

**THE IMPLEMENTATION OF AUTHENTIC ASSESSMENT ON
READING COMPREHENSION OF THE TENTH GRADE STUDENTS OF
SMAN 8 PADANG**

Thesis

*Submitted as a Partial Fulfilment of the Requirements to Obtain Bachelor of
Education (B.Ed) in English Language Education Program*



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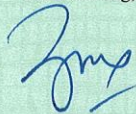
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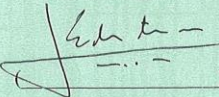
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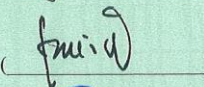
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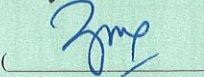
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ABSTRACT

Authentic assessment can help teachers to find out the extent to which students can apply their knowledge and skills in the context of real situations. This is because authentic assessment focuses on activities or tasks performed by students after all the knowledge and skills being taught are adapted to the actual context. The population and sample of this study were tenth-grade students and English teachers at SMA 8 Padang. This research uses descriptive quantitative research. This study aims to understand the form of authentic reading assessment, the level of difficulty, and the problems faced by the teacher in implementing the authentic assessment. The research instruments were documentation, questionnaire, and interviews. The results of the study found that (1) 4 forms of authentic assessment of reading comprehension used by teachers at SMAN 8 Padang, (2) the level of difficulty in implementing authentic assessment of reading comprehension was easy carried out by students, and (3) several problems faced by teachers in implementing of authentic assessment on reading comprehension.

Keywords: *Implementation, Authentic assessment, Reading Comprehension.*

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ABSTRAK

Penilaian otentik dapat membantu guru untuk mengetahui sejauh mana siswa dapat menerapkan pengetahuan dan keterampilannya dalam konteks situasi nyata. Hal ini dikarenakan penilaian otentik menitikberatkan pada kegiatan atau tugas yang dilakukan oleh siswa setelah semua pengetahuan dan keterampilan yang diajarkan disesuaikan dengan konteks yang sebenarnya. Populasi dan sampel penelitian ini adalah siswa kelas sepuluh dan guru bahasa Inggris di SMA 8 Padang. Penelitian ini menggunakan jenis penelitian deskriptif kuantitatif. Penelitian ini bertujuan untuk memahami bentuk penilaian otentik reading, tingkat kesulitan, dan masalah yang dihadapi guru dalam mengimplementasikan penilaian otentik. Instrumen penelitian berupa dokumentasi, angket, dan wawancara. Hasil penelitian menemukan bahwa (1) 4 bentuk penilaian otentik pemahaman bacaan yang digunakan oleh guru di SMAN 8 Padang, (2) tingkat kesulitan dalam menerapkan penilaian otentik pemahaman bacaan mudah dilakukan oleh siswa, (3) beberapa masalah yang dihadapi guru dalam mengaplikasikan penilaian otentik pemahaman bacaan.

Keywords: *Implementasi, Penilaian Autentik, Keterampilan Membaca.*

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TABLE OF CONTENTS

ABSTRACT	i
ABSTRAK	ii
ACKNOWLEDGEMENTS	iii
TABLE OF CONTENTS	v
LIST OF TABLES	vii
LIST OF FIGURES	viii
LIST OF APPENDICES	ix
CHAPTER I INTRODUCTION	1
A. Background of The Problem.....	1
B. Identification of the Problem.....	4
C. Limitation of the Research.....	5
D. Formulation of the Problem.....	5
E. Research Question	5
F. Purpose of the study	5
G. Significance of the problem.....	6
H. Definition of the Key Terms.....	6
CHAPTER II REVIEW OF RELATED LITERATURE	8
A. Review of Related Theories.....	8
1. Authentic Assessment.....	8
2. Assessing Reading	16
B. Previous Study	20
C. Conceptual Framework.....	24
CHAPTER III RESEARCH METHOD	25
A. Research Design	25
B. Population and Sample	25
C. Research Instruments.....	26
1. Documentation.....	26
2. Questionnaire	26
3. Interviews.....	26
4. Validity and Reliability.....	27
D. The Technique of Data Collection.....	28
1. Documentation.....	28
2. Questionnaire	28
3. Interview	29
E. Techniques of Data Analysis	29

CHAPTER IV FINDINGS AND DISCUSSION	31
A. Findings	31
1. The Form of Authentic Assessment on Reading Comprehension	31
2. The difficulties level of Authentic Assessment on Reading Comprehension	36
3. The Problems Faced by the Teacher in Implementing the Authentic Assessment of Reading Comprehension.....	40
B. Discussion.....	42
CHAPTER V CONCLUSION AND SUGGESTION	45
A. Conclusion	45
B. Suggestion.....	46
REFERENCES	47
APPENDICES	51

