The Implementation of Authentic Assessment to Evaluate Students' Reading Comprehension of the Tenth Grade Students of SMAN 7 Padang

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Abstract

An authentic assessment is a form of assessment to assess students' ability to use the language they learn in the actual context. An authentic assessment can be in the form of assessing the ability to understand what other people say both listening and reading. The implementation of authentic assessment is expected to improve the quality of assessment during the process of learning English. The researcher conducted the implementation of an authentic assessment on reading comprehension in the tenth grade. This research used descriptive quantitative research. The population and sample of this study were tenth grade students and English teachers at SMAN 7 Padang who taught in the tenth grade. The research instruments were a questionnaire, documentation, and interview. The result of the study found that (1) there were four forms of authentic assessment on reading comprehension used by the teacher at SMAN 7 Padang, (2)the level of difficulties in implementing the authentic assessment on reading comprehension is easy by the students, (3) the problem faced by the teacher in implementing the authentic assessment are students' understanding about the authentic assessment and the differences between the curriculum in 2013.

INTRODUCTION

An authentic assessment is a form of assessment to assess students' ability to use the language they learn in the actual context. An authentic assessment can be in

the form of assessing the ability to understand what other people say both verbally and in writing (listening and reading), and it can also be in the form of delivering messages to other people, both oral and written (speaking and writing). These four skills are related to each other and can complement each other in actual communication. With the existence of four English skills such as speaking, listening, reading, and writing, reading. Literacy is a measurement tool for assessing the level of a person's language proficiency. Internationally, PISA (Program for International Students Assessment).

Zaim, et.al (2017) stated that authentic assessment is adequate to encourage students' interest and critical thinking in learning proses. Majid (2014) told that authentic assessment is the process of collecting a variety of data that can describe students' progress. Masrukhin (2014) added that authentic assessment is the real mirror of the condition of students' learning. The authentic task can be a useful tool for an instructor. These tasks can be used as an assessment to accurately determine the true state of student learning.

When talking about reading comprehension, the assessment also plays an important role in the teaching-learning process. One of the ways to improve higher-order thinking skills (HOTS) is by implementing them in the teaching-learning process. Implementing HOTS in the learning process, teachers are suggested to give some HOTS questions for students directly, or they can choose some tasks or activities from textbooks that provide HOTS questions. As we know that classroom activity consists of three main elements, namely teachers, students, and textbooks. One of the ways to help the students and teachers is a textbook.

According to Oakhil (2015), the various assessments of reading comprehension have different formats and demands. Some showed, may require comprehension of only sentences or short passages, whereas others require an understanding of longer narratives, factual texts, or even poems.

According to Prasetyo (2019), reading competence would include such as the ability to read a particular text in terms of techniques and understanding that a student possesses. PISA has decided the 2015 reading literacy framework containing five assessment tasks including: (1) retrieving information, (2) forming a board understanding, (3) developing an interpretation, (4) reflecting on and evaluating the content of a text.

METHOD

1. Research Design

This research used descriptive quantitative research. It contains a description and information about the implementation of the authentic assessment to evaluate students' reading comprehension of tenth-grade students of SMAN 7 Padang.

2. Research Respondents

Respondents of this study were two English teachers of SMAN 7 Padang, who taught in class X, and 80 students who were taught by the English teachers of grade X at SMAN 7 Padang. This respondent was taken based on the consideration that class X already has sufficient English skills to understand various texts written in English.

3. Research Instruments

The research instrument was a questionnaire, document analysis, and interview. The questionnaire is a set of written questions given to students to see how difficult the level of authentic assessment on reading comprehension is by the students. This questionnaire is an online form summited in google classroom. Documentation is used to collect data about what are the forms of authentic assessment on reading comprehension used by the teachers. This technique is used to collect data from the lesson plans, syllabus midterm, and final examination, and daily tests. The interview is used to find out the problem faced by the teacher in implementation the authentic assessment on reading comprehension and what is the solution to overcome the problem in implementing the authentic assessment on reading comprehension.

