

The Implementation of Authentic Assessment for Assessing Students' Reading Skills at Senior High School

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ABSTRACT

The 2013 curriculum required authentic assessment to assess students' achievement in any subjects, including reading skills as one of the four language skills in achieving English as a foreign language in Indonesia. However, teachers still have problems in using authentic assessment to assess reading skills. Therefore, implementation evaluation on authentic assessment needs to be done. The purposes of this research are to evaluate the authentic assessment implementation for assessing reading skills at senior high school in terms of the types of authentic assessment used by English teachers to assess reading skills, the type of texts used to assess reading skills, and the reading competencies tested in assessing students' reading skills. This research was descriptive. The respondents of this research were ten senior high school English teachers teaching in ten senior high schools in Padang, Padang Panjang, Bukittinggi, and Agam. The data were collected using questionnaires and document analysis. The research findings were that English teachers still preferred to use written assessments rather than other authentic assessments. The texts used to assess students' reading skills were descriptive text, announcement text, transactional interaction text, and recount text. Meanwhile, about 13 reading competencies were assessed, ranging from lower-order thinking skills, middle-order thinking skills, and higher-order thinking skills. In conclusion, senior high school teachers had implemented authentic assessment for assessing students' reading skills partly. It is suggested that teachers implement all types of authentic assessments to assess students' reading skills.

Keywords: *authentic assessment, reading skill, English language, Senior High School*

1. INTRODUCTION

The 2013 curriculum is a refinement of the curriculum that has been applied to education in Indonesia. Changes in the curriculum in the education system have been in line with the demands of society and the character of the 21st century. These changes have led to a paradigm shift in the learning process that uses a scientific approach and the assessment of learning outcomes, which includes assessing attitudes, knowledge, and skills. Thus, the 2013 curriculum can create students who have the attitudes, knowledge, and skills under the demands of the 21st-century character. Therefore, the 2013 curriculum requires appropriate assessment to assess the process and student learning outcomes, namely authentic assessment [3] [16].

Authentic assessment in the 2013 curriculum is a tool to measure students' learning processes and outcomes' attitudes, knowledge, and skills. Authentic assessment is an assessment based on student actualization and what students need in real life [1]. Meanwhile, according to the American Library

Association in Suarimbawa et al. [2], authentic assessment is an evaluation activity that assesses and measures student learning performance, learning achievement, motivation, and student attitudes that are relevant to daily life activities assessment is an activity to evaluate student learning progress with various types of assessments [3]. Thus, we can simplify that authentic assessment is an activity of assessing attitudes, knowledge, and skills relevant to students' real-life situations.

Authentic assessment in the 2013 curriculum is useful for assessing student achievement in any subject, including reading skills as one of the four language skills in achieving English as a foreign language in Indonesia. However, teachers still have problems using authentic assessment to assess students' reading skills. The results of the Programme for International Student Assessment (PISA) for 2018 that was reported in December 2019 indicated that the Indonesian students' ability to read achieved approximately on an average

score of 371 with an average OECD score of 487. It shows that Indonesia is at low performance.

There are various problems and challenges in various research findings on authentic assessment among English teachers in Indonesia. One of the research revealed that the problem of teachers in implementing authentic assessment is that teachers do not fully understand authentic assessment and its implementation in schools. Furthermore, the teacher's obstacles in carrying out authentic assessments include student problems, time, and validity of the tests [4]. Therefore, an evaluation of the implementation of authentic assessment in assessing students' reading skills needs to be done. The evaluation of the implementation of authentic assessment to assess students' reading skills can be viewed from the type of authentic assessment used by the teacher, the type of text used to assess reading skills, and the reading competence tested in assessing students' reading skills.

Reading skill is one way to understand the information contained in the text [14]. Reading skills provide facts and improve the reader's thinking skills so that reading skills are much more important than speaking and writing [5] and can be used to improve writing and speaking skills [14] [15]. In addition, reading is a priority in the current era of globalization [6]. Thus, students' reading skills should be an essential concern to improve the quality of education.

There are four types of authentic assessment used in assessing students' reading skills: performance assessment, project-based assessment, portfolio assessment, and written assessment. While the types of texts used in testing students' reading skills are six types of texts, namely, narrative text, descriptive text, recount text, announcement text; interactional transactional text; and personal interaction text [13].

