

# Developing of Authentic Assessment for Reading Comprehension on Blended Learning at Senior High School

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## ABSTRACT

The purpose of this study was to produce an authentic assessment of reading comprehension in Blended learning that is valid on narrative text and analytical exposition text at SMA N 12 Padang. So that the product can be used as a source of learning English, especially narrative text and exposition analytical text material. This type of research is research and development (R&D) with the development model proposed by Plomp (2013). The stages used in this development model are only one stage, namely the prototyping phase which doubles as a validity test. The research instrument used was a self-evaluation and validity sheet which self-evaluation analyzes the conformity of the product with the criteria of authentic assessment, reading comprehension, and blended learning. Based on the validator's evaluation, the results of the validity of the authentic assessment product were obtained at 83.8% reading comprehension with a very valid category. It means that the authentic assessment for reading comprehension in Blended learning on narrative text and analytical exposition text material at SMA N 12 Padang is stated to be valid and can be used by teachers and students.

**Keywords:** *authentic assessment, reading comprehension, blended learning*

## 1. Introduction

Reading is one of the skills that should be mastered by students in every process. Reading is a learning process to get meaning from sentences in a foreign (D, Brown, 2004). PISA has decided on the 2015 reading literacy framework containing five assessment tasks including 1) retrieving information; 2) forming a broad understanding; 3) developing an interpretation; 4) reflecting on and evaluating the content of a text; 5) reflecting on and evaluating the form of a text. To know the process of improving students' reading process, the teacher needs to evaluate the student's learning. Assessment is done to find out what they can understand during the reading process. The best way to assess student's reading skills is by applying authentic assessments. Authentic assessment is a form of assessment that is described with real conditions and context. the application of authentic assessment is ensured to be able to give students the ability to solve real problems and provide opportunities for students to be able to think, act, and work (Abidin, 2012). (Zaharieva, 2023) mentions six criteria of an authentic assessment) Realistic, that is the test shows how the information to be retrieved or skills to be shown would be used in an actual situation or world of work; 2) Open to possible alternatives, i.e. the answer to a question requires judgment and innovation and, thus, it is possible for the students to provide alternative answers; 3) Performing, that is when the students have to do a certain number of steps specific in a field of study; 4) Contextual, i.e. the situation of the assessment is close to the actual context in which the related skills or knowledge are to be used; 5) Comprehensive, that is the students are exposed to a situation during the assessment in which they need a variety of approaches or judgments to overcome a complicated problem, and 6) Open to second chance options for feedback and practice to provide a solution of a difficult problem (W. Zhang, 2020).

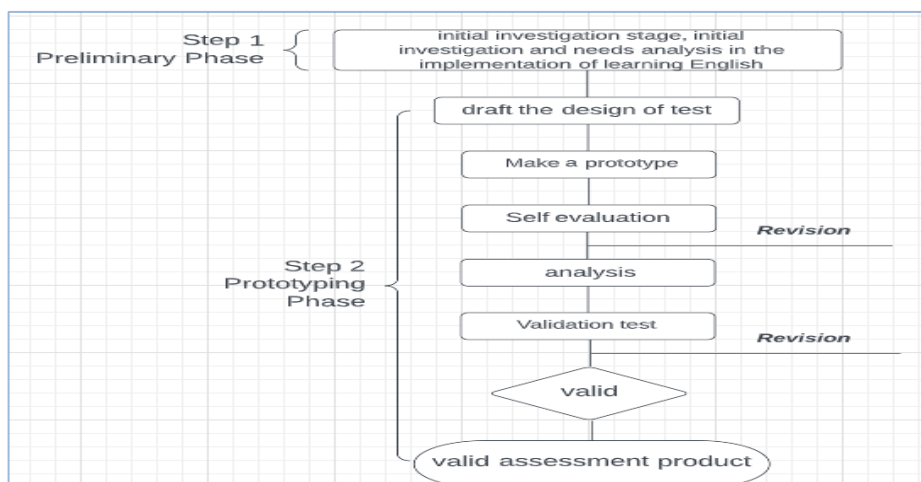
However, the reality in the field is experiencing challenges, especially when the learning process is carried out in blended learning (Almoubayyed, 2023). Blended learning combines the advantages of traditional learning and network learning, which can achieve the best learning effect. Blended learning, according to (Ramadhani, 2023), is an adaptable, dynamic, self-organizing, and co-evolving complex system that seamlessly mixes technology-mediated learning with face-to-face learning. Furthermore, (Sprenger-Charolles, 2022) describes criteria for blended learning, namely: 1) Learning that combines various ways of delivery, teaching models, learning styles, and various media-based diverse technologies; 2) a combination of direct teaching (face-to-face), independent learning and independent learning via online; 3) Learning supported by an effective and efficient combination of delivery, teaching methods and learning styles; 4) Educators and parents of students have an equally important role, namely educators as facilitators and parents of students as supporters.