LIST OF TABLES

Table 3.1 Indicators of the Forms to Teacher	26
Table 3.2 Indicator of the Questionnaire to Students.....	26
Table 3.3 Interview Guide.....	27
Table 3.4 Average Score Interpretation Level of Form Assessment	29
Table 3.5 Average Score Interpretation Level of Difficulties.....	30
Table 4.1. Reading Competence	32
Table 4.2. Form of Assessment.....	33
Table 4.3. Type of test.....	34
Table 4.4. Type of text	35
Table 4.5. Difficulties of Authentic Assessment on Reading Competence	36
Table 4.6. Difficulties of Authentic Assessment on Form of Assessment.....	37
Table 4.7. Difficulties of Authentic Assessment on Type of test	38
Table 4.8. Difficulties of Authentic Assessment on Type of Text.....	39

LIST OF FIGURES

Figure 2.1. Conceptual Framework.....	24
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LIST OF APPENDICES

Appendix 1: Questionnaire for Teacher	51
Appendix 2: Questionnaire for Students	54
Appendix 3: Average Score Interpretation level of difficulties	57
Appendix 4: Average Score Interpretation level of form assessment.....	58
Appendix 5: Daily Tes	59
Appendix 6: Surat Validator	63
Appendix 7: Surat Penelitian Dinas Pendidikan Provinsi.....	65

CHAPTER I INTRODUCTION

A. Background of The Problem

Assessment is central to teaching and learning. In the learning process, assessment is needed by the teacher to evaluate student development, abilities, and responsibilities. There have been major advances in educational assessment. The usual assessment technique is a multiple-choice test. When a multiple-choice test is deemed unsuitable for achieving learning objectives, the teacher will try to find other alternatives. Furthermore, the teacher will focus on activities carried out in the classroom. The simple reason is that because of learning, whatever the curriculum; competency-based curriculum or previous curriculum, are closely related to a planned and measurable process to achieve goals and content under the applicable curriculum provisions. In order to know the students' result in teaching and learning process in the classroom, the teachers need to assess the students' learning and evaluate them. Assessment is the way the teacher can get the result what the student have got by their learning process.

Authentic assessment is an assessment that takes place in a context with real conditions. Authentic assessment means evaluating students' knowledge or skills in a context as close as possible to the real world or real life. Furthermore, Gulikers (2004) explains authentic assessment as assessment which the students have required to use the knowledge, skills and behaviors they possessed, applying to which will depend on the level of similarity of the situation they will face in real world.

Zaim (2018) stated that purpose of authentic assessment is to measure skills in many kinds of contexts that refers to the real world situation. It is focus to real students' ability as closely as their real life experience in a subject. This kind of assessment will assess students' achievement based on the reality they get in learning process. Authentic assessment will be applied to students and get the evaluation of it.

Nowadays, senior high school students are now being taught more reading comprehension through genres. It contains the knowledge of the features of the language, generic structures, and other characteristics that construct a perfect reading text. Because students always face reading through genres, forcing teachers to look for material sources that can develop students' communicative competencies. In general, using authentic material in reading must indeed be evaluated by authentic assessment. Authentic assessment in reading tends to enrich students with real-world assignments that emphasize students' skills to solve real problems. Authentic assessment in reading comprehension will give opportunity for students to be creative learners and enable them to develop specific graduate attributes (Wiggins, 2003).

In English, reading is one of the four skills that students have to mastered by learners. Students are expected to be able to carry out oral and written communication using language variations according to context fluently and accurately through monologue communication and interaction. In English, students must master reading and comprehension skills, and students must understand the meaning of the context. The purpose of reading is to understand

what is being read. Reading will provide students with a lot of information about the world. This will contribute to their success in understanding the text in general. This means that by reading the reader will get some information or knowledge. Some teachers who teach reading subjects say that students who like to read will have more knowledge than students who don't. Although reading plays an important role in the success of students in education and daily life, students still experience difficulties in understanding English texts.

The importance of the reading competence of students in Indonesia, for example, was shown by the government by handing over the implementation of the PISA (Program for International Student Assessment) to the Ministry of Education and Culture. PISA is organized by OECD (the Organisation for Economic Co-operation and Development), and Indonesia, since its initial participation in 2000, has got lower ranks in reading, mathematics, and science literacies. (Litbangkemdikbud, 2016) from 2000 to 2009.

Previous researcher has already done research on the importance of authentic assessment in reading. Susani (2018) who discuss that using authentic assessment in Extensive Reading, they found that the implementation of authentic assessment in Extensive Reading course in Indonesian Language Education and Literature Study Program Sanata Dharma University can help teachers to measure the extent to which students' ability to apply their knowledge and skills in accordance with real situations. Fitriani (2017) who investigated what the teachers' problems in implementing authentic assessment based on curriculum 2013 and what efforts she used to overcome the problems, and Prasetyo (2017)

that described how language teachers in Indonesia can independently develop an authentic assessment for measuring their students' reading competence.