Senior high school students should achieve thirteen competencies. These competencies are identifying the main idea, identifying the topic sentence, identifying the message/text, comprehending the content of the conversation, identifying express answers, understanding text construction, finding specific information, finding detailed information, identifying synonym, identifying antonyms, finding an general idea of the text content, and finding references [7] [12].

The authentic assessment in assessing reading skills is not just an activity of carrying out testing but becomes an assessment instrument that is valid, practical, fair, and by the actual purpose of authentic assessment. The assessment must include validity and reliability characteristics because it has an essential role in providing accuracy, appropriateness of interpretation, and assessment results [8]. Thus, assessment can be a good measuring tool in determining the development of learning.

The purpose of this study was to evaluate the implementation of authentic assessments for reading

skills in senior high school in terms of the types of authentic assessments used by English teachers to assess reading skills, types of texts used to assess reading skills, competencies tested in assessing reading skills and assessment indicators of reading skills.

2. RESEARCH METHOD

Descriptive research which describes the characteristics of phenomena studied [9], was used in this research. All data collected was described as is. This study was conducted on ten senior high school English teachers taught at senior high schools in Padang, Padang Panjang, Bukittinggi, and Agam. The data were collected through questionnaires, interviews, and document analysis. The questionnaires were developed using a Likert scale with four scales to measure respondents' agreement about the statements of the implementation of authentic assessment to assess reading skills given. Likert scales were developed to assess the level of agreement or disagreement of a symmetric agree-disagree scale.

The data from questionnaires were analyzed using descriptive statistical analysis to find the respondents' mean score of each answer. The mean scores were then interpreted using the mean range table proposed by Martika and Zaim [7].

Table 1. Average Use of Authentic Assessment Score

No	Mean Range	Scale	Interpretation
1	3.20 – 4.00	4	Very High
2	2.40 – 3.19	3	High
3	1.60 – 2.39	2	Medium
4	1.00 – 1.59	1	Low

The data from interviews and document analysis were analyzed by using the following steps: data reduction, data presentation, and drawing conclusion.

3. FINDINGS AND DISCUSSION

3.1. Findings

There are four findings of the implementation of authentic assessment for assessing reading skills at senior high school, they are (1) the types of authentic assessment used by English teachers to assess reading skills, (2) the type of text used to assess students' reading skills, (3) the reading competencies used to assess students' reading skills, and (4) the indicators of assessment to assess reading skills. The four findings will be explained as follows.

3.1.1. The type of authentic assessment used by English teachers to assess reading skills

The types of assessments used by high school English teachers were performance assessments, project assessments, portfolio assessments, and written assessments. The implementation of the four types of authentic assessment used by English teachers in assessing reading skills can be seen in the table 2.

Table 2. The types of authentic assessment used by English teachers to assess reading skills

No	Type of Authentic Assessment	Responses				Score	Mean Score	Category
		(1)	(2)	(3)	(4)			
1	Performance assessment	1	3	6	0	25	2.50	High
2	Project Assessment	3	6	1	0	18	1.80	Medium
3	Portfolio Assessment	2	5	2	0	18	2.00	Medium
4	Written Assessment	0	0	8	1	28	3.11	High

Note: 1.00-1.59 = Low; 1.60-2.39 = Medium; 2.40-3.19 = High; 3.20-4.00 = Very High

The table above shows that the types of authentic assessment used to assess students' reading skills most frequently used by English teachers were written assessment and performance assessment, with an average score of 3.11 and 2.50. Both were in the high category. Portfolio assessment and project assessment were in the medium category with an average score of 2.00 and 1.80.

Related to the authentic assessments of performance assessment, there were four types of performance used by English teachers to assess reading skills, they were checklists, anecdotal notes, rating scales, and memory. The implementation of the type of performance assessment used by English teachers to assess reading skills can be seen in the following table.

Table 3. The types of performance assessment used by English teachers to assess reading skill

No	Type of Performance Assessment	Responses				Score	Mean Score	Category
		(1)	(2)	(3)	(4)			
1	Checklist	2	4	4	0	22	2.20	Medium
2	Anecdotal notes	4	3	3	0	19	1.90	Medium
3	Rating scale	1	5	4	0	23	2.30	Medium
4	Memory	3	6	1	0	18	1.80	Medium

Note: 1.00-1.59 = Low; 1.60-2.39 = Medium; 2.40-3.19 = High; 3.20-4.00 = Very High

The table above shows that the type of performance assessment most frequently used by English teachers to assess reading skills was a rating scale with an average score of 2.30 in a medium category. While the type of performance assessment least used was the memory approach, with an average score of 1.80. All four types of performance assessment were in the medium category, which means that teachers rarely used these types of performance assessment to assess students' reading skills.