4. Techniques for Data Collection

Data were analyzed quanitatively and qualitatively. Data were analyzed quantitatively and qualitatively. The steps used in analysing data that collected by questionnaire were (1) scoring the answers respondents' by using Microsoft Excel, the writer gave the score for each answer in the questionnaire based on grade one to four (very easy, easy, difficult, very difficult), (2) adding up the total score of each component, and calculates the mean of each score, (3) then categorized the level of difficulties on students of authentic assessment on reading comprehension.

Data that collected by questionnaire was analyzed by using the following formula based on oxford (1990), Hatch Farhadi (1982), cited in Lestari (2019)

$$Average = \frac{SUM\ (The\ Answer)}{Number\ of\ Items} \quad \text{(Average for each part)}$$

$$Overal\ Average = \frac{SUM\ A + SUM\ B + SUM\ C + SUM\ D + SUM\ E}{50} \quad \text{(Overal average)}$$

$$M = \frac{\sum fx}{N} \quad \text{(Mean score of the students)}$$

Where:
M   = Mean score
$\sum fx$ = Total score of the students
N   = Number of students

Qualitative dara were analyzed to collect data from the interview with an English teacher who teach in the tenth grade of SMAN 7 Padang related to what are the problem faced by the teacher in implementing the authentic assessment on reading comprehension and what are the solution to overcome the problem.

RESULT AND DISCUSSION

1. Research Finding

Based on data analysis from the questionnaire, documeny analysis, and interviews, the following research findings are presented as follow.

a. The Form of Authentic Assessment on Reading Comprehension

The form of written assessment can be categorized into four kinds: reading skill, form assessment, type of test, and type of text that the teacher used in implementing the Authentic Assessment in SMAN 7 Padang.

There are three competence of reading skill: (1) retelling/revealing, (2) interpreting a message, (3) reflecting and evaluating text. The form assessment on reading competence used by the teacher of tenth grade of SMAN 7 Padang. There are thirteen types in form assessment in implementing the authentic assessment on reading comprehension, as follow: (1) revealing main idea, (2) revealing the meaning of word or phrase, (3) revealing the message/text, (4) understanding the context of the dialogue, (5) finding express answer, (6) finding between the lines, (7) understanding text structure, (8) finding certain information, (9) finding detailed information, (10) finding synonyms, (11) finding antonyms, (12) finding an overview of the text, (13) finding references (references to word in text). There are five questions in type of test in implementing the authentic assessment on reading comprehension, as follow: (1) simple multiple choice (A, B, C), (2) complex multiple choice (A, B, C, D, E), (3) short answer (closed essay), (4) long answer (open essay), and (5) filling in the blank.

There are six questions of type of text in the form of authentic assessment on reading comprehension, as follow: (1) narrative text, (2) descriptive text, (3) recount text, (4) announcement text, (5) interaction transactional text, (6) interaction interpersonal text.

b. The Difficulties Level of Authentic Assessment on Reading Comprehension
1. Reading Competence
There are three types of reading skill in authentic assessment, as follow: (1) retelling/revealing, (2) interpreting a message and (3) reflecting and evaluateing text. The difficulty level of authentic assessment on reading competence can be seen in table 4.5 below.

Table 4.5 Difficulties of Authentic Assessment on Reading Competence

No	Reading Competence	Responses				Score	Mean	Level
		1	2	3	4			
1	Retelling/revealing information/contents of the text	6	75	9	0	183	2.03	Easy
2	Interpreting a message	6	68	15	1	191	2.12	Easy
3	Reflecting and evaluateing text	3	63	24	0	201	2.23	Easy
	Score	15	206	48	1	575	2.12	Easy

Notes: 1.00-1.59= Very esay, 1.60-2.39= Easy, 2.40-3.19= Difficult, 3.20-4.00= Always.

Based on the table 4.5, it can be seen that all of the types of reading competence are easy by the students in implementing the authentic assessment on reading comprehension with the mean score 2.12.

