THE AUTHENTICITY OF ASSESSMENT USED IN READING CLASS OF ENGLISH FOR SPECIFIC PURPOSE IN INFORMATICS TECHNOLOGY PROGRAM OF UNIVERSITAS SURAKARTA ON 2018/2019 ACADEMIC YEAR

Submitted to post Graduate Program of Language Study at Muhammadiyah University of Surakarta as a Partial Fulfillment of the Requirements For Getting Master Degree of Language Study in English

by

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has been examined for all revisions and corrections recommended by the Board of Examiners on June, 25th, 2019 and is certified to be accepted for submission.

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STATEMENT OF AUTHORSHIP

I am hereby confirm article entitled “The Authenticity of Assessment Used in Reading Class of English for Specific Purpose in Informatics Technology Program of Universitas Surakarta on 2018/2019 Academic Year” is an original and authentic work written by myself and it has satisfied the rules and regulations of Muhammadiyah University of Surakarta with respect to plagiarism. I certify that all quotations and sources of information have been fully referred and acknowledged accordingly. I confirm that this article has not been submitted for the award of any previous degree in any tertiary institutions in Indonesia or abroad.

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THE AUTHENTICITY OF ASSESSMENT USED IN READING CLASS OF
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ON 2018/2019 ACADEMIC YEAR

ABSTRACT
This study is aimed at describing the types of assessments used in reading class, the most frequently used assessment in reading class, the authenticity of the assessment used by the lecturer in reading class, and the problems faced by lecturers in applying authentic assessments in reading class of English for Specific Purpose in Informatics Technology Program of Universitas Surakarta on 2018/2019 academic year. The type of the research is qualitative research. The object is the authenticity of assessment used in regular and non-regular classes focused on reading skill for English Specific Purposes (ESP). The participants are two English Lecturers in Informatics Technology Program of Universitas Surakarta. Data collection was done by applying documentation, observation, and interviews. The result showed that (1) the regular and non-regular lecturer have applied same types of assessment in reading class of English for Specific Purpose in Informatics Technology Program of Universitas Surakarta on 2018/2019 academic year namely oral interview, story or text retelling, constructed response items, project or exhibitions and portfolio assessment. (2) The most frequently used assessment in regular class are oral interview, story or text telling, teacher’s observation and portfolios, while as the lecturer of non-regular class are class oral interview, teacher’s observation and portfolio. (3) The regular and non-regular lecturer almost have fulfilled all characteristics reflecting authenticity of assessment in reading class of English for Specific Purpose in Informatics Technology Program of Universitas Surakarta on 2018/2019 academic year except on characteristics reflecting authenticity of assessment in tapping into higher-level thinking and problem-solving skills for non-regular class, because most of students are worker or employee. (4) There are four problems faced by lecturers in reading class of English for Specific Purpose in Informatics Technology Program of Universitas Surakarta on 2018/2019 academic year, namely, the difficulty in composing assessment instrument, limited of language media used, lack in students’ language ability, and limited time in arranging assessment instruments.

Keywords: Authenticity, Assessment, Reading, ESP

ABSTRAK
Penelitian ini bertujuan untuk mendeskripsikan (1) jenis-jenis penilaian yang digunakan dalam kelas membaca, (2) penilaian yang sering digunakan dalam kelas membaca, (3) keaslian penilaian yang digunakan dalam kelas membaca,

**Kata kunci:** Keaslian, Penilaian, Membaca, ESP

1. **INTRODUCTION**

   English has been considered as a need by all people. This language consists of four skills which should be acquired namely listening, speaking, reading, and writing. In this case, reading is one of the skills which needs clearly understanding of the text because each of text has the meaning which contains certain purpose. Rivers (1981, p. 259) in Asshabi (2013) argued that reading is a most significant skill which used to gain information and to combine other areas of language in any language class. It can be concluded that reading is really important skill for foreign language learners because in most of the cases and most of the students apply this skill much more than the other skills.

   In mastering reading skill, every student must upgradethe reading comprehension level. Gough & Tunmer (1986) in Mellard (2010) described that reading comprehension is resulted from two necessary sets of reading skills namely decoding and language comprehension. Moreover, the students must recognize both of the knowledge’s background and the ideas.
Understanding reading comprehension and the skills necessary for comprehension are expected to build a more complete understanding of comprehension ability. To observe the students’ reading skill, the lecturers must apply assessments in consistently.

