The Implementation of Authentic Assessment on Reading Comprehension of the Tenth Grade Students of SMANN 8 Padang

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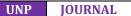| Article History	Abstract
	Authentic assessment can help teachers to find out the extent to which students can apply their knowledge and skills in the context of real situations. This is because authentic assessment focuses on activities or tasks performed by students after all the knowledge and skills being taught are adapted to the actual context. The researcher conducted the implementation of an authentic assessment on reading comprehension in the tenth grade. 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.

INTRODUCTION

Assessment is a critical issue in education because, 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. Assessment includes several methods to find what students know to show progress and information for learning and teaching materials.

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. Traditional assessments involve using paper and pencil tests that are often far removed from real-world contexts. The increasing tendency is to assess students with items that more reflect reality (Burke in Santrock, 2011).

One type of authentic assessment is the performance assessment. According to Feuer (1993) & Valencia (1994) performance assessment is concerned with the authentic assessment which requires students to demonstrate their competence by making several responses or projects to demonstrate the competence of their knowledge of a particular learning area. Majid (2014) explains that several methods included in the performance assessment criteria are recording performance assessment results based on checklists, notes, rating scales, and memory.

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.

Reading is an important activity in every part of daily life. Students may enhance their ability to learn through reading. Patel and Jain (2008) said that reading is an essential tool for language students than speaking and writing. The reading activity provides facts, increases the mindset of the reader, and awareness of culture and language. Reading is also a student-influencing practice. This idea is supported by the fact that students can find any written material in many situations. According to Restanto (2016), reading is the key of students to get the information and develop their knowledge of a language not only through printed text but also their English proficiency. It is proved that reading cannot be separated from daily activity.

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).

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. The implementation evaluation includes the form of reading comprehension assessment conducted by teachers in senior high school, the difficulty level of the assessment carried out by the teacher, both daily, mid-semester, and semester assessments, the obstacles experienced by teacher and students in answering the reading literacy assessments carried out.

METHOD

1. Research Design

This research used descriptive quantitative method because this research was to investigate the form of assessment used in authentic assessment, how the difficulty level in implementing authentic assessment and discover any problems in implementing of authentic assessment.

2. Research Respondents

This research's respondent is English teachers teaching tenth grade student of SMAN 8 Padang and the students who learn with the English teacher teaching tenth grade in SMAN 8 Padang. This respondent taking was taken on the consideration that class tenth already has sufficient English language skills to understand many texts written in English.

3. Research Instruments

The research instrument was documentation, questionnaire, and interview. Documentation is used to collect data about what are the forms of authentic assessment on reading comprehension used by the teachers. The documentation is used to collect data about the learning preparation tests made by teacher, daily test, weekly test, lesson study, and syllabus. The questionnaire is a set of written questions given to students to see how difficult the level of authentic assessment on reading comprehension by the students. The questionnaire is an online form submitted in Google form. The interview is used to find out the problem faced by the teacher in implementing of 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 that obtained by questionnaire was calculated by using Microsoft Excel, then the writer gave the score for each answer in the questionnaire based on the grade one to four (Very easy, easy, difficult, very difficult). After that, the writer analyzed the data questionnaire by using the following formula based on oxford (1990), Hatch and Farhadi (1982), cited in Lestari (2019):

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

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

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

Where :

M = Mean score

Σfx = Total score of the students

N   = Number of students

For indicating the level of students implementation of authentic assessment on reading comprehension (Very Difficult, Difficult, Easy, Very Easy level) and to interpret the average score the writer used the mean range table cited in Bringula (2012):

Table 1. Average Score Interpretation Level of Difficulties

No.	Mean Range	Scale	Interpretation
1	3.20 – 4.00	4	Very Difficult
2	2.40 – 3.19	3	Difficult
3	1.60 – 2.39	2	Easy
4	1.00 – 1.59	1	Very Easy

RESULT AND DISCUSSION

1. Research Finding

There are three findings of this research. (1) The form of authentic assessment on reading comprehension. (2) The difficulties of authentic assessment on reading comprehension. (3) The problems faced by teacher in implementing of authentic assessment on reading comprehension.

a. The form of Authentic Assessment on Reading Comprehension

The form of written assessment can be varied. It can be seen is on reading competence, form assessment, type of test, and type of text that the teacher used in implementing of authentic assessment used by teacher in SMAN 8 Padang.