Besides, previous research conducted by (Gulati, 2021; Sayeed, 2021; Yanosko, 2023) described analysis results that the language literacy skills of students were in a low category. At this time, learning does not only focus on traditional methods. (Austigard, 2022) The use of Internet media has become a learning trend in senior high schools. The use of blended learning technology improves the quality of the student learning experience through interactive learning activities (online) and is supported by a conducive face-to-face interaction between students and teachers in the classroom. (Sabag-Shushan, 2023) The problem of low student reading literacy can be supported by blended learning which can be used by teachers to improve students' abilities. Besides, the use of authentic assessment can improve students' abilities as well. This is explained by (Sukowski, 2022) in research about "The Implementation of Authentic Assessment on Reading Comprehension of the Tenth Grade Students of SMA N 8 Padang" that nowadays senior high school students are now being taught more reading comprehension through genres. It contains the knowledge of the features of the language, generic structures, and other characteristics that construct a perfect reading text. Because students always face reading through genres, teachers to look for material sources that can develop students' communicative competencies. In general, authentic reading assessment tends to enrich pupils with real-world projects that stress students' problem-solving abilities.

In this study, the researcher aims to develop prototypes and validate authentic assessment products that can be used in blended learning that focuses on students' reading comprehension at senior high school. This instrument of assessment consists of three types which are retelling, cloze passage, and text with comprehension questions. To support research, it is important to have another researcher that has been made by another researcher. After reading the research done by several previous researchers, the researcher is inspired to conduct the research. The first one is research which has done by (Kao, 2022; Pan, 2023; Rahmawati, 2021; Y. Zhang, 2022). This research aims to pattern a model of English learning assessment writing based on authentic for teachers and students of Senior High School English. The research finding indicates that the assessments of the English learning process and learning outcomes affect the student's English writing based on authenticity. The instruments of the research are observation, tests, and questionnaires. The experts of assessments, methodology, and English education test the validity, practicality, and effectiveness of the model of English learning assessment writing based on authenticity. Based on previous research there are significant differences with this research, which this research was developed with the support of internet media or can be combined with face-to-face learning.

## **2. Method**

In this study, the researcher chose the design Research and Development (R&D) method that focuses on the design and development prototype phase. Research and development is a research method that is used to create a product and then test its usefulness (Sugiyono, 2013). (Plomp & Nieveen, 2013) stated that there are three phases of design research as development studies that are preliminary research, the development or prototyping phase, and the assessment phase. This research focuses on the prototyping phase. The participants in this research as the validators are two experts and practitioners.



The design and development of a prototype for the instrument authentic assessment for reading comprehension in blended learning is based on the findings from the preliminary stage. The following compact description fits this prototype stage: Systematic design of the structure of the instrument of authentic assessment. The instrument being completed at this time includes summaries of the material. Title, core competencies, fundamental competencies, students' achievement indicators, instruction (online or offline), reading task, scoring rubric. And it can be accessed through online or face-to-face classes. Prototyping The collection of draft designs that have been used as a guide for creating prototypes a modified version of the original document is used in the prototype. A self-evaluation is done after creating the prototype to identify flaws so that changes can be made. A self-evaluation of the prototype is conducted on the one that was designed originally. To identify faults made by those who create instruments of authentic assessment, self-evaluation rules are employed.

### 3. Results and Discussion

Creating the systematic and structured instruments of assessment was the first step in the prototyping phase of developing authentic assessment for reading comprehension in blended learning. In this process, the researcher gathers a part that draft that covers, the table of contents, the title of the first material, core competencies, standards competencies, achievement indicators, retelling assessment, scoring rubric, cloze passage assessment, scoring rubric, text with comprehension question, scoring rubric, and next title of the second material same type with the first material. All are included in this design draft. The researcher first self-evaluated the findings of the literature review made at the time the prototype was being made, and from the results of the self-evaluation, the researcher examined and revised the findings. Criteria of authentic assessment, reading comprehension, and the principle of blended learning are all factors in self-evaluation.

