

**THE AUTHENTICITY OF ASSESSMENT USED IN READING  
CLASS AT THE THIRD SEMESTER OF ENGLISH  
EDUCATION PROGRAM IN UNIVERSITAS PEKALONGAN  
ACADEMIC YEAR 2016/2017**



Submitted as a Partial Fulfillment of the Requirement  
for Getting the Post Graduate Degree of Language Department  
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**PROGRAM STUDI PENGKAJIAN BAHASA  
FAKULTAS PASCA SARJANA  
UNIVERSITAS MUHAMMADIYAH SURAKARTA  
2017**

APPROVAL

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ACADEMIC YEAR 2016/2017**

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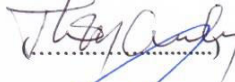
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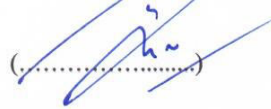
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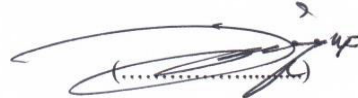
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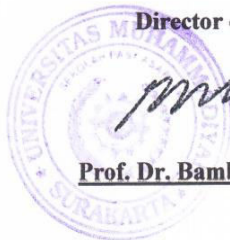
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## PRONOUNCEMENT

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Anggi Sinta Hapsari

**The Authenticity of Assessment Used in Reading Class At The Third Semester Of English Education Program In Universitas Pekalongan Academic Year 2016/2017**

**Abstrak**

Penilaian autentik berdasarkan aktivitas yang mewakili pengaturan kelas dan kehidupan nyata. Tujuan dari penelitian ini adalah: (1) untuk mendeskripsikan jenis penilaian yang digunakan dalam kelas membaca pada semester tiga di Universitas Pekalongan, (2) untuk mendeskripsikan penilaian yang sering digunakan di kelas membaca, (3) untuk mengetahui tingkat keautentikan penilaian yang digunakan dosen di kelas membaca, (4) untuk mendeskripsikan permasalahan yang dihadapi dosen dalam menggunakan penilaian autentik di kelas membaca. Jenis penelitian ini adalah studi kasus. Hasil penelitian menunjukkan bahwa dosen menggunakan dua jenis penilaian yaitu performa dalam bentuk presentasi lisan dan observasi guru dalam bentuk catatan anekdot. Performa dikombinasikan dengan observasi guru merupakan penilaian yang sering digunakan oleh dosen di kelas membaca karena penilaian tersebut yang hanya digunakan oleh dosen. Performa dan observasi guru memiliki tingkat keautentikan yang tinggi. Dosen mengalami kesulitan untuk mengadministrasikan penilaian autentik karena harus menilai mahasiswa satu per satu mulai dari kognitif, afektif, dan psikomotorik mereka.

**Kata Kunci:** Keautentikan, Penilaian Membaca, Penilaian Autentik

**Abstract**

Authentic assessment is based on activities that represent classroom and real-life setting. The objectives of the study were: (1) to describe the types of assessments used in reading class at the third semester in Universitas Pekalongan, (2) to describe the most frequently used assessment in reading class, (3) to know the authenticity of the assessment used by the lecturer in reading class, and (4) to describe the problems faced by lecturer in applying authentic assessments in reading class. The type of the research was case study. The result of this study showed that the lecturer used two types of assessment, namely performance in the form of oral presentation and teacher observation in the form of anecdotal records. The performance combined teacher observation was the most frequently used assessment by lecturer in reading for academic purposes class since they are the only assessment used by the lecturer. In addition, performance and teacher observation had high level of the authenticity. The lecturer had difficulty in administrating authentic assessment because he had to score the students one by one including their cognitive, affective, and psychomotoric.