Related to the types of authentic assessments in the form of project assessments, there were three types of performance assessments used by English teachers: checklists, anecdotal notes, and rating scales. The implementation of these types of assessments by English teachers to assess students' reading skills can be seen in the following table.

Table 4. The types of project assessment used by English teachers to assess reading skill

No	Type of Project Assessment	Responses				Score	Mean Score	Category
		(1)	(2)	(3)	(4)			
1	Checklist	3	6	1	0	18	1.80	Medium
2	Anecdotal Notes	5	5	0	0	15	1.50	Low
3	Rating scale	3	6	1	0	18	1.80	Medium

The table above shows that the types of project assessments used mainly by English teachers to assess students' reading skills were checklists and rating scales, with an average score of 1.80, in a medium category. Meanwhile, the type of assessment that was the least used was anecdotal notes, with an average score of 1.50, which was in a low category. All three types of project assessment are in the medium and low category means that teachers rarely use these types of project assessment.

Related to the form of authentic assessment in the types of portfolio assessment, teachers used three types of portfolio assessment, namely collection portfolio, showcase portfolio, and assessment portfolio. The implementation of these types of portfolio assessments by English teachers to assess students' reading skills can be seen in Table 5.

Table 5. The types of portfolio assessment used by English teachers to assess reading skill

No	Types of Portfolio Assessment	Responses				Score	Mean Score	Category
		(1)	(2)	(3)	(4)			
1	Showcase Portfolio	6	1	3	0	17	1.70	Medium
2	Collection Portfolio	5	4	1	0	16	1.60	Medium
3	Assessment Portfolio	4	4	2	0	18	1.80	Medium

Note: 1.00-1.59 = Low; 1.60-2.39 = Medium; 2.40-3.19 = High; 3.20-4.00 = Very High

The table above shows that the type of portfolio assessment most frequently used by English teachers to assess students' reading skills was the assessment portfolio with an average score of 1.80, in a medium category. Meanwhile, the type of portfolio assessment the least used was the collection portfolio with an average score of 1.60, in a medium category. All three types of portfolio assessment were in the medium category means that teachers rarely used these types of portfolio assessment to assess reading skills.

Related to the form of authentic assessment in the types of written assessment, there were six types of assessment frequently used by English teachers to assess reading skills, they are multiple-choice, yes/no questions (true/false), matchmaking, fill in the blank, short answers, and essays. The written assessment was applied for daily assessment, mid-semester examination, and semester examination. For daily assessment, the types of written assessment frequently used by English teachers to assess reading skills can be seen in the following table.

Table 6. The types of written assessment used by English teachers to assess reading skills on daily assessment

No	Type of Written Assessment	Responses				Score	Mean Score	Category
		(1)	(2)	(3)	(4)			
1	Multiple choice	0	0	7	3	23	2.30	Medium
2	Yes/No Questions (True/False)	4	6	0	0	16	1.60	Medium
3	Matchmaking	4	5	1	0	17	1.70	Medium
4.	Fill in the blank	0	4	6	0	26	2.60	High
5	Short Answer	0	2	7	1	29	2.90	High
6	Essays	1	2	6	1	27	2.70	High

Note: 1.00-1.59 = Low; 1.60-2.39 = Medium; 2.40-3.19 = High; 3.20-4.00 = Very High

Table 6 above shows that the type of written assessment most frequently used in the daily assessment to assess students' reading skills was a short answer test with an average score of 2.90, in the high category. Meanwhile, the type of written assessment rarely used was Yes/No Questions (True/False), with a mean score of 1.60, in the medium category.

Then Table 7 as follows shows the types of written assessment frequently used by English teachers to assess students' reading skills for mid-semester examinations.

