

# CHAPTER 1

## INTRODUCTION

### A. The Background of the Research

Language is very important of the communication. This communication is possibilities to every person to adapt themselves by physical environment and social environment. English is the one of the important languages that are needed by Indonesian society, because the aim of learning English are learned to communicate and to interact between people from other countries easily. English language skills are competencies that must be owned by the students, because with these skills those students can master English language.

In English language there are for four abilities of language, such as speaking, listening, reading, and the last is writing ability. They are universal of language abilities that cannot be separated. The skill of speaking is one of essential language skills to master students, because speaking is one of the ways to express ideas, feelings, experiences and knowledge. Besides it reading skill is the way to require information, knowledge. Because there was wise word Reading is the window of the world.

“Learning” is a word in such common usage that multiple interpretations abound. All learning is dependent on who is learning, what is learnt and under what conditions it is learnt. As with any complex concept, theories have evolved to explain the sometimes paradoxical results of empirical research. The difference between these theories is largely determined by underlying assumptions about the nature of knowledge, of people as learners and of the process of learning. Common to most theories is that learning involves change, but whether this change involves knowledge, behavior or practice varies. Learning theories coexist, which influence

research and drive practice involving PL in different ways. Etienne Wenger (1998, p. 14) describes theories of learning along four different axes, but the most common axis along which theories can be placed is one between the learning processes of the individual, as opposed to the social cultural context of the learning. At one extreme of this continuum is a neuropsychological perspective that describes cognitive processes and equates learning with individual rational thinking. At the other end is a critical social perspective, where learning is seen as largely determined by cultural perspectives and social structures, strongly influenced by power relationship. Two theories within this range, commonly used in research into PL, take a sociocultural perspective on learning involving “social constructivism” (Biggs, Higgs, Richardson, & Abrandt Dahlgren,) and “social constructionism” (Gherardi & Nicolini, Sandberg & Dall Alba).<sup>1</sup>

Reading is the most important activity in any language class. Reading is not only a source of information and a pleasurable activity but also as a means of consolidating and extending one's knowledge of the language. Reading is very necessary to widen the mind and gain and understanding of the foreign culture. Reading is certainly an important activity for expanding knowledge of a language. Thus Reading and writing reinforce each other and consolidate the aural-oral learning. The teaching and speaking, provides for greater variety of classroom activity for both teacher and students than a purely aural-oral program. Reading habits not only help the student to get knowledge and wisdom from the cultural of heritage, but are also very helpful in passing for leisure period. Leisure hours are not only, during the active

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<sup>1</sup> Anna Webster- Wright, “*Authentic professional learning, making difference through learning at work*” (Springer Dordrecht Heidelberg London New York, © Springer Science+Business Media B.V. 2010), 20.

period of life but also, more significantly, during the period when man has retired from active life. Therefore the learner of English must know that:

Reading is form of experience and brings us in contact with the minds of great authors, with the written account of their experiences. Their recorded lines and the advancement made by them in various fields<sup>2</sup>

At MA Al – Rahmah Lebakwangi Walantaka Serang, the writer found the English teacher is satisfy requirements, the Teacher has big responsibilities to make the learners or students understand and apply this science. There was also limit time of study in school. Considering that, English reading is the key to getting many sciences. At that time, the writer also had practice with one of another English teacher and she said that the difficulties of teaching found at very low students. There are many student, they are not interested to study English Language. For example, the teacher gave instruction to the learner to read on fifteen or more than it. The students are not be able to read well, it is means they are not good at English, and to help the teachers improve their practice in authentic reading assessment, the writer should like to find strategies to help them overcome their problems. Based on the background above, the writer more interested research it. She will know about teachers' practice in speaking assessment. So the writer conducts a research entitled **“Teachers’ Practice in Authentic Reading Assessment At The second Year of MA Al Rahmah Lebakwangi Walantaka Year 2017/2018”**.

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<sup>2</sup> Dr. M.F. Patel & Praveen M. Jain, *English Language Teaching (Method, Tools & Techniques)*, (Jaipur, sunrise publishers & distributors, 2008), 114.

## **B. Statement of the problem**

The writer has explained more clearly about the background the study. There are many problems in this research that mentioned above by the writer. Based on the background of study above, the problems are followed:

1. How is teachers' practice in authentic reading assessment?
2. What are the strategies of teachers' practice in authentic reading assessment?

## **C. Purpose of the Research.**

In this research, the writer determines some purposes of research. Back to background of the problem above and statements above purpose of this research are followed:

1. To know Teachers' practice in authentic reading assessment.
2. To know the strategies of teachers' practice in authentic reading assessment.

## **D. Significances of the study**

Depends on the objectives of study has been mentioned above, this study will give several significant not only for researcher, and teachers but also for other researchers.

1. For the researcher can be useful to answer statements of the problem.
2. This research expects to useful in give the teacher more knowledge increasing their practice to develop authentic reading assessment.
3. The researcher hope for other researchers that this research will help and give beneficial in giving information and useful as reference for those who want to conduct a further research on future.