The best way in assessing reading skill is applying authentic assessment. O’Malley & Pierce (1996, p.4) stated that authentic assessment is including the multiple forms of assessment that reflect student learning, achievement, motivation, and attitudes on instructionally relevant classroom activities. It can be depicted that authentic assessment is ongoing feedback which document students’ learning to indicate that students’ mastery involves more than being able to recall answer as might be the case with a traditional testing format by allowing the students to demonstrate their specific skills or behaviors and ability in completing tasks and solving the problems. In addition, the authentic assessment will reflect students learning.

O’Malley & Pierce (1996, p.11) mentioned that there are some kinds of authentic assessment, namely, oral interview, story or test retelling, writing samples, project/exhibitions, experiments or demonstrations, constructed response items, teacher observations, and portfolios. It can be assumed that types of authentic assessment above are often seen on teaching learning activity and they are helpful for both of teacher and students in achieving the target of learning. Besides, the students’ ability can be monitored by teachers well so they are expected to evaluate their weakness in learning. There are several previous studies which present how the important of applying authentic assessment such as Hidayati (2016), Wang & James (2011), Kosten (2013), Bosch & Toon (2013), and Karim & Naushaba (2014), and Leist, et al (2012) and Cirocki (2013). All of these studies show that applying authentic assessment can increase the student’s language skill.

Authenticity is regarded as an important feature of language tests, but commonly the notion is related only the use of authentic material and authentic assessment. Brown & Hudson (2004) described several characteristics which reflecting the authenticity that the assessment should: require students to perform, create, produce, or do something; use real-world context or simulations; be non intrusive in that they extend the day to day classroom activities; allow students to be assessed on what they normally do in class every day; use tasks that represent meaningful instructional activities; focus on process as well as products; tap into higher-level thinking and problem-solving skills; provide information about both the strengths and weakness of students; be multiculturally sensitive when properly administered; ensure that people, not machines, do the scoring, using human judgment; encourage open disclosure of standards and rating criteria; and call upon teachers to perform new
instructional and assessment roles. From the characteristics, it can be seen that authenticity describes the relationship between the test and the real world.

Based on the observation, in every program in university, it needs to apply English as one the subject matter, Informatics Technology Program in Universitas Surakarta for instance which establishes reading for Academic Purposes that taught at the first semester. Most of people know its English type namely English for Specific Purpose (ESP). Moreover, the English lecturers actually describe that the competences of their students in reading for academic purposes cannot reach the minimal standard competence. The students have many general background and information to understand the text. Then, the lecturers state that they can know the students’ reading competences if the students present the content of the article which has been read by them orally. These are the reasons why the lecturers decide to apply the authentic assessment to assess the students’ reading competence in their class.

The aim of this paper is to describe the types of assessments used in reading class, the most frequently used assessment in reading class, the authenticity of the assessment used by the lecturer in reading class, and the problems faced by lecturers in applying authentic assessments in reading class of English for Specific Purpose in Informatics Technology Program of Universitas Surakarta on 2018/2019 academic year. Related to the aim of this paper, O’Malley & Pierce’ theory (1996) is applied to answer the types of assessments used by students in reading class, and the theory of Brown & Hudson (2004) is used as the indicator to analyze the authenticity of its assessments.

2. RESEARCH METHOD

The type of research is a case study. The object is the authenticity of assessment used in regular and non-regular classes focussed on reading skill for English Specific Purposes (ESP) at the first semester in Universitas Surakarta on 2018-2019 academic year. The subject was two lecturers who teach reading class in Technology Informatics Program. The data is the information reflecting the authenticity of assessment used in reading class of ESP at the first semester of Informatics Technology Program from students, lecturers, documents and events in Universitas Surakarta. Data source was event, informant, and documents. Techniques of data collection used were document, observation in regular and non-regular class, and interview with two English lecturers. The technique for analyzing data applied is Miles and Hubberman’s interactive model analysis (1984) such as data reduction, data display and verification.

3. FINDINGS AND DISCUSSION
In this part, there are four problem statements which are discussed completely. The description can be seen below:

3.1 The Types of Assessment Used in Reading Class of English for Specific Purpose in Informatics Technology Program of Universitas Surakarta on 2018/2019 Academic Year

According to O’Malley and Pierce (1996: 11), there are eight kinds of authentic assessment, namely, oral interview, story or text retelling, writing samples, project/exhibitions, experiments or demonstrations, constructed response items, lecturer’s observations, and portfolios. Not all assessments are used in reading class of English for specific purpose in Informatics Technology program of Universitas Surakarta on 2018/2019 academic year.