There are 3 questions for reading competencies; (1) retelling/revealing information/contents of the text or story, (2) interpreting a message, and (3) reflecting and evaluating text. There are 13 questions for form of assessment; (1) Revealing main idea, (2) revealing the meaning of a word/phrase, (3) revealing the message/text, (4) understanding the content of dialogue, (5) finding express answer, (6) finding between the lines, (7) understanding text structure, (8) finding certain information, (9) finding detailed information, (10) finding synonym, (11) finding antonym, (12) finding an over of the text, and (13) finding references (reference to word in text). There are 5 questions for type of test; (1) Simple multiple choice (A,B,C), (2) Complex multiple choice (A,B,C,D,E), (3) answering short essay, (4) answering long essay, (5) and filling in the blank. And There are 6 questions for type of text; (1) Narrative text, (2) descriptive text, (3) recount text, (4) interactional transactional text, and (5) interactional interpersonal text.

b. The difficulties Level of Authentic Assessment on Reading Comprehension

1) Reading Competence

There are 3 questions for reading competences; (1) retelling/revealing information/contents of the text or story, (2) interpreting a message, and (3) reflecting and evaluating text. The type of text used by teachers in grade tenth SMAN 8 Padang can be seen in the following table.

Table 2. Difficulties of Authentic Assessment on Reading Competence

No.	Reading Competence	Responses				Score	Mean Score	Category
		1	2	3	4			
1	Retelling/revealing information/ contents of the text or story	7	28	13	2	110	2,20	Easy
2	Interpreting a message	6	29	13	2	109	2,18	Easy
3	Reflecting and evaluating text	5	20	24	1	121	2,42	Difficult

From the table 2 above it can be seen that there are 3 reading competences, 2 reading competences as easy used by the teacher. They are "Retelling/revealing information/contents of the text or story and interpreting a message" with mean score between 2,18 and 2,20, and 1 reading competence was categorized as difficult, that is "reflecting and evaluating text" with mean score 2,42.

2) Form of Assessment

There are 13 questions for form of assessment; (1) Revealing main idea, (2) revealing the meaning of a word/phrase, (3) revealing the message/text, (4) understanding the content of dialogue, (5) finding express answer, (6) finding between the lines, (7) understanding text structure, (8) finding certain information, (9) finding detailed information, (10) finding synonym, (11) finding antonym, (12) finding an over of the text, and (13) find references. The form of assessment used by teachers in grade tenth SMAN 8 Padang can be seen in the following table.

Table 3. Difficulties of Authentic Assessment on Form of Assessment

No.	Form of assessment	Responses				Score	Mean Score	Category
		1	2	3	4			
1	Revealing main idea	9	23	14	4	111	2,22	Easy
2	Expressing the topic sentence	10	23	15	2	109	2,18	Easy
3	Revealing the meaning of a word or phrase	2	24	20	4	123	2,46	Difficult
4	Revealing the message / text content	9	20	19	2	112	2,24	Easy
5	Understanding the content of the dialogue	9	28	12	1	105	2,10	Easy
6	Finding express answers	10	23	12	5	112	2,24	Easy
7	Finding between the lines	3	20	19	8	130	2,60	Difficult
8	Understanding text structure	7	28	13	2	110	2,20	Easy
9	Finding certain information	6	28	13	3	113	2,26	Easy
10	Finding detailed information	6	23	16	5	116	2,32	Easy
11	Finding synonyms	9	25	13	3	108	2,16	Easy
12	Finding antonyms	11	21	13	5	112	2,24	Easy
13	Finding an overview of the text content	9	23	16	2	111	2,22	Easy
14	Finding references (references to words in text)	4	18	25	3	127	2,54	Easy

Based on the table 3 above it can be seen that there are 14 forms of assessment, 12 forms were easy used by the teacher. They are "Revealing the main idea, expressing the topic sentence, revealing the message/text, understanding the content of dialogue,

finding express answer, understanding text structure, finding certain information, finding detailed information, finding synonym, finding antonym, finding an overview of the text content, and finding references". Only 2 forms is difficult used, they are "revealing the meaning of word or phrase and finding between the lines" with mean score between 2,46 and 2,60.

3) Type of Test

There are 5 questions for type of test; (1) Simple multiple choice (A,B,C), (2) Complex multiple choice (A,B,C,D,E), (3) answering short essay, (4) answering long essay, (5) and filling in the blank. The type of test used by teachers in grade tenth SMAN 8 Padang can be seen in the following table.