As the previous research shown, the implementation of authentic assessment on reading comprehension at high school level has not gained sufficient attention, that is why in this research, the researcher would like to conduct a research about the implementation of authentic assesmnet on reading comprehension of tenth grade students at SMAN 8 Padang. This research would be useful in order to add depth information to the current knowledge about the implementation of authentic assesment in general, and expected will be more useful to English teachers at senior high school level who will implement authentic assessment on reading comprehension so that the objectives of teaching learning English will be achieved.

B. Identification of the Problem

The current curriculum demand to implement an authentic assessment to access students' skills is not without obstacle. The implementation of authentic assessment types is quite challenging for English teachers. The material used by the teacher has not described the reading needed by students to be able to face real life. So in this research, as stated in the title, the researcher wants to see how the implementation of authentic assessment on reading comprehension in senior high school.

C. Limitation of the Research

In this research, the researcher focused on implementing authentic assessment on reading comprehension in tenth-grade student at SMAN 8 Padang. The researcher conducted this study to SMAN8 Padang students.

D. Formulation of the Problem

Related to the limitation of the problem above, the problem states: "How is the implementation of the authentic assessment on reading comprehension in tenth grade student at SMAN 8 Padang?"

E. Research Question

The research question were formulated as follow :

1. What are the forms of authentic assessment used by the English teacher in grade tenth of SMAN 8 Padang?
2. How is the difficulties level of authentic assessment on reading comprehension by the students in SMAN 8 Padang?
3. What are the problems faced by the teacher in implementing of authentic assessment of reading comprehension in SMAN 8 Padang?

F. Purpose of the study

1. To find out the form authentic assessment used by the English teacher in grade tenth at SMAN 8 Padang.
2. To find out the difficulties level of authentic assessment on reading comprehension by the students in SMAN 8 Padang.

3. To find out any problems faced by teacher in implementing of authentic assessment of reading comprehension in SMAN 8 Padang.

G. Significance of the problem

This research is necessary to be conducted to increase authentic assessment for reading in the school. Theoretically, this research aims to contribute to enrich the information and knowledge in educational research significantly to research and development. This research aims at giving information to find and develop an appropriate authentic assessment for assessing reading comprehension.

H. Definition of the Key Terms

1. **Implementation:** Implementation is the application of authentic assessment instruments in real classroom situation to assess students' speaking competence.
2. **Authentic Assessment:** Authentic assessment is some assessment that takes place in a real context with real conditions. Performance assessment is linked to authentic assessment in it requires students to demonstrate their competencies by creating some response or project to demonstrate their competence of knowledge of a particular area of learning (Feuer, 1993; Valencia et al., 1994a).
3. **Reading Comprehension:** Reading comprehension is a cognitive process that shapes and directs students' intellectual development. Hermida(2009) believes that reading ability contributes obtain greater opportunities to

brighter career promotion (Wei, Cromwell, and McClarty,2016). As described, reading comprehension positively influences students' academic performance, enabling them to become successful in their academic pursuits.

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data described in the previous chapter, it can be concluded that:

1. Based on the data of documentation used by the teacher, there are four indicators in authentic assessment on reading comprehension; (1) Reading competence, (2) form of assessment, (3) type of test, and (4) type of text.
2. The difficulties level of question in implementing the authentic assessment on reading comprehension is easy. Based on the data from questionnaire according to students in the tenth grade of SMAN 8 Padang, the implementing of authentic assessment on reading comprehension is that categorized Easy level with mean score 2,34.
3. The problems faced by the teacher related to the questions themselves for regarding facilities, teacher difficult in ability of students is different from students which we can see on average in the teacher giving exams but smarter students the teacher give a better assessment. For making questions, teacher difficult in making questions based on the material and learning objectives provided, it is not always a question with a high level. Then, teacher difficult in choosing authentic sources in authentic assessment to finding authentic sources, and students low mastery of vocabulary, so that students have difficult to understand the reading text given.

B. Suggestion

After conducted this research, there are some suggestions related to the implementation of authentic assessment on reading comprehension are proposed. The implementation of authentic assessment is not good enough in the process of learning, teacher who teaching English still need training and guidance books to implement authentic assessment in the learning process. Future researchers who are interested in conducting a study similar to this research it is suggested to conduct a study by using different methods and designs. By using other methods, the result will be richer. Then, it is hoped that further researchers can take a larger sample in their research because the sample of this study was only 50 students and 2 teachers consisting of two education classes of the tenth grade in senior high school of Padang. They are also expected to add to the instrument file in collecting data for their study because this research only uses a questionnaire, interview, and documentation to assess implementation of authentic assessment on reading comprehension. This is because the situation during the COVID-19 period did not allow researchers to collect data by doing classroom observations and others.

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