

ASSESSING THE IMPLEMENTATION OF ONLINE READING IN UNIVERSITAS MUHAMMADIYAH MALANG

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UNIVERSITI PENDIDIKAN SULTAN IDRIS

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**ASSESSING THE IMPLEMENTATION OF ONLINE READING IN UNIVERSITAS
MUHAMMADIYAH MALANG**

HENDRO ARDIANSYAH

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ABSTRACT

This study aims to evaluate the implementation of online reading course at Universiti Muhammadiyah Malang (UMM), by identifying authentic online reading assessment approaches and measuring students' attitudes towards reading course during online learning. This study employs a mixed-method approach. In qualitative phase, document analysis of course guidelines and observations of six Foreign Language for Specific Purposes (FLSP) instructors during online teaching were conducted using a thematic approach. This was followed by a quantitative phase, where a Learning Assessment questionnaire containing six dimensions (planning, teaching and learning, student engagement, course assignments, and course explanation) was distributed to 170 students to measure their attitudes, with acceptability criteria between 0.6 and 0.79. The findings show that performance-based assessment is the main authentic assessment approach implemented by FLSP instructors, as evidenced through the analysis of course guidelines, learning activities, and instructions during online class observations. This study also indicates that students demonstrated positive attitudes towards reading courses during online learning. This study concludes that performance-based assessment is effective for online reading courses. The implications of the study suggest that future research should explore the integration of performance-based assessment with other approaches, such as competency-based assessment, situation-based assessment, or problem-based assessment to introduce variety in online reading instruction and assessment.

MENILAI PELAKSANAAN SUBJEK BACAAN DALAM TALIAN DI UNIVERSITI MUHAMMADIYAH MALANG

ABSTRAK

Kajian ini bertujuan untuk menilai pelaksanaan subjek bacaan dalam talian di Universiti Muhammadiyah Malang (UMM), dengan mengenal pasti pendekatan penilaian autentik bacaan dalam talian dan mengukur sikap pelajar terhadap subjek bacaan semasa pembelajaran dalam talian. Kajian ini menggunakan pendekatan kaedah campuran. Dalam fasa kualitatif, analisis dokumen garis panduan subjek dan pemerhatian terhadap enam orang pengajar Bahasa Asing untuk Tujuan Khusus (FLSP) semasa pengajaran dalam talian telah dijalankan menggunakan pendekatan tematik. Ini diikuti dengan fasa kuantitatif, di mana soal selidik Penilaian Pembelajaran yang mengandungi enam dimensi (perancangan, pengajaran dan pembelajaran, penglibatan pelajar, tugas subjek, dan penerangan subjek) telah diedarkan kepada 170 orang pelajar untuk mengukur sikap mereka, dengan kriteria kebolehterimaan antara 0.6 hingga 0.79. Dapatan kajian menunjukkan bahawa penilaian berasaskan prestasi merupakan pendekatan penilaian autentik utama yang dilaksanakan oleh pengajar FLSP, seperti yang dibuktikan melalui analisis garis panduan subjek, aktiviti pembelajaran, dan arahan semasa pemerhatian kelas dalam talian. Kajian ini juga menunjukkan bahawa terdapat sikap positif yang ditunjukkan oleh pelajar terhadap subjek bacaan semasa pembelajaran dalam talian. Kajian ini menyimpulkan bahawa penilaian berasaskan prestasi adalah berkesan untuk subjek bacaan dalam talian. Implikasi kajian mencadangkan bahawa penyelidikan masa hadapan perlu meneroka penggabungan penilaian berasaskan prestasi dengan pendekatan lain seperti penilaian berasaskan kecekapan, penilaian berasaskan situasi, atau penilaian berasaskan masalah untuk memperkenalkan kepelbagaian dalam pengajaran dan penilaian bacaan dalam talian.

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CHAPTER 1

INTRODUCTION

1.1 Introduction

Program evaluation plays vital roles in educational context. As stated by Newcomer, Hatry, and Wholey (2015), a program is a set of activities and resources resulted one or more common objectives, typically under the supervision of management team. The program refers to the process achieving the objectives of education performed by educational management team, such as school, university, or other educational institutions. Furthermore, the aim of the program is to offer the solution of the problems found in educational system by providing the improvement to several aspects (Worthen, 1990). As a result, program could diminish the education issues by providing solutions to achieve the desired objectives.

