

THE IMPLEMENTATION OF AUTHENTIC ASSESSMENT IN EXTENSIVE READING

Rosendi Galih Susani

*Indonesian Language Education and Literature Study Program
Faculty of Teachers Training and Education, Sanata Dharma University*

rosendigalih@gmail.com

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Abstract

The implementation of authentic assessment can help teachers to know the extent to which students are able to apply their knowledge and skills in accordance with the contexts of real situations. This is because authentic assessment focuses on activities or tasks that students do, as the knowledge and skills taught are tailored to the real contexts. The research objective is to describe the implementation of authentic assessment in Extensive Reading course in Indonesian Language Education and Literature Study Program Sanata Dharma University. This research used descriptive qualitative analysis method. The instruments used in this study were tests. The researcher conducted the implementation of authentic assessment in Extensive Reading on identifying the meanings of difficult words, idioms, and expressions. The obtained data show that the students' average extensive reading ability was 80 with a very high category. The implementation of authentic assessment could provide some benefits such as (a) identifying the direct measurement of expected competence indicators of students' performances; (b) encouraging students to demonstrate their performance in a real and meaningful situation; (c) providing students with the opportunity to construct their learning outcomes by selecting and compiling answers based on their knowledge and the situational analysis so that the answers are relevant and meaningful; and (d) integrating teaching, learning, and assessment activities. It is then recommended that authentic assessment be applied in the teaching and learning of reading courses.

Keywords: Authentic assessment; extensive reading; Indonesian language and literature program

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INTRODUCTION

Someone who always performs a daily reading activity can be ascertained to have good ability and skills in reading. Good reading ability and skills will benefit the reader to accept various pieces of information and knowledge beneficial for life. Burn in Krismanto, Halik, and Sayidiman (2015) explained that reading ability is an ability which is owned by more developed society. A society that already has reading culture will automatically tend to adjust itself to the development that occurs in the world.

In line with this explanation, students as the successors of their nation must have the reading skill. In the university context, the teaching and learning of the course Extensive Reading should focus on improving students' reading ability. In this regard, at least there are a few ways to do, and one of them is assigning authentic tasks. Abidin (2012) argued the use of authentic assessment is believed to be able to give students the ability to resolve real issues as well as

providing opportunities for students able to think, act, and work systematically. Majid (2014) explained that authentic assessment is the process of collecting a variety of data that can give a description of students' progress. Meanwhile, Sani (2016) defined authentic assessment as the kind of assessment that leads students to demonstrate the skills and competencies needed to overcome the problems and situations encountered in the real world.

One type of authentic assessment is performance assessment. Majid (2014) explained that the performance assessment has several methods to record the results of such performance-based assessment check list, notes, scale judgment, and memory. Majid (2014) further described the steps that must be done in preparing an authentic assessment draft. First is to identify the standards. The term "standard" is defined as a brief statement that must be known or be done by students at certain points. Second is to choose an authentic task. The selection of

authentic tasks should be adjusted with the standard analysis and assess the actual reality. Third is to identify the criteria for the task. The criteria in question are indicators of good performance on a task. Criteria should be stated clearly and briefly. Fourth is to create the criterion standard (rubric).

Pratiwi (2014) added some points: (1) analytical rubrics are designed to assess students' ability in details in quantitative method; (2) analytical rubrics contain various aspects of competence standards, detailed description of achievement, score (categories), and the explanation of scoring results into categories; and (3) the students' ability is to be deduced based on the total score of each aspect. Based on the expert's opinion, the researcher can conclude that authentic assessment is an assessment that focuses on activities or tasks that students do, in which the knowledge and skills taught are tailored to the real contexts.

The tasks can train the students to think in higher order thinking. Widodo and Kadarwati (2012) asserted that with higher order thinking, students are able to distinguish ideas clearly, argue well, solve problems, construct explanations, hypothesize, and understand complex matters. Authentic tasks can help students in increasing the use of appropriate language in daily life. To get truly genuine learning activities, authentic teaching materials, authentic tasks which support students' understanding, and authentic assessment are needed; the latter is needed as one of assessments which focus on activities or tasks done by students as an application of knowledge and skills tailored to real contexts.

In Indonesian Language Education and Literature Study Program, there is an Extensive Reading course. Suhartini (2012) describes extensive reading as reading widely. The object includes as many texts as possible in the shortest time possible. However, it turns out that the lecturing processes sometimes do not occur as expected. There are several problems that usually appear in Extensive Reading, such as students' reading interest is still low, many students are still too lazy to do the reading because they usually will only read if there is a need, there are physical disorders that become obstacles in reading, and students are not able to understand the texts. Another problem that often occurs in the process of Extensive Reading is that students sometimes are less careful in defining certain meanings. In this case, the extensive reading process greatly affects the information obtained by the students.