## **E. Previous Study**

The writer found some previous studies of researchers about the EFL teaching and learning and practice in Reading there are:

1. The first arranged by Siti Romdayani (112301086). Her research title is EFL Teachers' strategies in teaching reading comprehension at English Department of IAIN Sultan Maulana Hasanuddin Banten. The teachers have different way to teach Reading English skill in the class room.
2. The second paper arranged by Nurul Hidayah (122301398) with an Analysis of teachers' strategies in teaching reading comprehension. She assumed that reading comprehension is important to be mastered for each students, because it will improve their other English skill, such as speaking and writing, this is useful for them, due to make them easy to communicate in English either in oral written.

The differences of this paper from all articles that mentioned above are the first, from a case study which is English Foreign Language teachers' strategies, the second article used a case study which is an analysis teachers strategies, and the writer as the researcher this paper using a case study, and the writer hopes from this paper focuses on teacher's practice in authentic reading assessment.

## **F. The organization of writing**

The organization of this research includes V chapter are:

**Chapter I** is introduction. It consists of background of study, the identification of the problems, the limitation of the problems, the statements of the problem, objectives of the study, significances of the study, previous study, and the organization of writing.

**Chapter II** discusses about theoretical framework that the first consist of the EFL theory; the explanation of EFL. The second consist of theory of teaching reading; there are definition of teaching reading, teacher's role in teaching reading, and problem of the students in reading activities, principles behind the teaching of reading.

The third consist of authentic assessment theory; the meaning of authentic assessment, characteristic of authentic assessment, the purpose of assessment and form authentic assessment. The fourth consist of authentic assessment in reading; reading assessment, and authentic assessment in reading.

**Chapter III** discusses about method of the research, place and time, sample, instrument, technique of data collection, and data analyzing.

**Chapter IV** will describe about findings and discussions. It consists of research findings and research discussion.

**Chapter V** is closing that consists about conclusion and suggestion.

## CHAPTER II

### THEORETICAL FRAMEWORK

#### A. Reading assessment

##### 1. Definition of Reading

Reading is private. It is a mental, or cognitive, process which involves a reader in trying to follow and respond to a message from a writer who is distant in space and time. Because of this privacy, the process of reading and responding to a writer is not directly observable. Therefore we discuss about Reading, therefore, before we discuss about Reading, the first think that we must know is reading habits. Your reading habits can make a big difference in your reading.<sup>3</sup>

Reading is not only a source of information and a pleasurable activity but also as a means of consolidating and extending one's knowledge of the language. Reading is very necessary to widen the mind and gain and understanding of the foreign culture. Reading is certainly an important activity for expanding knowledge of a language. Thus Reading and writing reinforce each other and consolidate the aural-oral learning. The teaching and speaking, provides for greater variety of classroom activity for both teacher and students than a purely aural-oral programme.<sup>4</sup>

##### 2. Definition of reading assessment

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<sup>3</sup> Naf'an Tarihoran and Miftahul Rahmat, *Reading 1 Basic Reading skills*, (Serang, Loquen Press 2012), p.1.

<sup>4</sup> Ibid, 114.

For Teacher, the term "AUTHENTIC ASSESSMENT" does not represent a new concept. Assessment strategies such as informal reading inventories, classroom tests, teacher observations, and evaluation of students' written work have a history longer than that of standardized measures. Teachers have always viewed their ongoing interactions with children as occasions for assessing students' learning processes, abilities, and accomplishments. Sometimes these occasions are documented in written notes about students' participation in a writing conference, their interactions during literature circle discussions, or their scores on a comprehension quiz, for example. At other times, teachers' notes are mental—they observe responses of particular students and file this information away in memory. Tax payers, legislators, parents, district administrators, and even students rarely have been privy to the results of these sorts of assessment that happen daily in thousands of classrooms.<sup>5</sup>

Since 1977, significant advances in anthropology, cognitive psychology, education, linguistics, and sociology have made it possible to expand how reading is viewed. These advances indicate that reading is a dynamic process in which the reader actively participates. As a result, difficulty is no longer viewed as a property of a particular reading skill or task, but rather as an interaction among the reader, text, and context of the reading situation. This article looks at authentic reading assessment as a response to this evolving concept of reading. An examination of the Michigan State Board of Education's reading assessment—one of the nation's most innovative—shows

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<sup>5</sup> Sheila W. Valencia, Elfrieda H. Hiebert & Peter P. Afflerbach, *Authentic Reading Assessment: Practices and Possibilities*, (Text Project, Inc. SANTA CRUZ, CALIFORNIA, April 2014) p, 6.



how one state is implementing authentic reading assessment using authentic reading material.<sup>6</sup>

### **3. Reading assessment Theory**

Reading assessment should reflect performance over multiple time points with various texts and purposes. We must provide students with opportunities to demonstrate their reading growth and achievement in situations that reflect their daily lives as readers. This means that assessment is conducted to gather both formative and summative information, to describe the detail of learning and achievement of student reading, and to help teachers determine what reading instruction and experience is best suited to each student. Assessment should measure a wide range of skills with a variety of formats and responses. Our understandings of how students construct meaning from text and how best to assess this process continually improve. We have the means to use diverse reading assessments, including teacher questioning, performance assessments, portfolios, and high stakes tests to fully describe students' accomplishments. Inferences about student reading ability, teacher accountability, and school goodness are often made from the single picture that a high stakes test score provides. But there are potentially dire consequences if this single view of the reader is not augmented by other, more regular, reading assessment information.