Linking to the explanation above, program evaluation is the implementation of systematic methods to answer problems concerning operation and results of the program (Newcomer, Hatry, & Wholey, 2015). Arikunto and Jabar (2014) added that program evaluation is a descriptive process, collecting data, and delivering information to the decision maker so that it can be used for considerations whether the program should be improved, stopped, or continued. Based on those definitions, program evaluation is defined as a scientific process in collecting and synthesizing information to solve the problems of education by offering considerations to the decision makers. The considerations will determine if the program should be continued or stopped. The decision makers could be policy makers who make the regulation for the improvement of education system. Therefore, it could be better if the program evaluation reflects the needs of educational components, such as curriculum, school condition, teachers, students, or parents as supporting roles.

In the 21st century learning, program evaluation is needed to monitor the implementation of its process. It is highly needed since monitoring is most similar with process evaluation (Mertens & Wilson, 2018). Learning surely cannot be separated by evaluation. Evaluation is intended to measure whether learning process has been successfully applied in particular educational institutions.

In the context of program evaluation, nowadays learning has faced some challenges in organizing learning experience or its application. One of issues in implementing online learning is lack of collaboration between teacher and students (Yueng, 2001). Working as a team or collaborative learning is important to be sustained in teaching and learning process. The gap occurred because online learning only requires

both teacher and students to engage virtually in the computer. This situation limits teachers' authority to teach in online classroom unlike face-to-face classroom. As a result, the teachers are demanded to design online classroom management effectively.

Discussing about online learning nowadays has been massively used by many people all over the world. In this 21st century, the rapid development of technology and information surely affects many school and higher education institutions to adapt with this modern era. This situation leads to educational institution readiness to prepare qualified human resources and sophisticated infrastructures. Teachers or instructors, as the most crucial aspect, must be able to master technology application since it can be utilized for innovative learning purposes. Whereas, online-based learning has been implemented for about two decades, still some people do not have well understanding about what it is and how it is done by internet (Ko & Rossen, 2017).

Online learning provides the opportunity, for teacher and student, to conduct learning process without gathering in the physical classroom. Now, this classroom has been replaced by virtual classroom since many school and higher education levels have well adapted with this internet era. Online learning is an approach that applies internet technologies to create communication and collaboration in an educational context (Palloff & Pratt, 2013). Online may be defined as teaching and learning activities carried out by certain individuals or groups working together via electronic devices which is connected online. The online learning offers unique opportunities to learning environment (Koc, Liu, & Wachira, 2015). Learning environment becomes unique because it is equipped by digital devices to support learning system which is flexible and dynamic. As stated by Ko and Rossen (2017), dynamic is online environment with modern technologies and techniques

occurred all the time. Furthermore, online learning allows teacher and student to engage actively in order to create successful learning process.

Since students have transformed into online learning, educational world nowadays needs to make well-prepared shift to the digital platform. According to Statista (2020), 49 percent of students said they had taken an online course in the previous year of 2015. Moreover, Allen and Seaman in Lock and Redmond (2015) reported that there are 6.7 million (32 percent) students of higher education in US who take at least one course in online. It means that massive use of online course must be considered as digital transformation. In the future, the percentage of students taking online learning would be greater.

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To attain successful teaching and learning process even in online classroom, teacher should perform assessment. Obviously, assessment is intended to measure how well students' understanding in that process. It allows the teacher to discover whether objectives have been accomplished within the learning process. Teachers play essential roles in teaching and learning process. They have always viewed their ongoing interaction with children as occasions for assessing students' learning process, abilities and accomplishment (Valencia, Hiebert, & Afflerbach, 2014).

The collaboration of technology and educational evaluation would create online assessment. Online assessment is defined as technology-based assessment performed through online connection. It becomes alternative way-out of flexible measurement for instructors and students. The use of online assessment actually may minimize the use of traditional assessment, such as paper and pencil test, because it offers more systematic

way than the traditional one. Online assessment has some advantages, such as delivering direct feedback, direct scoring, and time effectiveness (Wibowo & Novitasari, 2021). Moreover, online assessment may save the cost by reducing the duplication of examination papers. These advantages make online assessment acceptable in educational institutions facilitated by internet facility.