Among the methods previously mentioned, the implementation of authentic assessment can be a good choice. Abidin (2012) stated that the use of authentic assessment is believed to be able to give students the ability to resolve real issues as well as providing opportunities for students to be able to think, act, and work systematically. In this article, the researcher will propose the implementation of authentic assessment employed in Extensive Reading to identify students' extensive reading proficiency.

Previous research has also revealed the importance of authentic assessment in reading skills. Abidin (2012) explained that authentic assessment can

be used to support the success of building students' skills in reading comprehension. Authentic assessment can be useful in effectively determining students' reading skill sets. Masrukhin (2014) added that authentic assessment is *the real mirror* of the condition of students' learning. Authentic tasks can be a useful tool to an instructor. These tasks can be used as an assessment to accurately determine the true state of student learning. Absari, Sudiana, and Wendra (2015) in their research showed that the use of authentic assessment can help the teacher understand students' ability to demonstrate their understanding. Authentic assessment can also describe improvements in students' learning outcomes in order to observe, question, reason, try, and communicate.

This is supported by Wiana, et al. (2015, p. 5) which suggests that authentic judgments are important in improving learning outcomes. Authentic assessment is no longer implemented using traditional assessment formats such as multiple-choice, matching, true-false, and "paper and pencil" standardized test. Teachers can use a format that encourages students to complete a task by performatively demonstrating a method of solving a problem. From exposure to authentic tasks, we can conclude that one of the authentic assessment formats which can be developed by teachers is in the form of tasks.

Reynisdóttir (2016) reported that the innovation from a conservative/traditional assessment to an authentic assessment shows that there is effort to fulfill students' needs. Teachers do not only think about and prepare students' needs, but also make targets which will become students' competences. Kinay and Bağçeci (2016) also demonstrated that an authentic assessment can improve pre-service teachers' problem-solving abilities. Meanwhile, Aziz and Yusoff (2016) found that authentic assessment could help improve the process writing of children in primary schools.

As the previous research shown, the implementation of authentic assessment at the university level in Indonesia has not garnered sufficient attention. Hence, the present research would like to describe methods of implementation of authentic assessment in specifically in the extensive reading course in the Indonesian Language Literature Program at Sanata Dharma University. In particular, the material which was assessed was related to defining the meaning of words, idioms, and phrases. This research will be useful to develop an authentic assessment extensive reading skills in the study program of Indonesian language and literature. In addition, this research can be used by teacher candidates and lecturers who will implement authentic assessment in reading skills.

METHOD

The researcher will describe the implementation of extensive reading assessment of the first semester students of the academic year 2017/2018 of *PBSI* Study Program Sanata Dharma University Yogyakarta. This research used descriptive qualitative analysis method. The instruments used in this study were test instruments. Multiyaningsih (2014) defined a test as a

data gathering method that serves to measure a right or wrong answer. The correct answer will receive a score and a wrong answer will not receive a score. Thus, the results of the measurement by using the test are categorized as quantitative data. The source of data of this study was test scores of students of Class A from the first semester of academic year 2017/2018 who took Extensive Reading in the Indonesian Language and Literature Program at Sanata Dharma University, Yogyakarta. The students as a data source provided the data in the form of extensive reading assignments. Extensive reading assignments included comprehending news texts to define the meaning of difficult words, the meaning of idioms, and the meaning of phrases. The researcher examined Extensive Reading tasks by using authentic assessment to determine Class A students' understanding in defining the meaning of difficult words, the meaning of idioms, and the meaning of phrases in the texts.

The data collection technique in this study used the documentation through extensive reading assignments done by students in defining the meaning of words, idioms, and expressions in the news texts by conducting the assessment that had been developed by the researcher and validated by experts. The data analysis technique used was descriptive qualitative. The researcher performed the following steps. First, the researcher examined the expected final ability in the lecture. Second, the researcher formulated materials, tasks, and assessments based on the expected competence. Third, the researcher determined the proper assessment instrument. Furthermore, the procedures in analyzing the data were (1) assessing and scoring on each students' answer sheets, (2) assessing and scoring by using a scale of 1-4. The researcher did not only determine the scale but also determined the criteria related to the content and process, such as giving 4 for a number that has the most complete answer. After that, the researcher was able to obtain the average value of all studied aspects.

In Extensive Reading, the lecturer gave the tasks to define the meaning of difficult words, idioms, and expressions in the news texts. The researcher assessed the task by using an authentic assessment that had been developed and had been validated by experts. Here's a scoring rubric developed by the researcher.