In the building of an instrument of authentic assessment, there have been various self-evaluations. Several criteria from authentic assessment, reading comprehension, and blended learning have been matched between tests. The results of the tests developed are per the criteria already mentioned. Therefore, the test can proceed to the review stage of the validator. Both qualitative and quantitative descriptions and analyses were performed on the data from the validator's assessment. The outcomes of distributing a validation sheet for authentic assessment for reading comprehension in blended learning to material specialists, including validator 1 is a lecturer in English education at University PGRI Sumatera Barat especially on teaching assessment, validator 2 is a lecturer in English education at University PGRI Sumatera Barat especially on teaching reading, and validator 3 is an English teacher from SMAN 12 Padang.

The researcher has carried out a self-evaluation using a checklist specification that describes the suitability of the product with authentic assessment criteria, reading comprehension criteria, and blended learning criteria all of which are factors of self-evaluation by the author. Development of authentic assessment and self-evaluation of the criteria for authentic assessment has been carried out. The result of the researcher's findings is based on the checklist specifications that the instrument has been developed according to the real environment which is the tests already familiar to students. The test has alternative answers it means that the test has an answer listed as an alternative in the text.

Besides, do not only focus on one of the students' ability, to measure the affective, cognitive, and psychomotor student. Summarized based on student needs by helping develop understanding because it has easy access in the assessment process.

Next, the result of findings self-evaluation on reading criteria which is real information can increase and expand students' knowledge, interpretation, and evaluate grammar and form of existing texts. It means reading text adjusts information that is familiar or real to students which can broaden student's knowledge of the information attached to the test. Last, the result of the findings self-evaluation on blended learning criteria that is the product can be accessed anywhere because it can use the internet network with two methods, namely face-to-face and online which of course is effective and efficient for students and teachers, and student guardians can act as supporters who play an important role in student independent learning.

The information on expert reviews comes in the same forms, including expert recommendations for enhancing authentic assessment of reading comprehension based on expert evaluations. During the expert's review, the validators recommend improvements to the design and several other things. The validators suggest replacing the cover image with a more polite image and adjusting to real conditions, to make the text a bit shorter, because the story text is too long, to make a story based on the culture in around of students, achievement indicators for the subject matter be made more complete to measure student abilities, to add pictures that can guide students' interest and curiosity, and also provide a part of difficult vocabularies.



**Fig 1 Authentic Assessment**

In figure 1 it means that the validators suggest replacing the cover image with a more polite image and adjusting to real conditions. Researchers have changed the image on the cover to become an image that is more identical to high school students in the surrounding area.

Table 1. The result of Validation

No	Assessment t aspect	Validator			Total	Max Score	%	Category
		1	2	3				
1	Content validity	16	15	12	43	48	89.5%	Very valid
2	Construct validity	24	23	20	67	84	79.7%	Valid
3	Face validity	14	15	12	41	48	85.8%	Very valid
	Total	54	53	44	151	180	83.8%	Very valid

It can be seen that on the aspect of content validity, it gets a percentage point of 89.5% which means it is very valid. It means the findings on the content validity indicate that the suitability of the content with the competencies, indicators achievement, the conformity material with level of students, and suitability with material of reading comprehension desired in developing authentic assessments for reading comprehension in blended learning for second grade of senior high school.

The second point on construct validity gets a percentage point of 79.7% which means valid. It means construct validity demonstrating the suitability of language and material in authentic assessment for reading comprehension. Then, construct validity also measures students' curiosity by providing interesting pictures. The validity of this product on construct validity also measures the existence of alternative answers, and assessment instruments that cover all aspects not only cognitive, affective, and psychomotor. Besides, the product is also designed according to the skills and knowledge for reading skills which in text reading are related to the students' actual environment so that they are familiar to students. Lastly, this validity also assesses that the English text and items are grammatically correct.

The last point on face validity gets a percentage point of 85.4% which means it is very valid. On face validity, researchers measure it in terms of product appearance, namely the size of the letters,

the appearance of text and images that are arranged coherently and neatly, the style of writing that is not excessive, and there are no writing errors in the text. The results of the overall validity in the development of authentic assessment for reading comprehension in blended learning for the second grade at senior high school reach a percentage point of 83.8%, which means it is very valid and can be used without revision. The suitability of content, materials, graphics, and writing are considered while evaluating a product. Thus, it can be said that the contents of the authentic assessment are by the skills that must be mastered, the presentation is clear, and the language used is under the rules of the language so that it is easy to understand. The assessment products are also easy to access anywhere.

#### 4. Conclusion

Based on the study and analysis of the data that has been carried out, it can be concluded that the product authentic assessment for reading comprehension in blended learning for the second grade at senior high school is very valid with a percentage score of 83.8% with or without revision. This proves that authentic assessment has been well incorporated into narrative text material and expository analytical texts. Because there are work instructions, sample texts, links of various types that can be accessed anywhere, and difficult vocabulary that can encourage active and independent learning in students.

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