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<sup>6</sup> Peggy Dutcher Michigan, *Practical assessment, Research & Evaluation*, State Department of Education pg 1-2 Volume 2, Number 6, November, 1990

the means to use diverse reading assessments, including teacher questioning, performance assessments, portfolios, and high stakes tests to fully describe students' accomplishments. Inferences about student reading ability, teacher accountability, and school goodness are often made from the single picture that a high stakes test score provides. But there are potentially dire consequences if this single view of the reader is not augmented by other, more regular, reading assessment information.<sup>7</sup>

#### **4. The problems of the students in Reading activities**

These students face many problems while reading there are:

- 1) *Limitation of vocabulary*, when the reader has limitation of vocabulary being reading English text. He will face difficulty deeply and hard to know the meaning the materials of reading and it is very difficult to require the information.
- 2) *Unfamiliar word*, the readers sometimes find the multiple meaning in the word, it makes the student cannot be able to understand the text well while reading, also very difficult to identify word clearly, when there was unfamiliar word they found.
- 3) *Pronunciation*, the students concerned words in a sentence about pronunciation in reading, at least they were always thinking about the pronunciation of the words being read. Most of them feel that the one of the main problems of reading in English was that they had problems on how to pronounce the words in the text they were reading.<sup>8</sup>

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<sup>7</sup> Peter Afflerbach, *National Reading Conference Policy Brief High Stakes Testing and Reading Assessment*, University of Maryland, vol 37.2

<sup>8</sup> Cucu Sutarsyah . *Reading Theory And practice*, (Yogyakarta, Graha Ilmu 2015), p. 65.

## **B. Authentic Assessment**

### **1. The meaning of authentic assessment**

Authentic assessment is often also referred to as the alternative assessment is used as an alternative to the commonly used assessment (traditional assessment). Some experts call it a direct assessment, because authentic assessment provides more direct evidence of the application of skills and knowledge this is different from a student doing well with multiple-choice test, then indirectly (indirectly), the student can apply the knowledge they have learned in a real world context.

Authentic assessment involves two components that must exist, namely a task (task) for the student (to show the performance or works), and an assessment criteria or rubric (rubric) which will be used to assess performance based on the task. A task is considered authentic if the students were asked to construct their own responses, not just choose from the available, so the task is a challenge that is similar (similar) faced in the world the real reality.

The tasks are designed to be in the form of authentic assessment. Oral test (short question or questions that ask for the response is not limited to), group performance assessment, individual performance assessment, interviews, observation, portfolios, projects and exhibitions. By using performance assessment, teacher can observe student as they demonstrate their skills and be able to assess reasoning, skills and their creation in form of the products they make. Assessment of the skills and product are based on a comparison of the performance of students with criteria standards. Performance assessment can not only be used to assess individual students but

also groups of students. According to Nurgiantoro that “the reality of authentic assessment is activities assessment which do not only assess the result of their study, but also from the another factors, that is activities teaching it selves which. Based on the information obtained can also be used as a feedback rating out.<sup>9</sup> Also according to Bagnato that “authentic assessment is deliberate plain for investigation the natural behavior of students. Information is captured through direct observation and recordings, interview, rating scales, and observed samples of the natural or facilitated play and daily living skills of all students. Authentic content invites teaching because the items are pre cursive to or are part the curriculum.<sup>10</sup>

In the step approach, the authenticity of language tests arises from their ‘situational’ and their interactional authenticity. Situational authenticity refers to the relationship of features of the test method to particular features of the target use situation. Interactional authentic mentions the extent to which an examinee’s language ability is engaged in the test task. Thus, the emphasis in the model shift from attempting to sample actual instances of non-test language use that of determining what combination of test method facets is likely of test takers with the testing context.

The concept of authenticity is complex. Though some authors and researcher use term simply as a synonym for *realistic*, it is clear that the idea of authenticity as used in field encompasses much more than realism. This study focused on the various meaning of the concept expressed in the research and training literature. The preponderance of the publications reviewed

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<sup>9</sup> Yunus Abidin, M.pd., *Pembelajaran bahasa berbasis Pendidikan karakter*, (Bandung 40254, PT Refika Aditama), p. 249.

<sup>10</sup> Ibid, p. 250.

concerned themselves with classroom assessment, but many author, especially with the earlier works, were reacting to the “inauthentic” nature of most large scale and standardized test. As such, it is reasonable to assume that the conclusion reached here as to the definition of authenticity in teacher-made testing context also apply to other student assessment contexts.