*Keyword: Authenticity, Reading Assessment, Authentic Assessment*

## 1. INTRODUCTION

Reading is a skill that everyone needs whether she/he is a student in elementary, university, or adult school (Hatch, 1979) in (Ashabi, 2013). Thus, reading is one of the most important skills of language proficiency which plays a very major role in academic achievement of students in common and that of foreign language learners in particular

In order to know the level of students' reading, it can be seen from their reading comprehension level. Reading comprehension is literally the product of decoding skill and general language comprehension capacity (Gough & Tunmer, 1986) in Mellard (2010) when each is measured appropriately. In general, assessing reading comprehension is complicated, more difficult, and more time-consuming than measuring listening, speaking, writing, grammar, and vocabulary. So, the best way in assessing reading skill is applying authentic assessment. Based on colorincolorado (2017) authentic assessment allows the teachers to follow the ongoing progress of their students regularly and often. Ongoing assessments can provide a better rounded picture of their skills, abilities, and ongoing process.

Reading for Academic Purposes is a reading subject which is taught at the third semester of English Education Program in Universitas Pekalongan. The interesting fact is that the lecturer seldom gives the grade A for his students. He just gives B+ as the maximal grade for his students. The lecturer also does not believe if the reading techniques like orientation, skimming, scanning, and global understanding can improve the students' reading competence. He believes if the students read the texts many times, it makes the students have good reading competence because they understand the content of the article well. Then, the lecturer knows the students' reading competences if they speak the content of their articles not write.

Education and Cultural Ministry Regulation Number 30, 2016 based on (Mursid, 2014) explains Education Assessment Standard which informs that there are nine assessment principles. One of them is authentic. The

characteristic of authentic is that the assessment has to reflect the nature of students' competence in doing task. Thus, the lecturer who teaches the reading for academic purposes subject of in Universitas Pekalongan should follow the regulation by applying the authentic assessment in assessing the students' competence.

Regarding what components make up assessment, according to Headington (2002: 21), assessment refers to the work which teachers undertake to determine the learning and the learning needs of pupils. Lindsay and Desforges (1999: 4) state there are three major purposes of assessment: firstly to inform teachers and pupils of the progress being made and to decide the next steps in learning; secondly for the certification of individual students to give a publicly identified standard that the student has achieved at the end of a particular stage of education; and to give information serving that public accountability of schools and teachers for their success and failures. Brown (2004) mentioned there are eight kinds of assessment; formal and informal, formative and summative, norm referenced and criterion referenced test, and traditional and alternative assessment.

O' Malley and Pierce (1996) state that authentic assessment describes the multiple forms of assessment that reflect student learning, achievement, motivation, and attitudes on instructionally relevant classroom activities. Frey, et al, (2012: 11) in Hidayati (2016: 34-41) present some types of authentic assessment; self-assessment and peer-assessment, performance assessment, portfolio assessment, observation: anecdotal record and developmental checklists, students' project, and interview.

Rhodes and Nathenson (1992) in Winograd and Perkins (1995: 1-8) as quoted in Hidayati (2016) describes anecdotal records and development checklist are informal observation about what students are learning, how students are responding to instructions, or any other students behaviors action or reaction that might provide teachers with some insight. They offer many benefits: (1) it provides a teacher a way to assess how students interact with a complex environment; (2) it provides a teacher efficient method for assessing

students many different situation over long period of time thus increasing reliability; (3) it focuses teachers attention on what students can do rather than what students have to learn; and (4) it provides relatively stress-free form of evaluation for students. In addition, according to Rhodes and Nathenson-Mejia (1992); Thorndike and Hagen (1997) in O' Malley and Pierce (1996) the three general rules of anecdotal records are: (1) describe a specific event; (2) report what you see, and (3) interpret what you see based on what you know about the student.

The criteria of the authenticity of assessment in this study is based on Hidayati (2016: 68-70), O'Malley and Pierce (1996), and Lund (1997: 25). Hidayati used many experts' statements: Hymes (1991), Newmann and Wehlage (2007), Mc Alister (2000), Brown and Hudson (2004), and Ministry of Education and Culture of Republic Indonesia (2014).