The role of modern schooling is definitely positive. First and foremost, teaching and assessing students are two activities that should not be restricted to the confines of a classroom, but may be conducted at any time and from any location using computers and the internet. It is not unexpected that educational institutions, such as higher educations, are increasingly shifting away from old evaluation methods and toward more practical ones that are nearly always oriented toward technological solutions. These practical techniques help not only the students, but also the instructors. The instructors select to make full use of this way from the beginning, when they teach and assess the learning subjects to students.

According to Candrllic, Katic, and Dlab (2014), the students more like to utilize the keyboard rather than a pencil, thus they prefer online assessment rather than paper and pencil test. It means that most students prefer to take online evaluation rather than traditional test. In addition, students are ecstatic when their results and feedback are emailed to them immediately following test.

However, instructors or teachers should pay more attention on monitoring and guiding students in online assessment to avoid cheating. In online condition, cheating is hard to control (Koç et al., 2015). This is a challenge that should be overcome by the



instructors in assessing students. Hence, instructors must create solutions of minimizing plagiarism, for example, using Turnitin Software to check plagiarism, preparing Question Bank to distribute different question items to the students, or setting time limits to finish the test. These solutions may be used to reduce cheating practice in online assessment.

In the context of English language teaching and learning, the teacher should pay more attention to their interest as well. Assessment objective should trigger student to involve in literacy learning, reading and writing in productive skills, and respective literacy goals (IRA-NCTE, 2009), for example, some assessments of reading comprehension may be more heavily dependent on word reading skill than others (Cain & Oakhill, 2006).

The exploration of learning goals in reading skill is the beginning of how to define authentic assessment. Valencia et al. (2014) stated that the word 'authentic' refers to the actual event outside formal education. They added that authentic assessment is defined as a series of assessment represents literacy behavior of the society in the workplace and reflects actual learning outside the school world. In the real context, they also revealed that, literacy engages several activities, such as reading and responding to newspaper articles, reading a bus schedule or tools manual. Therefore, students may obtain authentic reading materials in their daily life outside the school environment.

As learning environment evolves, teachers should come up with new idea of how to conduct authentic assessment of students' reading skill in online classroom. Of course, creativity becomes a crucial aspect in online learning development. Commonly, teacher only conducts authentic assessment in face-to-face classroom. It leads to the challenges in designing such assessment. In fact, online environment is a drawback that teacher



cannot see students' expression and confusion directly while learning process (Koç et al., 2015). Therefore, teachers must be ready of how to effectively adapt teaching to the new environment since the online environment is dissimilar from what they experience previously (Ko & Rossen, 2017).

Since reading exercise and authentic assessment work in balance, teachers must be creative and selective in assessing students' competence. Moreover, teachers perform teaching and learning process virtually. This situation affects them to authentically assess students' reading skill. Moreover, they are demanded to provide reading authentic assessment in online service.

Previous researchers numerously discussed about how authentic assessment in reading competence conducted in face-to-face classroom. For instance, Prasetyo (2017) asserted that when Indonesian English teachers apply authentic reading assessment, such as portfolios, English reading performance and competence of students will be better at the national level. This results support Cumming and Maxwell (1999) idea, the construction of authenticity in competence-based education should reflect performance of the skills in the workplace. As a result, students who are equipped by authentic competence will show better productivity in applying their skill in the real-world circumstances.

Another research conducted by Paris et al. in Afflerbach (2010), the assessments are necessary to evaluate reading and writing proficiency as well as students' habit, attitude, and strategy reflecting the interactive, collaborative, and constructive nature of learning in Hawaiian classrooms. Ardianti and Mauludin (2017) indicated that authentic



assessment helps students to enjoy reading through social exercise, especially the implementation of authentic assessment areas covering portfolio, self-assessment, and performance assessment. As stated by Brown (2000), several techniques of authentic assessment such as portfolio, self- and peer-assessment can enhance students' active involvement. Consequently, this situation leads to their active participation in learning and assessment as well as their improvement of motivation. Moreover, performance aspect is helpful in integrating knowledge and holistic applications (Cumming and Maxwell, 1999).

Moreover, research conducted by Charvade, Jahandar, & Khodabandehlou (2012) showed that there is a significance different between the effect of portfolio assessment and traditional assessment on EFL students' reading ability. One way another, portfolio assessment has a positive effect on reading comprehension ability of EFL students.