*The authenticity* label is often placed on assessment. That is performance-based or involve cognitively-complex task, without regard to whether the tasks are similar to that value do outside the classroom. Others definition of authenticity are based on whether a defense is required, whether collaboration is involved, or the level of student involvement in determining scoring criteria. About a third of that, a meaning is used that suggests that if the purpose of an assessment is formative, then it is authentic. Other popular components of authenticity, on the other hand, do seem associated with real world tasks. Tasks or “assignment” outside of the classroom are often cognitively complex and criteria for success are typically clear and known by all. It is also difficult to imagine a real world task that is not performance-based to some degree. (Assess often pointed out, few students end up with jobs where they get paid to fill out multiple-choice test bubble sheets.) Whether these dimensions are conceptually distinct from *realism* cannot be judged solely by the analysis of publications we performed and that question remains an answer.

## **2. Characteristics of Authentic Assessment**

There was some subjectivity and judgment required to identify separate components of elements in the definitions we found in the various publications. The first two Author and colleague analyzed articles separately

and discussed any difficulties in interpretation or classification with the rest of the research team. Careful attention was paid to not identify characteristics *quality* or *effective* authentic assessment as required components of a definition. The original text phrases from the publications for each definitional component were sorted into broad categories and tentative labels and names for the categories were determined. Two examples of the process to identifying different definitional phrases from the publications and the categories into which they were ultimately placed are illustrative. For instance that definitional of element.

And the others of characteristic there are:

- The mission of school is to develop productive citizens.
- To become productive citizens, a person must be able to demonstrate of doing something meaningful in the real world.
- Then, the school must develop students to be able to demonstrate the ability to do something.
- To measure the success of learning, teachers should ask students to do specific activities were significantly reflecting real-world activity.
- Assessment drives the curriculum; the teachers first determine the tasks that student will perform to demonstrate their mastery.<sup>11</sup>

### **3. Authentic Assessment forms**

#### **a. Performance Assessment**

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<sup>11</sup> Ibid, p. 253.

Rate the performance of an assessment carried out by observing the activities of learners in doing something. This assessment is suitable for achievement of competencies that requires learners perform specific tasks such as the laboratory practice, the practice of prayer, practice sport, role plying, plying instruments, singing, poetry reading/recitation, performance assessment. Can be done by using the check list, the assessment scale (rating scale) is used to determine whether or appear certain elements of the indicator or sub appearing in an event or action.

***b. Assessment Project***

Assessment of the project (project assessment) is an assessment of the tasks to be completed by learners according to specific time period. Assessment of the tasks involves collecting, organizing, evaluating, and presenting data. The task may be to investigations conducted by learners, ranging from planning, data collection of data, organizing, processing, analyzing, and presentations of data thus, the project assessment in touch with aspects of the understanding, applying, investigation. Assessment of the project is done frpm the planning, the process, until the final outcome of the project. Therefore, teachers need to establish things or step that need to be assessed, such as the preparation of the design, data collection, data analysis, and prepare written report implementation can use the assessment tools. Instruments in the form of a check list of rating or rating scale.

***c. Assessment Portfolio***

Portfolio assessment can depart from the work of the student individually or in groups produced, and evaluated based on multiple dimensions, portfolio valuation techniques in the classroom requires the following steps:

- 1) Explain to student that he use of portfolio, not just a collection of the work of the students who used by the learners themselves. With a view portfolios for learners to determine the ability, skills, and interests.
- 2) Determine together learners portfolio samples of what will be created. Portfolio between learners and others who one could equally be different.
- 3) Collect and store the works of the student in a folder or folder in your home or locker in your school.
- 4) Give the date of manufacture on any material information on the progress of the learners so it can be seen the difference in quality from time to time.
- 5) Determine the sample portfolio assessment criteria and the weights with the learners. Discuss how quality assessment of the work of the participants.
- 6) Ask learner to evaluate his works on an ongoing basis. Teacher can guide learners, how to judge by giving information about the advantages of such works, and how to arrange it. This can be done while discussion the portfolio.



7) One a work is assessed and its value is not satisfactory, then the learners are given the opportunity to improve. However, between learners and the teachers need to be made “contract” or agreement concerning the period of repair, for example two weeks work of must be submitted to the teacher.

**d. *Written assessment***

Written assessment is on the learning outcomes remain prevalent. Written test or essay form description requires that the learners are able to remember understand, organized, implement, analyze, synthesize, evaluate, and so material already learned. The written test is shaped comprehensive descriptions as much as possible, so as to describe the real of attitudes, skills, and knowledge of learners. Shaped essays written test requires two types of response patterns, the first open-ended (extended-response), and about answers are limited (restricted-response). It is highly dependent on the weight problem given by the teacher. Such tests provide an opportunity for teachers to be able to measure the learning outcomes of students at the higher level or complex.

**4. The purpose of assessment**

The purpose of assessment of students’ literacy skills is particularly important because students usually come to be able programs with large gaps in their mastery of skills. Rarely are individuals equally competent in reading, writing, or in the sub skills that compose these broad areas.<sup>12</sup>

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<sup>12</sup> Amy D. Rose, Meredyth A. Leahy, *Assessing Adult Learning*, (The United State of America 2002), p. 61

The researcher has taken the conclusion that the important of assess to students does not enough in overall assessment, but it well be appear amazing if the researcher can be able assess in every part of learning process and in this case the researcher analyze in one of skills in English, it is reading skill which very critical in process learning English.