The researcher creates a table as the review of result of the findings about type of assessment used by both of lecturers in reading academic purpose at Informatics Program.

Table 3.1. The Type of Assessment Used by Lecturers

<table>
<thead>
<tr>
<th>NO</th>
<th>Type of assessment</th>
<th>Regular Lecturer</th>
<th>Non Regular Lecturer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Oral Interviews</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>2</td>
<td>Story or Text Retelling</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>3</td>
<td>Constructed Responses Items</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>4</td>
<td>Project or exhibition</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>5</td>
<td>Teacher Observations</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>6</td>
<td>Portfolio</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

The table 3.1 shows that the type of authentic assessment used by lecturers in reading class of English for Specific Purpose in Informatics Technology Program of Universitas Surakarta on 2018/2019 academic year, namely oral interview, story or text retelling, constructed response items, project or exhibitions, teacher observation, and portfolio assessment.

In line with this research, Cirocki (2013) has same result. The result of this study was reading portfolios had proven to be effective assessment tools. They had the potential to support and document critical thinking, problem solving, autonomy, creativity and growth of the learners. Despite the fact that they required a lot of commitment on the part of both the student and the teacher, they were rewarding and fruitful. For this reason, he would like to encourage language teachers to implement reading portfolios in his classrooms. Besides, Ghanbari, et al (2015) in their study were aimed to describe developing teaching vocabulary using authentic materials and its influence on learners’ vocabulary achievement. The analysis of data showed that the vocabulary knowledge of the participants developed in both groups
but the experimental group significantly outperformed the control group.

The finding of this research is contrasted with Hidayati’s research (2016). It showed that the teacher used three types of assessment namely formative test which covered affective-cognitive-psychomotor aspects, mid semester-test, and semester test.

3.2 The Most Frequently Used Assessment in Reading Class of English for Specific Purpose in Informatics Technology Program of Universitas Surakarta on 2018/2019 Academic Year

Based on the results of the assessment, lecturers can decide the appropriate decisions to determine the steps that must be taken next. The results of the assessment can also motivate students to perform better. Various types of assessment’s techniques can be done complementary in accordance with the competencies assessed. When the lecturers assume that the type of assessment is better, they always do in their assessment.

Table 3.2. List of types of assessment used by both of Lecturers

<table>
<thead>
<tr>
<th>NO</th>
<th>Type of assessment</th>
<th>Regular Lecture (MGIW)</th>
<th>Non Regular Lecturer (AH)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Oral Interviews</td>
<td>✓ ✓ ✓ ✓ ✓</td>
<td>✓ ✓ ✓ ✓ ✓</td>
</tr>
<tr>
<td>2</td>
<td>Story or Text Retelling</td>
<td>✓ - ✓ - ✓</td>
<td>- - - - ✓</td>
</tr>
<tr>
<td>3</td>
<td>Constructed Responses Items</td>
<td>✓ - ✓ ✓ ✓</td>
<td>✓ - - - ✓</td>
</tr>
<tr>
<td>4</td>
<td>Project or exhibition</td>
<td>✓ ✓ ✓ ✓ ✓</td>
<td>✓ ✓ ✓ ✓ ✓</td>
</tr>
<tr>
<td>5</td>
<td>Teacher Observations</td>
<td>✓ ✓ ✓ ✓ ✓</td>
<td>✓ ✓ - - ✓</td>
</tr>
<tr>
<td>6</td>
<td>Portfolio Assessment</td>
<td>✓ ✓ ✓ ✓ ✓</td>
<td>✓ ✓ ✓ ✓ ✓</td>
</tr>
</tbody>
</table>

From the Table 3.2, it can be concluded most frequently assessments used in reading class of English for Specific Purpose in Informatics Technology Program of Universitas Surakarta on 2018/2019 academic year used by Mrs. MGIW, as the lecturer of regular class are oral interview, story or text retelling, teacher observation and portfolios, while Mrs. AH, as the lecturer of non-regular class, uses teacher observation and portfolio.

Contrasted with the research of Heriyawati (2013), in conclusion, the use of authentic assessment really made the students learnt from the text they read. Besides, the teacher also found the efficient technique to assess the students’ comprehends from the text. The composition of the reading test in the authentic assessment should be appropriate with the text given to the students. Hopefully, by using the authentic assessment the students will enjoy the reading all of the materials given by the teacher in the
reading comprehension courses, and they can learn many things from the reading text they read. Further, the students' reading habit will be well established because they enjoy reading without being worried about the result of the reading test.