Portfolio provides students' evidence of work collection in which the teacher can give valuable feedback and response of their efforts in actual learning (Hammond & Snyder, 2000).

Based on the explanation above, even authentic assessment is frequently used in assessing students' performance, this assessment requires the teacher to have adequate understanding and commitment to apply. Thus, it requires an intensive preparation and procedures to be applied effectively (O'Malley & Pierce, 1996). Once the teacher equipped by well understanding and knowledge about authentic assessment, he is able to assess the students well which led to fulfilling learning objectives.





1.2 Research Background

According to Cumming and Maxwell (1999), there are two primary theoretical consideration of assessment. The first is defined as a conventional assessment which to place the assessment as an intended learning outcomes or indicators of learning. The second is authentic assessment which to make assessment acts as the need for learning. Reflecting from this understanding, the conventional assessment relates to the achievement of the students in the term of diagnose and validity of assessment with the measurement-oriented based on true score theory (Cumming and Maxwell, 1999) in order to emphasize the interpretation of quality and judgement standard (Maxwell, 1997).

Meanwhile, the rationale of the authentic assessment is reflected from the nature of subject matter which is the goal of this instruction improves the individual tendencies and understanding of learners and teachers (Hammond & Synder, 2000). The rationale of authentic assessment is educators who teach various students in the effective way should address many resources as well including different dispositions, prior experiences, and knowledge, cultural and linguistic capital, and sources of potential identification and opposition (Doyle, 1979; Hollins, 1989; Moll, 1988).

In the perspective of learning theory, the authentic assessment according to Newmann and Archbald (1992) have three objectives. First, assessment emphasizes on the achievement of authentic learning outcomes. Second, assessment cues for teachers and students to identify what is essential in the nature of subject of learning which is reflected by learning instruction. Third, assessment tasks are required to reflect the actual



teaching and learning process which is reflected by learning activity or learning experience.

Meanwhile Cumming and Maxwell (1999) stated that there are four primary interpretations of authentic achievement and authentic assessment which these interpretations referred to the approach of authentic assessment: 1) performance and performance assessment; 2) situated learning and situated assessment; 3) complexity of expertise and problem-based assessment; and 4) competence and competence-based assessment. These four approaches of authentic assessment correspondence with assessment techniques, such as cases, exhibition of performance, portfolio, and problem-based inquiry (Hammond & Snyder, 2000).

Performance and performance assessment. Performance is the implementation of several tasks or processes that need to be assessed through actual demonstration in the productive activity (Wiggins, 1993) which is in the learning theory defined as outcome based-learning. In this approach, performance engages an emphasis on the integration of knowledge and holistic applications. Meanwhile, performance assessment engages direct observation of the performance (Cumming & Maxwell, 1999). In this interpretation or approach, exhibition of performance, as an assessment technique, closely relates to the performance assessment. According to Hammond and Snyder (2000), exhibition allows teachers to demonstrate particular skills in which they imitate teaching contexts. Moreover, Lane in McMillan (2018) explained that performance assessment engages students' demonstration of particular skill or competency in creating a product, constructing a response, or making a presentation. The particular skills are followed by the

accomplishment of some tasks that require students to produce a quality product or performance (Wiggins, 1993).

Situated learning and situated assessment. This approach originates from learning theory which claims that learning may occur in the best form within context (Brown et al., 1989; Perkins & Salomon, 1989; Campione & Brown, 1990) which is in the learning theory defined as inquiry based-learning. Anderson, Reder, and Simon (1996) defined that situatedness closely corresponds to situated learning that allows learning across contexts. It means that learning and performance are improved in the context where knowledge and process are different in the different context (Cumming & Maxwell, 1999). Therefore, it is essential to assess in the scope of learning context relevance. In line with the notions, this approach closely correlates with cases as an authentic assessment technique. Cases reflect teaching and learning that potentially arise problems, present evidence or data, and describe the outcomes of various decisions in specific contexts (Hammond & Snyder, 2000). Moreover, according to Hammond and Snyder (2000), cases provide the exploration of some theories, principles, and durable issues happened in the real-world context.