The object of this research teacher' practice in authentic reading assessment, it means many object as the goal analyze in this research. Which is come from process learning in reading skill nor teachers' practice.

### **5. Authentic Materials**

An authentic material contain real language and produced by real speaker or writer, the goal of the communicative approach is to develop language competence for communication in real life, textbooks are often written with classroom dialogue practices that are artificial, thus presenting a gap from real life language. But unfortunately, with perhaps inadequate understanding of the method some instructors have not recognized the value of using authentic material

The use of authentic materials has been strongly debated because of its complexity in vocabulary and structures especially for lower-level. Authentic materials are believed to generate greater interest among teacher, students and even publishers than do traditionally structured materials. The wide variety of authentic materials ranges from literature, Dvd, news, movies, Tv programs, even to brochures and menus. Points out the necessity for

incorporating authentic materials in the course materials design because they are more motivating, and engaging, and relevant to students' live.

Other researchers claim that authentic materials provide opportunities

for language use in a more relevant and communicative way<sup>13</sup>

### **C. Teacher practice**

#### **1. Definiton and theory of teacher practice**

According (Hughes, Cavell, & Willson, 2001; Harter, 1996; Roeser, Midgley, & Urdan,1996).

“Teachers play a crucial role in children's wellbeing and development. A positive relationship with teachers is beneficial for students' psychosocial adjustment such as self-esteem, academic motivation, school performance, sense of belonging to school and peer acceptance Care and support from teachers also reduce students' aggression and delinquency”.<sup>14</sup>

Teacher profiles the results indicated that teachers' conceptions of science do not necessarily influence classroom practice. Of critical importance were teachers' level of experience, intentions, and perceptions of students. The

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<sup>13</sup>Siao-Cing Guo, “Using Authentic Material for extensive Reading to promote English Proficiency”, volum, 5, No. 8: 2012, hal 197.

<sup>14</sup> Hsi-Sheng Wei. et al. *Children and Youth Services Review*. Vol.32 issue No 1, 2010 ,137–143

results have important implications for teacher education as well as the successful implementation of current reforms<sup>15</sup>

Teacher involvement in curriculum development, however, is not a new idea in education. There is a significant historical record, concerning both theory and practice, about teacher participation in curriculum development. For example, writings on the idea can be found as early as 190 with Dewey's article entitled "Democracy in Education" in which he asserted that "questions of methods of discipline and teaching, and the questions of the curriculum, text books, etc." should be submitted "to the discussion and decision of those actually engaged in the work of teaching" Advocacy for the idea of teacher involvement in curriculum development was also found in the first half of the twentieth century in the writings of such educators as Newlon, Caswell, Briggs, Bonser, Hopkins, and from various educational

for example, in a discussion of democratic practices in schools, maintained that if the schools are to be saved to do their appointed work in the service of our democracy, their boards of education, superintendents, principals, and supervisors will have to bear broad minded, sympathetic, and genuinely democratic relationships to their teachers. They will have to provide means for the participation of teachers in the promotion of the school's enterprises and policies. They will have to learn enough about what good teaching is and about what a good teacher can accomplish if she is treated as a personality with some initiative, creative capacity, and judgment of values, to treat her as a professional equal.

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<sup>15</sup> Norman G. Lederman *Teachers' Understanding of the Nature of Science and Classroom Practice: Factors That Facilitate or Impede the Relationship*, VOL. 36, NO. 8, PP. 916–929 (1999)

Similarly, concluded that many teachers did not relate to most courses of study because they had been written by people who were far removed from classroom practice. Additionally, these authors noted that many courses of study sat on shelves unused because teachers had not been involved in their development and description of cooperative democratic interaction, asserted that teachers and students, along with other significant adults, should be responsible for designing the curriculum used in the classroom. The Forty-fourth Yearbook of the National Society for the Study of Education included a list of effective curriculum programs. Among the characteristics was to "to provide for wide participation on the part of teachers" a common theme in many of these writings was democratic practice, the implication was that teacher participation produced more effective and meaningful curricula than those produced by external sources.<sup>16</sup>

## **2. Theory of teacher practice**

Teaching reading is when the teacher instructs the students English material about reading given that the mechanical aspects of the teaching of reading are satisfactorily dealt with how are the intellectual reading skills to be developed. The classic approach has been by questioning, and a great deal can be done by this means. There is however a number of points that the teacher need to bear in mind when using questions to help pupils to develop understanding of texts.<sup>17</sup>

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<sup>16</sup> Ralph M. Bennett, JR *Teacher Participation In Curriculum Development: A History Of The Idea And practice*, (The University of Georgia August 2002) pg 3-5

<sup>17</sup> Ibid, p.100.

