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

THESIS

Submitted to the Department of Language Studies Graduate School of Muhammadiyah University of Surakarta in Partial Fulfillment of the Requirement for the Degree of Master of Education

by

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Certify that this thesis is definitely my own work. I am completely responsible for its content. Otherwise, there are some other writer’s opinions for findings included in this thesis but they are quoted or cited in accordance with ethical standard. When there is evidence that this thesis is a kind of plagiarism, I will accept the correlation of my graduate degree given by Muhammadiyah University of Surakarta.

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Daryati
MOTTO

➤ *Nothing impossible in the world. You can do it, when you believe.*

➤ Allah will not change the condition of a people until they change what is in themselves

➤ Verily, in every difficulty there is relief.
DEDICATION

This thesis is dedicated to:
1. Allah Subhanahu wa Ta’ala
2. Her mother and My Father for the great motivation along my study,
3. Her lovely husband,
4. Her friends on Class A Post Graduate Program of UMS 2015
5. Her all friends of MUSSA, and
6. Her beloved institution
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    The writer realizes that this research paper is not perfect and has a lot of
weaknesses. Therefore, the writer thanks to the readers if they can contribute in
giving suggestion and criticism to make this thesis better.

    The Writer

    Daryati
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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
ABSTRACT


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, dan (4) masalah yang dihadapi oleh dosen dalam penilaian kelas membaca bahasa Inggris ESP dalam Program Teknologi Informatika Universitas Surakarta pada tahun akademik 2018/2019. Jenis penelitian adalah penelitian kualitatif. Objeknya adalah keaslian penilaian yang digunakan di kelas regular dan non regular yang berfokus pada kelas membaca bahasa Inggris ESP. Partisipannya adalah dua dosen bahasa Inggris di jurusan Teknologi Informatika Universitas Surakarta. Hasil penelitian menunjukkan bahwa (1) dosen reguler dan non-reguler telah menerapkan jenis penilaian yang sama di kelas membaca ESP dalam Program Teknologi Informatika Universitas Surakarta pada tahun akademik 2018/2019 yaitu wawancara lisan, pengisahan cerita atau teks, item respon yang dibangun, proyek atau pameran dan penilaian portofolio. (2) Penilaian yang paling sering digunakan di kelas reguler adalah wawancara lisan, bercerita, observasi guru dan portofolio, sedangkan dosen kelas non reguler adalah wawancara lisan, observasi guru dan portofolio. (3) Dosen reguler dan non-reguler hampir memenuhi semua karakteristik yang mencerminkan keaslian penilaian di kelas membaca Bahasa Inggris ESP dalam Program Teknologi Informatika Universitas Surakarta pada tahun akademik 2018/2019 kecuali pada karakteristik yang mencerminkan keaslian penilaian dalam memanfaatkan tingkat berpikir yang lebih tinggi dan keterampilan memecahkan masalah untuk kelas non-reguler, karena sebagian besar mahasiswa adalah pekerja atau karyawan. (4) Ada empat masalah yang dihadapi oleh dosen di kelas membaca Bahasa Inggris ESP dalam Program Teknologi Informatika Universitas Surakarta pada tahun akademik 2018/2019, yaitu; kesulitan dalam penyusunan instrumen penilaian, keterbatasan media bahasa yang digunakan, kurangnya kemampuan bahasa mahasiswa, dan keterbatasan waktu dalam menyusun instrumen penilaian.

Kata kunci: Keaslian, Penilaian, Membaca, ESP