Complexity of expertise and problem-based assessment. The approach of this authentic achievement and authentic assessment lies on the application of complex schemes to promote knowledge base and problem-solving skills (Cumming & Maxwell, 1999) which is in the learning theory defined as problem-based learning. McMillan (2018) stated that assessment that requires problem-solving skill may improve students to think and implement what they learn. Meanwhile, the characteristics of authentic assessment are production, disciplined inquiry (including knowledge base, in-depth understanding,

and integration), value, and meaningfulness (Cumming & Maxwell, 1999). The approach relates to problem-based inquiry as an authentic assessment technique. Based on Cochran-Smith (1991), the seeking of inquiries offers essential tools for teachers to comprehend the complexity of teaching and the effect of various solutions of endemic problems. These inquiries extend beyond personal reflection regarding experiences and observations of an individual to more extensive and more structured investigation engaging the collection of data and information about a problem within a context (Hammond & Snyder, 2000).

Competence and competence-based assessment. The authenticity construction in competence-based education is drawn from vocational education that should be stressed on direct application to the workplace and should reflect performance of the skills of the workplace (Cumming & Maxwell, 1999) which is in the learning theory defined as competency based-learning. The competence or standard-based portfolio is designed to present evidence that a targeted proficiency level has been achieved with the criteria for determination of competence need to be clearly set (McMillan, 2018). Portfolio, as an authentic assessment technique, more likely fits to the approach of competence-based assessment. As for a tool of authentic assessment, it is meaningful to develop teachers' insights and judgements since it also encourages the reflection of work towards practical standard in the real-life context (Hammond & Snyder, 2000) as well as increasing students' competence to learn from their real-world experiences (Whitford, Ruscoe, & Fickel, 1999) and actualize them in the term of learning process (Schnitzer, 1993).

Regarding the previous research about authentic assessment, Martika and Zaim (2021) studied about the implementation of authentic assessment on reading

comprehension of the tenth-grade students of SMAN 8 Padang. The research focuses on the kinds of authentic reading assessment based on difficulty levels, and teachers' problem in applying authentic assessment. This investigation found that there are four kinds of authentic reading assessment employed by teacher which encompass reading competence, form of assessment, test type, and text test. Meanwhile, the difficulty level of assessment is categorized as very easy, easy, difficult, and very difficult. The background of authentic reading assessment relates to teachers' problems which consist of time restriction, online classroom, and lack of students' mastery in vocabulary.

Another study performed by Aziz, Yussof, and Yaakob (2020) regarding challenges in using authentic assessment during 21st century ESL classroom revealed that (1) lack of support from the school administration and parents; (2) overwhelming documentation; (3) too much teaching hours; (4) too many school activities on weekend; and (5) lack of training on authentic assessment.

Lastly, Ardianti and Mauludin (2017) proved that authentic assessment such as portfolio, self-assessment, and performance assessment can assist students to enjoy reading through social exercise. This study explains there are some types of authentic assessment used in assessing students. The similarity of this study and current study is conducted in university level. Meanwhile, the contrast of this study is conducted in offline classroom and the current study focuses on online classroom. Since there is no evidence that authentic reading assessment is conducted in online classroom, the researcher would like to explore approaches of online authentic assessment used by Foreign Language for Specific Purposes (FLSP) instructors in the University of Muhammadiyah Malang (UMM).



1.3 Problem Statement

The popularity of online learning has become greater in which 80 percent of the subject is provided web-based technology (Allen & Seaman, 2007). This phenomenon must be fully comprehended by the teachers that content knowledge is not only thing to be mastered, but also technology mastery. Online classroom has been implemented two decades ago, the teachers, as an educator, must comprehend this issue by mastering technology-based understanding. To face educational challenges in information and communication technology (ICT) era, the teachers are demanded to be creative and innovative, especially assessment conducted via online.

Online assessment can be performed to assess English language competence.



One of four skills, for example reading skill, is essential to assess. Reading skill is receptive skill that teachers must pay more attention to it. According to OECD (2018) about students' PISA, reading interest, for instance Indonesia, ranked number 62 of 70 countries. This survey showed that reading interest in Indonesia is categorized low among other Asian countries. Hence, teachers or instructors must come up with the right strategies in assessing reading skill during online classroom.

In higher education level, assessment in online classroom becomes essential in producing teaching-learning activity. A major strength of online testing is automatically corrected that makes the teachers' duty easier (Candrljic, Katic, & Dlab, 2014). This advantage affects the flexibility of its implementation whenever and wherever since the teachers do not have to spend much time.