### **3. Teacher's Role in teaching Reading**

Within the classroom the teacher may change the role from one activity to another or from one stage of an activity to another:

- a) The teacher should not insist on speed of reading but on the accuracy pronunciation while teaching reading.
- b) While teaching reading teacher should ask not more than one pupil to read at one time and he should pay individual attention to every students of class.
- c) While teaching reading the teacher should be very careful in pointing out and rectifying the mistakes of pronunciation, articulation and intonation of the pupil.
- d) While teaching reading the teacher should first try to find out the causes of mistakes committed by the students and then try to correct them by eradicating the cause of mistake.
- e) While teaching reading the teacher should be aware of the right sitting or standing posture for reading.<sup>18</sup>

### **4. The principles behind the teaching of reading.**

- a) Reading is not a passive skill.

It is mean we have to understand what the words mean, see the pictures the words are painting, understood the arguments. If we do not do these things we only just scratch the surface of the text and we quickly forget it.

- b) The students need to be engaged with what they are reading.

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<sup>18</sup> Ibid, p. 116.

As the reader known that with everything else in lessons, students who are not engaged, with the reading text not actively interested in what they are doing are less likely to benefit from it. When they are really fired up by the topic or the task, they get much more from what is in front of them.

- c) The students should be encouraged to respond to the content of a reading text, just to the language.

It is important to study reading texts for the way they use language, the number of paragraphs they contain and how many times they use relative clauses. But the meaning, the message of the text, is just as important and we must give students a chance to respond to that message in some way. It is especially important that they should be allowed to express their feeling about the topic thus provoking personal engagement with it and the language.

- d) Prediction is a major factor in reading.

When we read in our own language, we frequently have a good idea of the content before we actually read. Book covers give us a hint of what is in the book, photographs and headlines hint at what articles are about and reports look like reports before we read a single word. The moment we get this hint the book cover, the headlines, the word processed page our brain starts predicting what we are going to read. Expectations are set up and the active process of reading is ready to begin. Teacher should give students hint so that they can predict what is coming to. It will make them better and more engaged readers.

- e) Match the task to the topic.

We could give student Hamlet's Famous soliloquy to be or not to be and ask them to say how many times the infinitive is used. We could give them a restaurant menu and task them to list the ingredients alphabetically. There might be reason for both task, but on the face of it they look a bit silly. We will probably be more interested in what Hamlet means and what the menu foods actually are. Once a decision has been taken about what reading text the students are going to read, we need to choose good reading tasks the right kind of questions, engaging and useful puzzles etc. the most interesting text can be undermined by asking boring can be made really exciting with imaginative and challenging tasks.

- f) Good teacher exploit reading text to the full.

Any reading text is full of sentences, words, ideas, descriptions etc. it does not make sense just to get students to read it and then drop it to move on to something else. Good teachers integrate the reading text into interesting class sequence, using the topic for discussion and further tasks, using the language for study and later activation.<sup>19</sup>

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<sup>19</sup> Jeremy harmer, *How to teach English*, ( Edinburgh Gate, Pearson Educated limited, 2001), p. 70.



## CHAPTER III

### METHODOLOGY OF RESEARCH

#### A. Method of the Research

In collecting the data, the writer does a qualitative research qualitative research assumes that all knowledge is relative, that there is a subjective element to all knowledge and research, and the holistic, ungeneralisable studies are justifiable (an ungeneralisable study is one in which the insights and outcomes generated by the research cannot be applied to contexts or situations beyond those in which the data is collected).<sup>20</sup>

In this research, the writer also uses case study. Case study is one of type qualitative method. According to Gall, case study is described as “the in-depth of instances of phenomenon in its natural context and from the perspective of the participants involved in the phenomenon”<sup>21</sup>

Case study is a type of research design and analysis. It is also referred to as method, a strategy and an outcome of research. In this study the researcher shall observe the teachers during teaching learning activities carried out. The researcher will see and monitor how teacher assess students during in the classroom. Does the teacher make an assessment when he gave the materials to students? Or the Teacher assess all the activities and behavior of students during learning activities.

#### B. Place and Time

To collect the data of the research, the writer hold a field at MA especially on first year. The school is located in Lebakwangi Walantaka. The writer

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<sup>20</sup> David Nunan, *Research Method in Language Learning*, (New York Cambrigde University Press, 1992),p.3.

<sup>21</sup> Duff A. Patricia. *Case Study Research in Applied Linguistics*, ( New York Lawrence Erlbaum Associates, 2008),p.21

choose this school as the place of research, because it is famous school in Lebakwangi and it is always having good achievement value in the field of compatible academics so that in making research place.

### **C. The Sample**

A sample is a part or representative of the population that is researched.<sup>22</sup>

The writer took part three teacher as sample for this research.

### **D. Instruments**

In the data collection, the researcher use non test such as observation, and documentation. The first observation, the researcher research classroom, when she teaching in the classroom. In that observation, researcher assess the students during learning activities in class, in addition, researcher also will know how the condition the class while teaching reading and doing assessment to the students.

The second is practice, observer observe the school, and practice as teacher by hers self, it will help researcher to obtain data.