Table 7. The types of written assessment used by English teachers to assess reading skills on the midterm examination

No	Type of Written Assessment	Responses				Score	Mean Score	Category
		(1)	(2)	(3)	(4)			
1	Multiple choice	0	0	7	3	33	3.30	Very High
2	Yes/No Question (True/False)	5	5	0	0	15	1.50	Low
3	Matchmaking	5	4	1	0	16	1.60	Medium
4.	Fill in the blanks	1	3	6	0	25	2.50	High
5	Short Answer	3	2	5	0	24	2.40	High
6	Description/Essay	2	5	3	0	21	2.10	Medium

Note: 1.00-1.59 = Low; 1.60-2.39 = Medium; 2.40-3.19 = High; 3.20-4.00 = Very High

The table above shows that the type of written assessment most frequently used in the midterm examination to assess students' reading skills was the multiple-choice test which had an average score of 3.30, in a very high category. Meanwhile, the types of written

assessment rarely used was Yes/No Questions (True/False) with a score of 1.50, in a low category.

Furthermore, for semester examination, the types of written assessment used by English teachers to assess reading skills can be seen in the following table.

Table 8. The types of written assessment used by English teachers to assess reading skills on semester examination

No	Type of Written Assessment	Responses				Score	Mean Score	Category
		(1)	(2)	(3)	(4)			
1	Multiple choice	0	0	4	6	36	3.60	Very High
2	Yes/No Questions (True/False)	8	2	0	0	10	1.00	Low
3	Matchmaking	7	3	0	0	13	1.30	Low
4.	Fill in the blanks	3	1	6	0	23	2.30	Medium
5	Short Answer	5	2	3	0	18	1.80	Medium
6	Description/Essay	6	3	1	0	15	1.50	Low

Note: 1.00-1.59 = Low; 1.60-2.39 = Medium; 2.40-3.19 = High; 3.20-4.00 = Very High

The table above shows that the type of written assessment most frequently used for semester examination to assess students' reading skills was

multiple-choice, with a mean score of 3.30, in a very high category. Fill in the blank was the second most frequently used with a mean score of 2,30, in the

medium category. Meanwhile, the type of written assessment rarely used was Yes/No Questions (True/False) with a score of 1.00, matchmaking with a mean score of 1.30, and description/essay with a mean score of 1.50. Those three types of assessment were in a low category means that they were rarely used to assess reading skills,

3.1.2. The types of texts used to assess reading skills

There were six types of text used to assess students' reading skills. They are narrative text, descriptive text, recount text, announcement text, transactional interaction text, and interpersonal interaction text. The types of text frequently used by English teachers to assess reading skills can be seen in the following table.

Table 9. The types of text used to assess reading skills

No	Text type	Responses				Score	Mean Score	Category
		(1)	(2)	(3)	(4)			
1	Narrative Text	0	0	7	3	33	3.30	Very High
2	Descriptive Text	0	0	7	3	33	3.30	Very High
3	Recount Text	0	0	7	3	33	3.30	Very High
4	Announcement Text	0	1	6	3	32	3.20	Very High
5	Transactional Interaction Text	0	1	6	3	32	3.20	Very High
6	Interpersonal Interaction Text	0	2	5	3	31	3.10	High

Note: 1.00-1.59 = Low; 1.60-2.39 = Medium; 2.40-3.19 = High; 3.20-4.00 = Very High

The table above shows that the types of text with a very high category, with a mean score of 3,30, were narrative text, descriptive text, recount text, and those with a mean score of 3,30 were announcement text and transactional interaction text. While the text with a high category used in the authentic assessment to assess students' reading skills was interpersonal interaction text, with a mean score of 3,10. This means that teachers frequently use all types of texts above to assess students' reading skills at senior high school.

3.1.3. The reading competencies used to assess students' reading skills

Three reading competencies were used to assess students' reading skills. They are telling/revealing information/ contents of texts or stories, interpreting a message, and reflecting and evaluating texts. The implementation of reading competencies used by English teachers to assess students' reading skills can be seen in the following table.

Table 10. The reading competencies used to assess students' reading skills

No	Reading Skill Competence	Responses				Score	Mean Score	Category
		(1)	(2)	(3)	(4)			
1	Telling/retelling the information/ content of the text or story	0	2	7	1	27	2.70	High
2	Interpreting a message	0	2	7	1	27	2.70	High
3	Reflecting and evaluating text	2	3	4	1	24	2.40	High

Note: 1.00-1.59 = Low; 1.60-2.39 = Medium; 2.40-3.19 = High; 3.20-4.00 = Very High

The table above shows that the three reading skill competencies frequently used to assess students' reading skills were telling/revealing information/ contents of texts or stories, interpreting a message, and reflecting and evaluating texts. All reading competencies were in the high category, with a mean score of 2,70 and 2.40.