Table 3 The Authentic Assessment in Defining the Meaning of Difficult Words, Idioms, and Expressions in the News Texts

The Expected Final Ability : Being able to define the meaning of difficult words, idioms, and expressions
 Student's Name : _____
 Student's Identity Number : _____

No.	Aspect of Assessment	Score	Criteria
1.	Report presentation	4	Reports are presented clearly and systematically
		3	Reports are presented fairly clear and systematical
		2	Reports are presented less clearly and less systematically
		1	Reports are presented unclear and not systematic
2.	Completeness and accuracy of report content	4	The content of the report is very complete and supporting by evidences
		3	The content of the report is complete and accompanied by supporting evidence
		2	The content of the report is incomplete and the evidence provided is less favorable
		1	The content of the report is incomplete and do not include supporting evidence
3.	Able to find difficult words, the meaning of idioms, and the meaning of expressions	4	Overall able to find 100-70 more difficult words, idioms, and phrases
		3	Overall able to find 69-40 difficult words, idioms, and phrases
		2	Overall able to find 40-20 more difficult words, idioms, and phrases
		1	Overall able to find less than 20 difficult words, idioms, and phrases
4.	Able to define difficult words, the meaning of idioms, and the meaning of expressions	4	There are no errors in defining the difficult word, the meaning of idioms, and the meaning of expressions
		3	There are 1-10 mistakes in defining difficult words, the meaning of idioms, and the meaning of phrases
		2	There are 11-20 errors in defining difficult words, the meaning of idioms, and the meaning of phrases
		1	There are more than 20 errors in defining difficult words, the meaning of idioms, and the meaning of phrases
5.	The accuracy of the use of elements of Indonesian language	4	There is no mistake to use the elements of Indonesian language
		3	There are 1-10 mistakes in using the elements of Indonesian language
		2	There are 11-20 mistakes in using the elements of Indonesian language
		1	There are more than 20 in using the elements of Indonesian language

Table 3 can be used as a guide in implementing authentic assessment. Then, to simplify authentic assessment, teachers can use a practical assessment instrument such as presented in table 4.

Table 4. The Assessment Instrument to Identify Difficult Words, the Meaning of Idioms, and the Meaning of Phrases

Name: _____
Student's Identity Number: _____

No.	Aspect of Assessment	Score			
		4	3	2	1
1.	Report presentation				
2.	Completeness and accuracy of report content				
3.	Able to find difficult words, the meaning of idioms, and the meaning of expressions				
4.	Able to define difficult words, the meaning of idioms, and the meaning of expressions				

5. The accuracy of the use of elements of Indonesian language

Table 5 display the guidelines to use the instrument.

$$\text{Scoring guideline: } \frac{\text{total score}}{\text{maximum total score}} \times 100 = \text{Score}$$

Table 5. The Assessment Criteria

Assessment Criteria			
Score	Interval	Criteria	Letter Conversion
4	80-100	Very High	A
3	59-79	High	B
2	39-78	Fairly Low	C
1	<39	Low	D

After finding out the score of each student, and then the researcher calculated the average (mean) based on Nurgiyantoro's (2012, p. 219) formula as follows.

$$\bar{X} = \frac{\sum n}{N}$$

Information:

$\sum n$ = Total Score

N = Number of Students
X = Average (mean)

FINDINGS AND DISCUSSIONS

Starting from various steps and research processes, finally the researchers obtained accurate research results. The results of extensive reading essay in defining the meaning of words, idioms, and expressions, the students were assessed in terms of (1) the report presentation, (2) the completeness and accuracy of the content of the report, (3) the study of finding difficult words, the meaning of idioms, and the meaning of expressions, (4) the study to define difficult words, the meaning of idioms, and the meaning of phrases, and (5) the accuracy of the use of elements in Indonesian language. The result table of final score of the extensive reading task in defining the meaning of words, idioms, and phrases is a table for viewing and determining students' extensive reading comprehension. The scores of students who have done the activities of defining the meaning of words, idioms, and phrases are presented in Table 6.

Table 6 The Percentage Value Defining the Meaning of Words, Idioms, and Expressions

No.	Interval	Criteria	Letter Conversion	Frequency of Student	Percentage	Average Value	Criteria
1.	80-100	Very high	A	9 - Score 90 obtained by 7 students - Score 80 obtained by 2 students	42.86%	80	Very high (A)
2.	59-79	High	B	12 - Score 75 obtained by 10 students - Score 70 obtained by 2 students	57.14%		
3.	39-78	Fairly low	C	0			
4.	<39	Low	D	0			
Number of Students				21			

Table 6 shows that students with very high ability are 9 students (42.86%) with very high criteria and 12 students (57.14%) with high criteria. The researcher drew a conclusion that most of students with percentage 57.14% that consists of 12 students have ability to define the meaning of words, idioms, and expressions well (high). The average value of students in defining the meaning of words, idioms, and expressions produced by students is 80 with very high criteria. The detailed information can be seen in the bar chart of Figure 1.