In line with Anwari (2015), the results showed no significant changes in metacognitive skills. However, STEM education engaged students in these activities. Therefore, implementation of STEM education in the classroom provided opportunities to students for understanding the importance of the integration of different disciplines and its applications. In addition, STEM education could increase students’ interest in science lessons.

Thus, it means that the regular and non-regular lecturers almost have same types of assessment in reading class, except on constructed responses items, because most of students are worker or employee.

3.3 The Authenticity of Assessment Used by the Lecturers in Reading Class of English for Specific Purpose in Informatics Technology Program of Universitas Surakarta on 2018/2019 Academic Year

Brown and Hudson in Brown (2003) summarized that there are several characteristics of various alternatives in assessment. In line with the finding of the research, there are some characters of authentic assessment found by the researcher. The result of this research concluded that Mrs. MGIW has all characteristics reflecting authenticity of assessment in reading class of English for Specific Purpose in Informatics Technology Program of Universitas Surakarta on 2018/2019 academic year. Besides, Mrs. AH does not all characteristics reflecting authenticity of assessment. It can be seen in tapping into higher-level thinking and problem-solving skills, because most of her students are worker or employee. The results are summarized into the table below.

Table 3.3. The Authenticity’s Indicators of Assessment

<table>
<thead>
<tr>
<th>No</th>
<th>Indicators</th>
<th>Mrs. MGIW</th>
<th>Mrs. AH</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Requiring students to perform, create, produce, or do something;</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>2</td>
<td>Using real-world context or simulations;</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>3</td>
<td>Reflecting non-intrusive in that they extend the day to day classroom activities;</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>4</td>
<td>Allowing students to be assessed on what they normally do in class every day;</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>5</td>
<td>Using tasks that represent meaningful instructional activities;</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>
Focusing on process as well as products;  

Tapping into higher-level thinking and problem-solving skills;  

Providing information about both the strengths and weakness of students;  

Reflecting multiculturally sensitive when properly administered;  

Ensuring that people, not machines, do the scoring, using human judgment;  

Encouraging open disclosure of standards and rating criteria; and  

Calling upon lecturers to perform new instructional and assessment roles.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Focusing on process as well as products;</td>
<td>✓</td>
</tr>
<tr>
<td>7</td>
<td>Tapping into higher-level thinking and problem-solving skills;</td>
<td>✓</td>
</tr>
<tr>
<td>8</td>
<td>Providing information about both the strengths and weakness of students;</td>
<td>✓</td>
</tr>
<tr>
<td>9</td>
<td>Reflecting multiculturally sensitive when properly administered;</td>
<td>✓</td>
</tr>
<tr>
<td>10</td>
<td>Ensuring that people, not machines, do the scoring, using human judgment;</td>
<td>✓</td>
</tr>
<tr>
<td>11</td>
<td>Encouraging open disclosure of standards and rating criteria; and</td>
<td>✓</td>
</tr>
<tr>
<td>12</td>
<td>Calling upon lecturers to perform new instructional and assessment roles.</td>
<td>✓</td>
</tr>
</tbody>
</table>

From the table 3.3, it can be concluded that Mrs. MGIW as the regular lecturer has fulfilled all characteristics reflecting authenticity of assessment in reading class of English for Specific Purpose in Informatics Technology Program of Universitas Surakarta on 2018/2019 academic year. Besides, Mrs. AH, as the non-regular lecturer, does not fulfill all characteristics reflecting authenticity of assessment, especially on tapping into higher-level thinking and problem-solving skills. It is caused by most of her students are workers or employees. It means that the regular and non-regular lecturer almost have all characteristics reflecting authenticity of assessment in reading class except on characteristics reflecting authenticity of assessment in tapping into higher-level thinking and problem-solving skills for non-regular class.

The research is contrasted with Wang (2011). The results were discussed with regard to their implications for future research and the improvement of practice. Authentic leadership of building principals and its relationship to teacher levels of trust and engagement should be of interest to professional development programs, school district hiring, and assessment practices.