2. Form Assessment
There are thirteen type of form assessment of authentic assessment on reading comprehension, as follow: (1) Revealing main idea, (2) topic sentence, (3) revealing the meaning of a word/phrase, (4) revealing the message/text, (5) understanding the content of dialogue, (6) finding express answer, (7) finding between the lines, (8) understanding text structure, (9) finding certain information,

(10) finding detailed information, (11) finding synonym, (12) finding antonym, (13) finding an over of the text, and (14) finding references. The difficulty level of authentic assessment on fom assessment can be seen in table 4.6 below.

Table 4.6 Difficulties of Authentic Assessment on Form Assessment

No	Form Assessment	Responses				Score	Mean	Level
		1	2	3	4			
1	Revealing main idea	13	64	12	1	181	2.00	Easy
2	Topic sentence	20	59	10	1	172	1.91	Easy
3	Revealing the meaning of a word or phrase	8	47	35	0	207	2.30	Easy
4	Revealing the message/text content	9	64	17	0	188	2.08	Easy
5	Understanding the content of the dialogue	21	60	9	0	168	1.86	Easy
6	Finding express answer	17	59	13	1	178	1.97	Easy
7	Finding between the lines	2	39	44	5	232	2.57	Difficult
8	Understanding text structure	9	68	12	1	185	2.05	Easy
9	Finding certain information	16	66	8	0	172	1.91	Easy
10	Finding detailed information	1	62	27	0	206	2.28	Easy
11	Finding synonyms	12	60	17	1	187	2.07	Easy
12	Finding antonyms	23	47	18	2	179	1.98	Easy
13	Finding an overview of the text content	11	61	18	0	187	2.07	Easy
14	Finding references (references to word in text)	10	44	35	0	209	2.32	Easy
	Score	172	800	275	12	2651	2.09	Easy

Notes: 1.00-1.59= Very esay, 1.60-2.39= Easy, 2.40-3.19= Difficult, 3.20-4.00= Always.

Based on table 4.6, from fourteen types of form assessment, most of all the questions are easy by the student, they are Revealing main idea, revealing the meaning of a word/phrase, revealing the message/text, understand the content of the dialogue, finding the express answer, understanding text structure, finding certain information, finding detailed information, finding synonyms, finding antonyms, finding an overview of the text content and finding references. The only difficulty according to the students is finding between the line. In conclusion, the students are easy in answering the authentic assessment based on the form of assessment with the mean score of 2.09.

3. Type of test

There are five types of test, as follow: (1) simple multiple choice (A, B, C), (2) complex multiple choice (A, B, C, D, E), (3) short answer (closed essay), (4) long answer (open essay), and (5) filling in the blank. The difficulty level of authentic assessment on type of test can be seen in table 4.7 below.

Table 4.7 Difficulties of Authentic Assessment on Type of Test

No	Type of Test	Responses				Score	Mean	Level
		1	2	3	4			
1	Simple multiple choice (A, B, C)	46	43	1	0	135	1,5	Very easy
2	Complex multiple choice (A, B, C, D, E)	5	69	16	0	191	2,12	Easy
3	Short answer (closed essay)	5	59	26	0	201	2,23	Easy
4	Long Answer (open essay)	2	16	61	11	261	2,9	Difficult
5	Filling in the blank	10	60	18	2	192	2,13	Easy
	Score	68	247	122	13	980	2,17	Easy

Notes: 1.00-1.59= Very esay, 1.60-2.39= Easy, 2.40-3.19= Difficult, 3.20-4.00= Always.

Based on table 4.7, from five of the test, three of them are easy; complex multiple-choice (A, B, C, D), short answer (short essay), and filling in the blank. Then simple multiple-choice (A, B, C) is very easy for students. The last is the long answer (open essay) is difficult for students in implementing the authentic assessment on reading comprehension. So from the explanation above, the students get easy in implementing the authentic assessment from types of test with the mean score of 2.17.