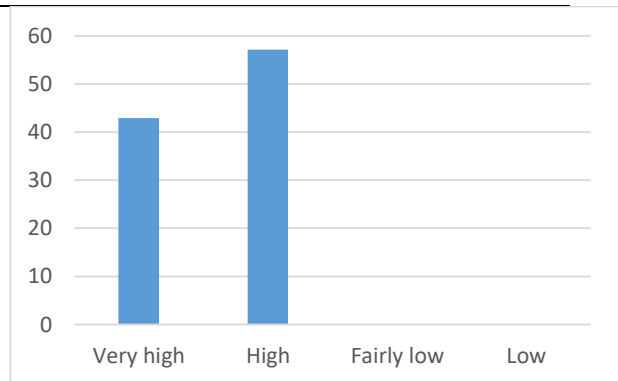


Figure 1. The Bar Diagram Defining the Meaning of Words, Idioms, and Phrases

The data from extensive reading in defining the meaning of words, idioms, and expressions were done by Class A students of the first semester of academic year 2017/2018 *PBSI* Study Program Sanata Dharma University have high ability to define the meaning of words, idioms, and expressions. Furthermore, the average value of the students can be expected the following formula.

$$\bar{X} = \frac{1680}{21} = 80$$

The result of the calculation explains that the average value of the students is 80 with very high category. Apparently, the authentic task can train learners' higher order thinking, which corresponds to the findings of research by Widodo and Kadarwati (2012). It also cannot be separated from teaching materials that have authentic nature. Furthermore, the application of authentic assessment can determine students' ability to apply their knowledge and skills in accordance with the context of a real situation, affirming previous research results stressing on the closeness of this assessment to real life situations (Sani, 2016)

Authentic assessment is also capable of measuring comprehensive reading abilities of students. This has an impact on the achievement of goals set in learning reading skills. The assessment rubric is one of the most effective ways to know students' reading skills accurately. Through the application of authentic assessment, teachers are expected to improve their professionalism in managing the learning process (Kinay and Bağçeci, 2016).

The average score of the students who obtained 80 with high category shows that the students are able to apply their knowledge and skills based on real situation contexts. The students are already expected to understand difficult words, idioms, and expressions when they do their reading activity. Without authentic assessment guidelines, teachers may face difficulties in measuring the level of student's understanding. It is hoped that after experiencing the learning activities, the students are able to practice their knowledge and skills continually. If teachers are able to prepare the assessment which is based on tasks given to students and also giving tasks based on learning materials, teachers can show their professionalism. The authentic assessment which has been designed and applied will help teachers to know students' competences. From the learning results which apply authentic assessment, teachers can evaluate teaching methods based on materials, tasks, and assessments. The results also make teachers know students' needs better. From students' point of view, the students also can gain benefits to improve their learning excellently.

After the researcher employed an authentic assessment to measure reading skills in identifying the meanings of difficult words, idioms, and expressions, the researcher could determine the level of students' comprehension well. It turned out that the employment of an authentic assessment could train students to solve

real problems so that they become accustomed to think, act, and work systematically.

This research has added to the existing research on authentic assessment more than just a focus on how to measure students' competences in identifying the meanings of difficult words, idioms, and expressions, but also how to measure the aspect of report presentation, completeness and accuracy of the report content, and the accuracy of the use of Indonesian language elements. Based on these assessments, the researcher could determine students' development. The researcher could measure these aspects from performance assessment which had been designed previously. Based on the discussion, the most important part of designing an authentic assessment is that teachers are able to identify standards by formulating brief statements to measure expected competences, choose assignments given to students, and determine assignments criteria, indicators, and assessment rubrics. If these simple acts can be applied, teachers will be able to determine students' comprehension level based on needed aspects.

CONCLUSION

The researcher could draw some conclusions based on the research results to determine the extensive reading ability in defining the meaning of words, idioms, and expressions of Class A students of the first semester of academic year 2017/2018 in the Indonesian Language and Literature Study Program at Sanata Dharma University as follows. First, based on the results of the study, students' extensive reading comprehension gained an average of 80 with a very high category. Second, the implementation of authentic assessment could provide benefits, such as (a) identifying the direct measurement of expected competence indicators of students' performances; (b) encouraging students to demonstrate a performance in a real and meaningful situation; (c) providing students an opportunity to construct their learning outcomes by selecting and compiling answers based on their knowledge and the situational analysis so that the answers were relevant and meaningful; and (d) integrating teaching, learning, and assessment activities. Future research can further investigate the use of authentic assessment in reading skills in other levels of education, such as primary and secondary school. Alternatively, interested researchers can also examine the use of authentic assessment for other language skills.

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