In line with Kosten (2013), the result shows that authenticity has an important role in both language acquisition (SLA) and CALL, being utilized to support the legitimacy of an approach or discipline more generally, as well as in defending a specific didactic design, especially with regard to transfer and motivation. This paper distinguished between three domains of authenticity claims essential to CALL contexts: authenticity through language (linguistic authenticity), authenticity through origin (cultural authenticity), and authenticity through daily life experience (functional authenticity). It pointed out problematic aspects of engaging in an
authenticity claims and argues that a reflexive stance might useful in questioning the role of authenticity claims in CALL theory and practice.

In line with Bosch (2013), the correlation analysis showed that each subscale and the total score of authenticity was positively related to commonly used work outcomes such as job satisfaction, in role-performance, and work engagement. This study concluded that the IAM Work is a reliable and valid measure of state authenticity at work.

3.4 The Problems Faced by Lecturers in Applying Authentic Assessment in Reading Class of English for Specific Purpose in Informatics Technology Program of Universitas Surakarta on 2018/2019 Academic Year

The research finding shows problems faced by lecturers in applying authentic assessment in reading class of English for Specific Purpose in Informatics Technology Program of Universitas Surakarta on 2018/2019 academic year. From the interview and observation, there are same problems faced by Mrs. MGIW and Mrs. AH, namely; the difficulty in composing assessment instrument, limited of language media used, lack in students’ language ability, limited time in arranging assessment instruments. Completely, these findings are presented on table below.

<table>
<thead>
<tr>
<th>No</th>
<th>Problems</th>
<th>Mrs. MGIW</th>
<th>Mrs. AH</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The difficulty in composing assessment instrument</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>2</td>
<td>Limited of language media used.</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>3</td>
<td>Lack in students’ language ability</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>4</td>
<td>Limited Time in Arranging Assessment Instruments</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

This result is in line with Karim (2014), the results shows that the academic reading test is good and working well in assessing the learners’ reading ability. However, it could not be called a perfect test and still needed some improvement. So finally some necessary suggestions had been provided for improving the test and making it more valid and reliable.

From the problem found during the research, the researcher sees that those findings in table 3.4 are often faced by the educators in applying authentic assessment. This result is very similar with the problem found in
the previous studies where the educators are frequently challenged in composing instrument for assessment. Besides, the inability skill of students is always being a big problem in applying authentic assessment because it is related to the knowledge and skill. Then, in creating instrument, most of educators always argue that they need more time to do that because of too many instruments that should be made. In these problem, the researcher suggests for educators especially the English lecturers in Informatic Technology of Universitas Surakarta to manage time well so they can concept and arrange the instrument correctly for implementing authentic assessment. Besides, they should develop the students’ language skill by giving more practice when they attend in meeting class. Next, for fixing the limited media, the lecturers can request by making proposal for their institution to complete the language facilities such laboratory tools. When these suggestions have been done, the problems above will be solved.

4. CONCLUSION

This part is divided into two parts namely conclusion and suggestion. The detail of the description can be seen as below:

Based on the result of research findings, the researcher draws several important points as reflection of the answer the problem statements as following: (1) the regular and non-regular lecturer have applied same types of assessment in reading class of English for Specific Purpose in Informatics Technology Program of Universitas Surakarta on 2018/2019 academic year namely oral interview, story or text retelling, constructed response items, project or exhibitions and portfolio assessment. (2) The most frequently used assessment in regular class are oral interview, story or text telling, teacher’s observation and portfolios, while as the lecturer of non-regular class are class oral interview, teacher’s observation and portfolio. (3) The regular and non-regular lecturer almost have fulfilled all characteristics reflecting authenticity of assessment in reading class of English for Specific Purpose in Informatics Technology Program of Universitas Surakarta on 2018/2019 academic year except on characteristics reflecting authenticity of assessment in tapping into higher-level thinking and problem-solving skills for non-regular class, because most of students are worker or employee. (4) There are four problems faced by lecturers in reading class of English for Specific Purpose in Informatics Technology Program of Universitas Surakarta on 2018/2019 academic year, namely, the difficulty in composing assessment instrument, limited of language media used, lack in students’ language ability, and limited time in arranging assessment instruments.
This research also offers several suggestions as following: first, for English lecturers, it can provide an overview of the implementation of assessments in the implementation of English language learning at University, consequently it can be used for the development of assessments to achieve better quality assessment in the university. Second, for the Head of University, this research is expected that give the information for the rector of the university to see the needs of lecturers in understanding the application of authentic assessments by completing university facilities. Last, for further researchers, this research is expected to contribute as a useful theory in the application of authentic assessments in future studies so they can explore more aspects of assessment in various levels.

REFERENCES