Table 4. Difficulties of Authentic Assessment on Type of test

No.	Type of test	Responses				Score	Mean Score	Category
		1	2	3	4			
1	Simple Multiple Choice (A, B, C)	13	18	15	4	108	2,16	Easy
2	Complex Multiple Choice (A, B, C, D, E)	8	16	18	7	122	2,44	Difficult
3	Short answer (close essay)	10	18	16	6	116	2,32	Easy
4	Long answer (open essay)	6	11	19	14	137	2,74	Difficult
5	Fill in the blank	7	24	13	6	117	2,34	Easy

From the table 4 above it can be seen that there are 5 types of test, 2 types were difficult used by the teacher. They are "Complex multiple choice (A, B, C, D, E) and Long answer (open essay)" with mean score between 2,44 and 2,74. The other, 3 types was categorized as easy. They are "Simple multiple choice (A, B, C) with 2,16, Short answer (close essay) with 2,32, and filling in the blank with 2,34".

4) Type of Text

There are 6 questions for type of text; (1) Narrative text, (2) descriptive text, (3) recount text, (4) interactional transactional text, and (5) interactional interpersonal text.

Table 5. Difficulties of Authentic Assessment on Type of Text

No.	Type of text	Responses				Score	Mean Score	Category
		1	2	3	4			
1	Narrative Text	8	18	18	6	119	2,38	Easy
2	Descriptive Text	7	25	17	1	112	2,24	Easy
3	Recount Text	5	18	24	3	125	2,50	Difficult
4	Announcement Text	10	22	14	4	110	2,20	Easy
5	Interaction Transactional Text	5	16	23	6	127	2,54	Difficult
6	Interaction Interpersonal Text	6	10	25	9	134	2,68	Difficult

From the table 5 above it can be that there are 6 types of text, 3 types were easy used by the teacher. They are "Narrative text, descriptive text, and announcement text". The other 3 types was categorized as difficult, there are "Recount text with mean score 2,50, interactional transactional text with 2,54, and interactional interpersonal text " with mean score 2,68.

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

There are some problems faced by the teacher in implementing authentic assessment on reading comprehension in the tenth grade. Based on the interview data, the teacher found the problem of the teacher implementing of authentic assessment of reading comprehension in the class.

The main obstacle by students in the tenth grade is that students' low mastery of vocabulary so that students have difficulty understanding the reading text given. The second obstacle in implementing authentic assessment is the limitation of time and online class so that it is not effective in implementing authentic assessment in the class.

The solution that the teacher does is to improve students' vocabulary mastery by providing more difficult words and examples of implement these difficult words into sentences or text. And telling students to read more at home and giving students assignments to better understand the material.

2. Discussion

There are three finding of this study, namely the form assessment, the difficulty level of the questions, and the problem faced by the teacher in implementing the authentic assessment. Based on the data of documentation used by the teacher, there are four indicators in authentic assessment on reading comprehension; there are reading competence, form of assessment, type of test, and type of text. the level of difficulty of authentic assessment on reading comprehension of answering questions based on the reading competence students in categorized difficult. Based on the form of assessment, only 2 of the 14 forms were categorized as difficult while 12 forms were categorized as easy. Based on type of test, 2 types were categorized as difficult while 3 types as easy. And based on the type of text narrative text, descriptive text and announcement text is considered easy, while recount text, interaction transactional text, and interaction interpersonal text was categorized as difficult.

Zaim, Refnaldi and Zaim R.A (2020) explain that forms of authentic reading literacy assessment used by teacher in SMA. The difficult level of the questions given by the teacher in carrying out authentic assessment of reading literacy is categorized as medium. And the obstacle experienced by the teacher in conducting authentic assessment of students' reading literacy are the lack of vocabulary and the limited ability of the teacher to arrange questions with a high level of difficulty.

CONCLUSION AND SUGGESTION

The conclusion that can be drawn from the findings above are as follow: (1) There are four types in authentic assessment on reading comprehension used by teacher; they are reading competence, form of assessment, type of test, and type of text. The difficulties level of questionnaire in implementing the authentic assessment on reading comprehension is easy. Based on the data 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. The problems faced by the teacher in implementing of authentic assessment is limitation of time, online class and students low mastery of vocabulary, so that students have difficult to understand the reading text given. The solutions to overcome the problems by the

teacher in implementing of authentic assessment on reading comprehension is improve students' vocabulary mastery by providing more difficult word and telling students to read more and giving student assignments to better understand the material.

Based on the research finding above, it is suggested that proposed the implementation of authentic assessment is difficult 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.

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