The last is documentation, in this documentation the researcher take a picture, and take the data of students' value, also take achievement of the students' assessment from practice.

### **E. Techniques of data collecting**

There are some techniques that are taken by the writer in collecting data as follow:

#### **1. Observation**

Before doing the research, the researcher makes observation at the school to make valid information, observer observed the teacher during

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<sup>22</sup> Suharsimi, *Prosedur Penelitian : Suatu Pendekatan Praktik*, Jakarta : Rineka Cipta, 2006), p.131.

teaching in the class, how he assess his students. Because by observation the researcher will be get more information about the teachers' practice in authentic reading assessment during learning- teaching in the class. Does the teachers doing assessment to their students during learning-teaching?

The researcher makes a list of observation aspect two indicators as follow:

- a. Gove the students a chance to rehearse having discussion two indicator in the class.
- b. Making a provider feedback for both teacher and students.
- c. Giving a motivation
- d. The teacher become the promoter for students when practice dialogue in the class
- e. The teacher want to participate in discussion
- f. The teacher able to associate the task with real life
- g. Makes varieties methods and attractive way.
- h. Makes a performance assessment
- i. Makes a project assessment
- j. Makes portfolio assessment.
- k. Make a written assessment

## 2. Documentation

The last technique is documentation, as I have describe before that in documentation the researcher take a picture, ask the data of students' value, also asking the score of student' assessment from the teacher and lesson plan.

## **F. Data analyzing.**

The technique of data analysis are the observation of the teacher activities during teaching-learning process and documentation, use the technique of data analyzing as

### 1) Observation

As the writer explains above that the observer observed teacher's activities during in classroom. The writer uses the formula to analyze the data from observation as follow.

$$\frac{\text{Scored got}}{\text{Maximum score}} \times 4 = \text{final score}$$

Maximum score

### 2) Documentation

Documentation we can see in appendix

## CHAPTER IV

### DATA DESCRIPTION AND ANALYSIS

#### A. Data description

The research was conducted through three collected data, those are data observation, data of interview, and the last is data of documentation. Then in this chapter the data description and data analysis of the research are presented systematically at last, based on research question the writer will answer it

##### 1. Data from observation

Based on data observation it conducted by the writer 3 and 10 march 2018 it is observe its self in the classroom the process of teaching learning and practice in assessing reading skill. It was done in MA Al Rahmah Lebakwangi Walantaka Serang.

In this observation, observer observed the classroom activity directly while teaching practice to assess reading skill. The observer also observed the teaching learning process of the activity happened, most of students felt enthusiasm to answer the question but also there was students not enthusiasm to answer the question because they felt sleepy. Here the observer also monitored the students behavior while the students were study in the class, they felt seem from their motivations to learn reading was increasing.

Data from observation was taken from researcher it self of MA Al-Rahmah Lebakwangi Walantaka. This observation was held on 3 and 10 march 2017 after the writer observed the class. The detailed of

observation can be seen at appendix, for describing each of the data (data from observation), the writer described the data as below:

### **Teachers' activity in the class**

NO	ASPECT OBSERVED	YES	NO
1.	Give the students a chance to rehearse having discussion in the class	✓	
2.	Making a provider feedback for both teacher and students	✓	
3.	Giving a motivation	✓	
4.	The teacher becomes the prompter for students when practice reading skill in the class	✓	
5.	The teacher want to participate in discussion	✓	
6.	The teacher able to associate the task with real life	✓	
7	Makes a varieties methods and attractive way	✓	
8	Makes a performance assessment	✓	
9	Makes a project assessment		✓
10	Makes a portfolio assessment		✓
11	Makes a written assessment	✓	
12	Makes a attitude assessment	✓	

13	Makes a self assessment	✓	
	TOTAL	10	3
	RESULT	3,0	

Score      x 4 = Final score 10 x4 =

3,0

Maximum score 13

*Explanation*

3,3-4,0 :very good

1,3-2,3 : Enough

2,3-3,3 :Good

Score-1,3 : Less

Based on the table , the teacher get score 3, 0 which mean she has a good value.

Here the scenario of teacher practice in authentic reading assessment in the classroom.

No	Statement of teacher practice
1	Enter to the Class.
2	Delivering greteeing.
3.	The teacher devides the students into three group.
4.	And giving them task of text in different chapter.
5.	Teacher give instruction to the students to standing and read the text with rise their voice up.
6.	And afterward the teacher assess reading students

	individually which approaching directly to an object.
7.	And in the second meeting the teacher give instruction to the students to looking for the vocabularies whichis they do not know the meaning and pronounciation.
8.	In the third meeting the teacher give the task to the students to discuss their text and to understand the text deeply afterward every group have to send two person to read aloud and other one to explane the text infront
9.	of the class. And afterword the last the teacher give instruction to
10.	the students to standing and read the text aloud. The teacher should assess students activity in the classroom directly.