Some criteria of the authenticity of assessment are similar. So, the criteria can be extracted into ten indicators as follows:

No	Indicators
1.	requires students to show attitude, knowledge, and skill
2.	involves metacognitive system
3.	uses higher-order thinking skills
4.	focuses on process as well as products
5.	requires students to perform, create, produce, or do something
6.	measures the expectations, respect, and extent of inclusion of all students in the learning process
7.	provides some information about both strength and weaknesses of students in the learning process
8.	uses task that represent meaningful instruction activities
9.	does not use machine to do the scoring
10.	allows students an opportunity to practice and improve

The above indicators are used to measure the authenticity of performance assessment. To measure the authenticity of the other assessment, the study uses related theories based on Rhodes and Nathenson-Mejia (1992); Thorndike and Hagen (1997) in O' Malley and Pierce (1996) who state the three general rules of anecdotal records are: (1) describe a specific even; (2) report what you see, and (3) interpret what you see based on what you know about the student.



There are many problems in applying authentic assessment. Aebersold & Field (1997) in Marin (2009) utter that it would be desirable for teachers to be well known with alternative and traditional assessment. None of the participants talk about assessment practices such as self-assessment, peer-assessment, journals or portfolio (Hancock, 1994) in Marin (2009).

Hidayati (2016) focused on the authenticity of English assessment used by the teachers in SMK. The subjects research were two English lecturers. The research method was qualitative research. The data collection techniques were observation and interview. The findings of the research were firstly the teacher used three types of assessment: (a) Formative test which covered affective-cognitive-psychomotor aspects, (b) midterm test and (c) semester test. Secondly, the formative test used by the teachers had high level of authenticity, while the midterm test and semester test had very low authenticity. Thirdly, the scoring system used was the criterion reference test which refers to minimum ministry criteria. Fourthly, there were at least four problems in applying authentic assessment: (a) the teacher felt over load with too many assessment formats, (b) the inconsistency in educational regulation produced misunderstanding for school practitioner, (c) insufficient learning facilities caused in the assessment not effective, and (d) insufficient IT system needed to be improved.

From the reviews of the theories and previous studies above, therefore the researcher did a study about the authenticity of assessment used in reading class at the third semester of English education program in Universitas Pekalongan academic year 2016/2017. This research poses several research questions namely: (1) what are the types of assessment used in reading class at the third semester in Universitas Pekalongan?, (2) what is the most frequently used assessment in reading class at the third semester in Universitas Pekalongan?, (3) how is the authenticity of assessment used by the lecturer in reading class?, and (4) what are the problems faced by lecturer in applying authentic assessment in reading class at the third semester in Universitas Pekalongan?

This research has four main objectives namely: (1) to describe the types of assessments used in reading class at the third semester in Universitas Pekalongan, (2) to describe the most frequently used assessment in reading class at the third semester in Universitas Pekalongan, (3) to know the authenticity of the assessment used by the lecturer in reading class, and (4) to describe the problems faced by lecturer in applying authentic assessments in reading class at the third semester in Universitas Pekalongan.

## **2. RESEARCH METHODOLOGY**

The type of the research was case study because the research explored the information deeply by collecting the data from observations, interviews, and documents. The object of this research was the authenticity of assessment which used in III-A and III-B classes of reading for academic purposes at the third semester in Universitas Pekalongan academic year 2016-2017. The subject of the research was an English lecturer who teaches Reading for Academic Purposes at the third semester in Universitas Pekalongan academic year 2016/2017. In this study, the kinds of data sources were informant, document, and event. The data of the research were: (1) responses to the questions of interview which are obtained from interview; (2) field notes, photograph, interview activities which are obtained from observation; and (3) descriptive data about the Universitas Pekalongan and Reading for Academic Purposes background and assessments and instruments of assessment used in reading for academic purposes class collected from documents. This study used observation, in depth interview, and documentation to collect the data. This research also used triangulation to maintain the validity of data. Guinon (2002: 1) states that triangulation is a method used by qualitative researchers to check and establish validity in their studies. This study applied data triangulation which involved the use of different sources of data/information. The study used informants, document, and events for data triangulation. In addition, the study applied an inter-rater reliability in order to discuss the agreement and disagreement in the process of coding. As mentioned by Waitzkin in Tiono (2010: 69) inter-rater reliability as the meeting with two research assistants to

