachers to assess students' reading and writing abilities. The results illustrate that teachers use observation and

interviews where they use correction guides to evaluate their students and they do not use portfolio and self-assessment strategies. This study also shows that teachers focus on aspects of students' strengths and not on their weaknesses. Lastly, study of Fritz (2001) aims to identify teachers' practice of using portfolios as an authentic assessment strategy to evaluate their students' achievement. The results showed that 50% of teachers with more than three years of experience used portfolios in evaluating student achievement. The results also show an increase in student performance and the number of teachers using portfolios, increasing every year.

Regarding the research that has been done by several researchers on authentic assessment of students' reading skills in learning English, it appears that researchers only evaluate authentic assessment at the process or implementation stage. Meanwhile, Regulation of the Minister of Education and Culture Number 22 of 2016 states that assessment in the learning process uses an authentic assessment approach that assesses preparation, process, and learning outcomes as a whole. To provide maximum results in the application of authentic assessment in the learning process, it is necessary to study three assessment evaluations, namely the preparation, which describes the teacher's preparation or experience in designing authentic assessments for reading skills, the process or implementation, which describes the implementation of authentic assessment of reading skills, and the results, which describes the following up of authentic assessment result. Therefore, the researcher will evaluate the authentic assessment of students' reading skills on preparation, process, and results.



## **B. Identification of the Problems**

Based on the background above, some research can be conducted as follows:

First, research on the ability of teachers to apply authentic assessment for reading skills. The teacher's ability to apply authentic assessment will affect the expected goals of implementing authentic assessment in the learning process. Second, the problems faced by English teachers in carrying out authentic assessments for reading skills. Through investigating problems in authentic assessment, researchers can find solutions to every problem faced by English teachers in implementing authentic assessment. Third, evaluate the authentic assessment of reading skills by reviewing the stages of preparation, process and results.

## **C. Limitation of the Problem**

This research limits to evaluate authentic assessment for reading skills at Senior High School.

## **D. Formulation of the Problem**

Based on the problem above, the formulation of the problem is “How do teachers at grade X Senior High School implement authentic assessment for reading skills”.

#### **E. Research Question**

This study attempts to answer the following questions:

1. How do the English teachers prepare authentic assessment on reading skills at the tenth grade of Senior High School?
2. How do the English teachers implement authentic assessment on reading skills at the tenth grade of Senior High School?
3. How do the English teachers follow up the result of students' assessment on reading skills at the tenth of Senior High School?

#### **F. Purpose of the Research**

The main objectives of this research are to find out

1. The preparation of authentic assessment of reading skills by English teachers at the tenth grade of Senior High School.
2. The implementation of authentic assessment of reading skills by English teachers at the tenth grade of Senior High School.
3. The following up of the result of student assessment on reading skill at the tenth grade of Senior High School.

#### **G. Significance of the Research**

The result of this research is expected to be useful theoretically and practically. Theoretically, the results of this research are expected to contribute to provide additional information for the development of further educational research

in the field of authentic assessment, especially in the authentic assessment of reading skills.

In addition, this research is expected to be useful practically. For the teacher, this research is expected to be a guide in developing the implementation of authentic assessment on reading skills. Then, this research is also beneficial for students. This research provides information to students about the forms and types of authentic assessments that can be applied in assessing reading skills. In addition, other researchers who are interested in analyzing the implementation of authentic assessment on reading skills can get the basic information from this research. Therefore, they can do their research in deeper, further, and better techniques.

#### **H. Definition of the Key-term**

To avoid misunderstanding in this research, the researcher defines specific key terms as follows:

1. Authentic Assessment is an activity to directly measure the learning process based on students' performance or products that are relevant to everyday life.
2. Reading skill is the ability that pertains to a person's capacity to read, comprehend, interpret, and decode a written language or text.
3. Evaluation is a systematic activity that reviews the components of preparation, implementation and results that are used as input or recommendations for the object being evaluated.