## **2. Data from documentation**

This documentation also was taken from teacher it self of MA Al Rahmah Lebakwangi Walantaka Serang. This document was taken while the teacher teaching in the class, and this documentation the teacher take a picture, and the data of students' score, also writing the rubric of student assessment. The detailed transcribed of documentation can be seen in appendix.

### **B. Data analysis**

Based on the activity, the first instrument the researcher will be analyzed from the result observation, from the field, the researcher seen the data describes that the teacher assessing their students' reading skill very well. The second instrument the researcher assess what are the activity of the students' among group in authentic



reading assessment. Third instrument the researcher assess the real value in authentic reading assessment.

### **1. Data analysis of observation**

The first, from the observation sheet can be seen the teacher by initial (N) has conducted assessments effectively.

*Example* in the first meeting the teacher was divide the students into three group, every group consist nine person, and the teacher giving them task of text in different chapter, and instruct them to read aloud by standing. While the reading the teacher assess directly *reading assessment* to the object using approach individually. It was called *Performance Assessment*.

In the second meeting the teacher give instruction to the learner looking for the vocabularies, which is they do not know the meaning and pronunciation. The Teacher assess the student study in a group and how they can be able to interest condition of discuss. It was called *Assessment Project*.

In third meeting the teacher give the task to the learner to discuss their text and comprehension the text deeply, after that the teacher ask in every group have to send two person in front of class to explain and other one to read clearly. It means the teacher assess their knowledge. And in the last the teacher instruct the students to read in the second times the text aloud by standing. Afterword The teacher assess the students and their achievement directly in every group while discussion and writing vocabulary.

Other example the teacher give the students a chance to rehearse having discussion in the class, making a provider feedback, giving a motivation, etc. But there are some things that have not been done by the teachers, it because teaching

time. that from fact above, the observer gave the score 3,0 to the teacher by initial (N) in the observation sheet, and its means the teacher has a enough value because she has taught well and make assignments and assessment effective.

According to the data that the teacher' practice in authentic reading assessment they generally give more direct assignement (practice) that the students will get used to reading English, for example making short story and reading in front of class, or reading short story of the text, etc. Teacher also assess attitudes and behavior of students, so long as the students are still are in school environment, the behavior and their attitude will be monitored and assessed by the teacher in addition, the teacher also make judgements as effective as giving asignment and portfolio performance. It certainly assist teacher in making authentic judgements, because by giving task as mentioned above, the teacher will be easier in giving value to the students and will be more aware of how much understanding as well as their reading ability. With this form of practical assignments, the teacher can immediately assess their reading ability. And direct assessment would be more effective and better established than indirectly as provide a written assignmemt.

#### **Achievement Student Discussion**

Based on the data from observation by teacher self, there was three groups, in every group has different achievement

The first group get result poor result, cause the teacher assess the students and their project less of enthusiasm to study to comprehension the text deeply, appear clear from the text there was only few vocabularies they was taken from the text want to know

The second group get result good result, cause the teacher assess this group consist much vocabularies, which they written the vocabularies from the text, it means most of the students from the second group feel enthusiasm to know meaning and pronunciation and also to comprehension the text deeply.

And the third group get result fair, cause appear lot of vocabularies from their project, it means they want to know only few vocabularies of meaning and pronunciation.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the result of the research about Teacher's practice in authentic reading assessment the writer concluded as follow :

1. Based on the data from the teacher's practice in authentic reading assessment, she generally give more direct assignement practice that the students will get used to reading English, the researcher observed teaching and activities to get a real activities in the classroom. The teacher monitored and assessed in the classroom and also make judgements as efective as giving assignement and portfolio performance. It certainly assissted teacher in making judgements, because by giving task mentioned above, the teacher will be easier in giving score to the students and will be more aware of how much understanding as well as their reading ability. With this form of practical assignments, the teacher can immediately assess their reading ability. And direct assessment would be more effective and better established than indirectly as provide a written assignment.
2. Based on the data from the teacher' strategies in authentic reading assement are, gathering students assessment results as a reference to determine the understanding and abilities of students as well as for the evaluation of the teaching material; giving the assignments and various teaching strategies. For example, the teacher not only assessed about reading but also about comprehension the text and made the task in group, so the students can discuss and express their opinions easily; Observing and assessing the attitude and understanding of students. So

when the teacher teaching the class she would communicate with students, she will make an active students in the classroom. For example, when explaining material that teacher occasionally provide questions to students, like to ask the meaning of a sentence or repeat their knowledge.

## **B. Suggestion**

Based on the conclusion above, the researcher would give some suggestion as follow:

1. For the students
  - a. The students must study English seriously and add the vabulary.
  - b. Students must be active and creative in practive a task.
  - c. The students must have theb courage to always try to read English lesson.
2. For the teacher
  - a. Teacher must be creative to teach and make tasks are varied so as not to make the students bored
  - b. Teacher must be active in order to master and managing the class.
3. For the researcher

For researcher who wants to conduct research related to authentic reading assessment. The result of this results of this research can be used as study materilas for further research and are expected to do research with the same title at diffeent skill ( as like speaking writing and listening skills) and different sample rates, for example elementary with the deeper theory.