discuss and negotiate agreements and disagreements about coding in a process can be described as “hashing out”. An inter-rater reliability of this research was a student of post-graduate master of language studies in Universitas Muhammadiyah Surakarta academic year 2015/2016. In addition, the collected data were analyzed by using interactive analysis (Miles & Huberman, 1994). This data analysis consisted of three linked sub processes: data reduction, data display, and conclusion drawing/verification.

### **3. RESEARCH FINDINGS AND DISCUSSION**

Based on the analysis of observation, interview, and document, the findings of the authenticity of assessment used in reading class at the third semester of English education program in Universitas Pekalongan academic year 2016/2017 as follows:

#### **3.1 Types of Assessment Used in Reading Class at the Third Semester in Universitas Pekalongan**

It is found that the assessment used by the lecturer in reading for academic purposes class at the third semester in Universitas Pekalongan academic year 2016/2017 consisted of performance in the form of oral presentation and teacher observation in the form of anecdotal records. The performances in formative assessment were conducted by applying the group oral presentation in every meeting of reading for academic purposes class. In addition, the performances in summative assessment were conducted by applying the individual oral presentation in the final meeting of the class. The lecturer did the teacher observation during the students' performances. He just wrote down the students behaviors in his notebook. The performance was used in order to assess the students' cognitive and psychomotoric. On the other hand, the teacher observation was used in order to assess students' affective.

The lecturer used performance in the form of oral presentation and teacher observation in the form of anecdotal records. Two kinds of these assessments are included in the statement of Frey, et al, (2012: 11) in Hidayati (2016: 34-41) about the types of authentic assessment which

consisted of authentic assessment; self assessment and peer assessment, performance assessment, portfolio assessment, observation: anecdotal record and developmental checklists, students' project, and interview. Two types of assessment based on Frey, et al, (2012: 11) in Hidayati (2016: 34-41) are performance and teacher observation had been found in reading for academic purposes class.

### **3.2 The Most Frequently Used Assessment by the Lecturer in Reading Class**

The lecturer applied performance in the form of oral presentation combined with teacher observation in the form of anecdotal records during assessed the students' competences in reading for academic purposes class. So, the performance combined teacher observation was the most frequently used assessment by the lecturer since they were the only assessment used by the lecturer.

### **3.3 Authenticity of Reading Assessment Used by the Lecturer**

The researcher used 10 (ten) indicators of the authenticity of assessment in defining the authenticity level of performance used in reading for academic purposes class. In addition, in order to define the authenticity of teacher observation, the study used theories based on Rhodes and Nathenson-Mejia (1992); Thorndike and Hagen (1997) in O' Malley and Pierce (1996) which state that the three general rules of anecdotal records are: (1) describe a specific even; (2) report what you see, and (3) interpret what you see based on what you know about the student.

The authenticity of performance and teacher observation used in reading for academic purposes class can be described as follows:

#### **3.3.1 The Authenticity of Performance in Formative Assessment**

The performance in the form of oral presentation in formative assessment had high level of the authenticity because the performance had ten indicators of the authenticity of assessment. The performance in formative assessment made the students showed their attitudes, knowledge, and skills and used the higher thinking

skill in applying performance. They also had to perform in front of their friend by explaining the content of the article which they had been read clearly. Before they did the presentation, they had to write first what they had to be explained in power point slide. In order to understand the content of the articles, the students had to read the articles many times. They also read many supporting articles and scientific arguments to support what they had been explained in the presentation time.