3.1.4. The assessment indicators to assess reading skills

Every assessment should have an indicator as a guide to develop an assessment. There were 13 reading assessment indicators of reading competence that English teachers used to assess the reading skills of the 10th-grade students at senior high school. They were expressing the main idea, revealing the meaning of a word or a phrase, revealing the content of messages/texts, understanding the contents of the dialogue, finding explicit answers, finding implied answers, comprehending text structure, identifying specific information, identifying detailed information, finding

synonyms, finding antonyms, finding an overview of the content of the text, and identifying references.

The following are the responses of English teachers about the assessment indicators used by them to assess students' reading skills. The assessment indicators to assess students' reading skills can be seen in the following table (Table 11).

Table 11 shows that there are five indicators to assess students' reading skills that English teachers frequently use. They are expressing the main idea, revealing the meaning of a word or a phrase, finding the explicit answers, finding specific information, and finding an overview of the contents of the text, which had an average score of 3.10, with category high. Meanwhile, the indicators for assessing reading skills with the lowest mean score were understanding text structure, finding antonyms, and finding references with an average score of 2.70.

Table 11. Assessment Indicators for Assessing Reading Skills

No	Assessment Indicators for Assessing Reading Skills	Responses				Score	Mean Score	Category
		(1)	(2)	(3)	(4)			
1	Expressing the main idea	0	0	9	1	31	3.10	High
2	Revealing the meaning of a word or phrase	0	0	9	1	31	3.10	High
3	Revealing the content of the message/text	0	2	7	1	29	2.90	High
4	Understanding the contents of the dialogue	0	1	8	1	30	3.00	High
5	Finding the explicit answer	0	0	9	1	31	3.10	High
6	Finding the implied answer	0	3	6	1	28	2.80	High
7	Understanding text structure	0	4	5	1	27	2.70	High
8	Finding specific information	0	0	9	1	31	3.10	High
9	Finding detailed information	0	1	8	1	30	3.00	High
10	Finding synonyms	0	2	6	2	30	3.00	High
11	Finding the antonym	0	4	5	1	27	2.70	High
12	Finding an overview of the content of the text	0	0	9	1	31	3.10	High
13	Finding references	1	2	6	1	27	2.70	High

Note: 1.00-1.59 = Low; 1.60-2.39 = Medium; 2.40-3.19 = High; 3.20-4.00 = Very High

3.2. Discussion

There were four findings in this study. They are the types of authentic assessment used by English teachers to assess reading skills, the type of text used to assess reading skills, the reading competencies used to assess reading skills, and the assessment indicators to assess reading skills.

The types of authentic assessment that the English teachers most frequently used were performance assessments and written assessments rather than a portfolio and project assessment. Performance assessments were used in the learning process to discuss the text learned. The type of written assessment often used was multiple choice which was often used during daily tests, mid-semester tests, and final semester tests. This finding was in line with Martika & Zaim [7] that the multiple-choice test was the dominant type of assessment used at school. In addition, this finding was supported by Sagirli [11], who found that the multiple-choice test was more successful in assessing students' reading comprehension skills.

Several texts were usually used as authentic assessments for the types of text to assess students' reading skills. They are descriptive text, narrative text, recount text, announcement text, and transactional interaction text. This is in line with Kemdikbud [13] related to the types of text that should be learned at senior high school in learning English.

Related to the reading competencies and the skills indicators to assess students' reading skills, it was found that there were 13 indicators of reading skills that were used to assess reading skills by English teachers that were developed from three reading competencies. These reading skills and competencies align with eight micro-skills of reading competencies proposed by Djwandono [12]. In addition, some of the reading competence and reading skills are used by PISA to assess reading literacy [6]. However, the forms of assessment used by teachers are different from those used by PISA.

4. CONCLUSION

This research revealed that English teachers still prefer to use written assessments and performance assessments than other authentic assessments to assess students' reading skills. The types of text most frequently used to assess students' reading skills are descriptive, announcement, transactional interaction, and recount text. Thirteen indicators of reading skills used to assess students' reading skills of senior high school students developed from three reading competencies. The researchers suggest that teachers may apply all types of authentic assessments to assess students' reading skills since the more types of authentic assessments teachers use to assess students' reading skills, the more accurate the assessment result will be.

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