4. Type of text

There are six types of text in authentic assessment, as follow: (1) narrative text, (2) descriptive text, (3) recount text, (4) interactional transactional text, and (5) interactional interpersonal text. The difficulties level of authentic assessment on type of text can be seen in table 4.8 below.

Table 4.8 Difficulties of Authentic Assessment on Type of Text

No	Type of Text	Responses				Score	Mean	Level
		1	2	3	4			
1	Narrative text	3	56	29	2	210	2.30	Easy
2	Descriptive text	11	71	8	0	177	1.96	Easy
3	Recount text	6	64	20	0	194	2.15	Easy
4	Announcement text	20	62	7	1	169	1.87	Easy
5	Interaction transactional text	5	46	38	1	215	2.38	Easy
6	Interaction interpersonal text	5	48	36	1	213	2.36	Easy
	Score	50	347	138	5	1178	2.17	Easy

Notes: 1.00-1.59= Very esay, 1.60-2.39= Easy, 2.40-3.19= Difficult, 3.20-4.00= Always.

Based on the table 4.8, all types of text are easy for students in implementing the authentic assessment on reading comprehension with the mean score of 2.17.

c. The Problem Faced by The Teacher in Implementing The Authentic Assessment on Reading Comprehension

There are some general problems that teacher faced in teaching authentic assessment in the class.

First students did not know about the authentic assessment or material, so when the teacher has prepared the authentic assessment to make students more understanding in the real situation, but the student did not understand about that assessment, so they got confused about that, and the classroom activity did not running well as expected by the teacher.

Second is the teacher has problem when the curriculum in 2013 has difference in the topic or material in assessment, so the teacher has to decide use the assessment li LKS (lembar kerja siswa) or the authentic assessment in the classroom.

2. Discussion

Based on the finding of this research, the teachers and students can easily in implementing the authentic assessment based on the four statements on reading comprehension there are, reading competence, form assessment, test variety, type of text. It was indicated that the students mostly choose get option 2 as easy. And the problem faced by the teacher in implementing the authentic assessment on reading comprehension of students' lack of knowledge about the authentic assessment on reading comprehension.

Zaim, et al (2020) found that the difficulty level of the question given by the teacher in carrying out an authentic assessment on reading comprehension varies from essay, medium, and difficult levels. In general the students' difficulties level is a medium category. And the obstacle experienced by the teacher in implementing the authentic assessment on reading comprehension are the lack of vocabulary and students' low reading techniques and the ability of the teacher to arrange questions with high level of difficulty.

CONCLUSION AND SUGGESTION

Based on the research findings in chapter IV, the writer might conclude as follows. There are four types of written authentic assessment on reading comprehension that are used by the teacher, they are reading competence, form assessment, type of test, and type of text. The difficulty level of question in authentic assessment on reading comprehension in implementing the authentic assessment is easy. Based on the questionnaire data, in general, the students' average difficulty level of authentic assessment on reading comprehension at tenth grade SMAN 7 Padang is easy. The problem faced by the teacher in implementing authentic assessment is students' lack of knowledge in authentic assessment and the different topic or material between the curriculum 2013 and the authentic assessment on reading comprehension. Solutions that can be done to overcome the problem in implementing the authentic assessment on reading comprehension by teachers explain the authentic assessment gradually to the student and make the class situation more active, so students can get understand what is the authentic assessment on reading comprehension.

Based on the finding, there are several suggestions are proposed. To be able to implement the authentic assessment well, the teacher should find more information and references about the authentic assessment, so the teachers' knowledge about the authentic assessment gets to improve and the taught it very well. The teacher should focus on one subject when they explain the topic in authentic assessment, so the

student can understand and get the material easily. The students can more active in the learning process, such as asking the teacher about the topic they are talking about and practice more on reading comprehension. For the future researcher who wants to conduct the research about the implementation of authentic assessment is suggested to include more background knowledge from the students and the teachers in implementing the authentic assessment.

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