The performance in the form of oral presentation used by the lecturer involved the examination of the process as well as the product of learning for the students. The students are asked to apply the mastery of demonstrative reading and critical reading with the certain education topic. In the performance, the lecturer assessed the students' cognitive and psychomotoric aspect from the beginning of the meeting until in the end of the meeting in one semester. The indicator of the authenticity of assessment which mentioned that the performance in the form of oral presentation involves the examination of the process as well as the product of learning is in line with characteristics of authentic assessment stated by Lund (1997: 25). Lund (1997: 25) states there are seven characteristics of authentic assessment which the eleventh characteristic is assessment must involve the examination of the process as well as the products of learning.

The performance in the form of oral presentation in formative assessment that used by the lecturer in reading for academic purposes class has high level of the authenticity. This is also in line with Hidayati (2016) who states the formative assessment in her study has high level of the authenticity too.

### **3.3.2 The Authenticity of Teacher Observation in Formative Assessment**

The lecturer did observation during presentation and discussion time in the reading for academic purposes class. He used teacher observation in the form of anecdotal records in order to assess the students' affective. The lecturer just sat at the back of classroom. Then, he listened and observed what the students did when they became presenters or audience. Sometimes, he wrote something in his notebook during the observation.

During applying the teacher observation, the lecturer wrote the presenters' name and the content of their presentation one by one. The lecturer also considered the quality of their presentation content. In addition, he wrote the scores of each presenter. The lecturer also wrote the audience's names who asked the questions, suggestions, comments, or argumentations. He also considered the quality of the audience's questions, suggestions, comments, and argumentations. Then, the lecturer wrote the audience's score one by one. The lecturer wrote how presenters explained the material, how the audience reacted to the presenters, how the audience asked the questions and stated their arguments, opinions, or suggestions to the presenters, and how the presenters reacted and answered the audience's questions. The lecturer also wrote the additional material which had to be discussed after he reviewed the present presentation. The lecturer also wrote the strength and weaknesses of the present presentation in order to improve the next performance.

Based on the discussion above, the teacher observation in the form of anecdotal records has high level of the authenticity. The lecturer writes everything what he sees for example he writes the content of presentation which is presented by each presenter. He also writes the questions from audience. In addition, the lecturer interprets the presenters' competence by giving score (+) or (-) for

their presentation. He also gives score (+) or (-) after the audience ask questions to identify the quality of the students' questions. The lecturer also writes the interesting part when the presenters present the content of the articles. Those activities are in line with the general rules of anecdotal records based on Rhodes and Nathenson-Mejia (1992); Thorndike and Hagen (1977) in O'Malley and Pierce (1996: 125) who stated that the general rules of anecdotal records consisted of: (1) describe a specific event; (2) report what you see; and (3) interpret what you see based on what you know about the student.

### **3.3.3 The Authenticity of Performance in Summative Assessment**

The performance in the form of oral presentation in summative assessment also had high level of the authenticity because it had ten indicators of the authenticity of assessment. The performance in summative assessment required students to show attitude, knowledge, and skills. The lecturer assessed the students' knowledge by assessing their deep understanding about the content of the article by presenting and answering questions from the lecturer. The lecturer assessed the students' skill by examining their performance in delivering the brief explanation about the content of article and answering the questions. The example in assessing students attitude was seen from their confident in presenting the content of the article.

The performance in summative assessment involved metacognitive system of the students because they had to use their general background knowledge in order to understand the content of the article. Then, the students used higher order thinking skills by answering the questions from the lecturer based on the critical and credible source. The performance focused on process as well as products because the lecturer assessed the students' competence from the beginning until the end of teaching learning process. In

addition, the performance required students to perform individual presentation.

The students were expected to present the content of the article clearly to the lecturer in the performance. The lecturer also did discussion time by giving zigzag questions to the students. The performance provided some information about both strength and weaknesses of students in the learning process because the lecturer assessed the students' competence directly. After the students did the performance, the lecturer did not give feedback to his students about their strength and their weaknesses although he could do it.

The performance used by lecturer in summative assessment involves self-assessment. The lecturer asks every student to read an article in education topic. Then, they have to explain the content of their article one by one. The use of self assessment in performance is in line with the O'Malley and Pierce (1996: 98-127) who state one of key in application of authentic assessment in reading class is involving students which consists of self-assessment and peer assessment.

The performance in the form of oral presentation in summative assessment used by the lecturer in reading for academic purposes class has high level of the authenticity. This statement is contrast with the Hidayati (2016). Hidayati (2016) states the summative assessment in her study has low level of the authenticity.

#### **3.3.4 The Authenticity of Teacher Observation in Summative Assessment**

The lecturer applied the teacher observation in the form of anecdotal records in order to assess the students' affective in summative assessment. The lecturer observed and wrote the students' attitudes at the beginning of the individual oral presentation until the end of question and answer time. The lecturer also assessed the students' confidence and body languages when they did the



presentation and answered the questions. He wrote what he needed to be observed for example the students' names, the content of the students' article, the strength and the weaknesses of the students, the students' polite behavior, how the students presented their material, and how they reacted and answered the questions. After the summative assessment was finished, the lecturer continued wrote the students' scores in his notebook.

Based on the discussion above, the lecturer applies teacher observation in the form of anecdotal records which has high level of the authenticity. He writes everything what he sees for example he writes the content of the presentation, the students' answer, the students' attitude, the students' behavior, and the students' body languages during summative assessment. In addition, the lecturer interprets the students' competence in presentation and discussion by giving score. The lecturer also writes the interesting part when the students present the content of the articles or answer the questions. Those activities are in line with the general rules of anecdotal records based on Rhodes and Nathenson-Mejia (1992); Thorndike and Hagen (1977) in O'Malley and Pierce (1996: 125). They stated that the general rules of anecdotal records consisted of: (1) describe a specific event; (2) report what you see; and (3) interpret what you see based on what you know about the student.

### **3.4 Problems Faced by the Lecturer in Applying Authentic Assessment in Reading Class**

The problem faced by the lecturer in applying authentic assessment in reading for academic purposes class in Universitas Pekalongan academic year 2016/2017 was in administrative aspect. In this research, the lecturer had to do many things. He had to score the students one by one. So, the lecturer wrote every student's reading competence including their cognitive, affective, and psychomotoric. The lecturer had to make sure that he scored every student based on their real reading competence. It is in line

with the one of four problems which stated by Hidayati (2016). Hidayati (2016) states that the first problem is the teacher feels over load with too many assessment formats.

#### **4 CONCLUSION**

From this study, it can be concluded that the lecturer uses two types of assessment, namely performance in the form of oral presentation and teacher observation in the form of anecdotal record. The performance combined with teacher observation was the most frequently used assessment by the lecturer in reading for academic purposes class since they are the only assessments used by the lecturer. The performance applied by the lecturer in formative and summative assessment in reading for academic purposes class has high level of authenticity. Then, the teacher observation used by the lecturer in formative and summative assessment in reading for academic purposes class also has high level of the authenticity. The problem in applying authentic assessment is the lecturer has difficulty in administrating authentic assessment. He has to score the each student' cognitive, affective, and psychomotoric. So, the lecturers and teachers are expected to prepare the lesson plan about the authentic assessment well so it can be scored and administrated easily. They are also expected being more discipline to rewrite the students' score of cognitive, affective, and psychomotoris skills from their notebook to the rubric authentic assessment every time the scores gotten after the teaching learning process finished. In addition, they are expected to observe the students' skills include affective, cognitive and psychomotoric skills deeply and carefully in order to get the real data for the students' competence. So, the final scores of authentic assessment can be reflected the real competence of the students.

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