However, there are several issues regarding its implementation, such as stated by Brooks (2003), a huge problem influencing online classroom is an instructor attitude. Jacobs (2014) asserted that a major issue in online classroom is students' assessment. Moreover, Yueng (2001) mentioned some issues related to online learning implementation, such as teacher and student collaboration, course development, structure, and how the educational institution conducts learning evaluation. The gap occurred in this study occurred due to the reality of technology use of online library is not well improved like in many western countries. The lack of technology devices becomes main concern in numerous schools or higher educations. Moreover, many educational institutions are not ready yet to fully perform online learning since the change needs higher cost and system improvement. Lastly, it is better to know students and faculty members' perceptions in order to evaluate the implementation progress of online learning.



Authentic assessment can be understood by many multiple approaches, Martika and Zaim (2021) found that there are four kinds of authentic reading assessment employed by teacher, namely reading competence, form of assessment, test type, and text test. However, the models of authentic reading assessment can be developed in the online classroom. As stated by Koç et al. (2015) online environment is a drawback that teacher cannot see students' expression and confusion directly while learning process. Lastly, Ardianti and Mauludin (2017) showed that authentic assessment technique such as portfolio, self-assessment, and performance assessment can assist students to enjoy reading through social exercise. However, these techniques of authentic assessment can be improved in the context of UMM. For example, performance assessment triggers the teachers to explore the purposes and process of learning (McMillan, 2018). Therefore, the researcher would like to identify what kind of authentic reading assessment approach used



by Foreign Language for Specific Purposes (FLSP) instructors in the context of Universitas Muhammadiyah Malang (UMM). Moreover, this study will explore the approach of authentic assessment in reading subject during online situation.

Another study conducted by Aziz, Yussof, and Yaakob (2020) showed that there are several challenges faced by the teacher in implementing authentic assessment, namely (1) lack of support from the school administration and parents; (2) overwhelming documentation; (3) too much teaching hours; (4) too many school activities on weekend; and (5) lack of training on authentic assessment. However, these challenges are occurred in the context of school. Meanwhile, the researcher will conduct the study in the university level. As stated by Biggs and Tang (2011), the nature of higher education is higher than ever in the participation aspect, much greater diversity in the student population, and more professional and vocational programs regarding teaching effectiveness. Therefore, the researcher is interested to explore students' attitudes towards reading course during online classroom used by FLSP instructors in UMM.

According to the aforementioned discussion above, there is still limited study discussing about the implementation of online authentic assessment conducted in higher education level, especially in reading course. Therefore, the researcher would like to identify the approach of online authentic reading assessment used by FLSP instructors in the UMM; and to measure students' attitudes towards reading course during online classroom in the UMM.

The previous studies have investigated about the problem faced by the teacher in implementing authentic reading assessment (Martika & Zaim, 2021), challenges in using



authentic assessment during 21st century (Aziz, Yussof, & Yaakob, 2020) and in offline classroom (Ardianti & Mauludin, 2017). Reflecting these previous studies, there are missing point regarding identifying approach of authentic assessment and students' attitudes towards reading course in online courses. Therefore, this study will investigate authentic assessment for reading course in online classroom.

1.4 Purpose of the Study

This study aims to assess the implementation of online reading conducted by Foreign Language for Specific Purposes (FLSP) instructors in Universitas Muhammadiyah Malang (UMM).



1.5 Objective of the Study

Based on the purpose of the study above, the objectives are:

1. To identify the approach of online authentic reading assessment used by Foreign Language for Specific Purposes (FLSP) instructors in Universitas Muhammadiyah Malang (UMM).
2. To measure students' attitudes towards reading course during online classroom conducted by FLSP instructors in the UMM.



1.6 Research Questions

Since the limited studies discussed about evaluating the implementation of online authentic reading assessment, the researcher comes up with questions as a guidance to attain research objectives as follow:

1. What is the approach of online authentic reading assessment used by Foreign Language for Specific Purposes (FLSP) instructors in the University of Muhammadiyah Malang (UMM)?
2. How is students' attitude towards reading course during online classroom conducted by FLSP instructors in UMM?

1.7 Conceptual Framework of the Study

Figure 1.1

Conceptual Framework of Authentic Assessment interpreted by Newmann and Archbald (1992)

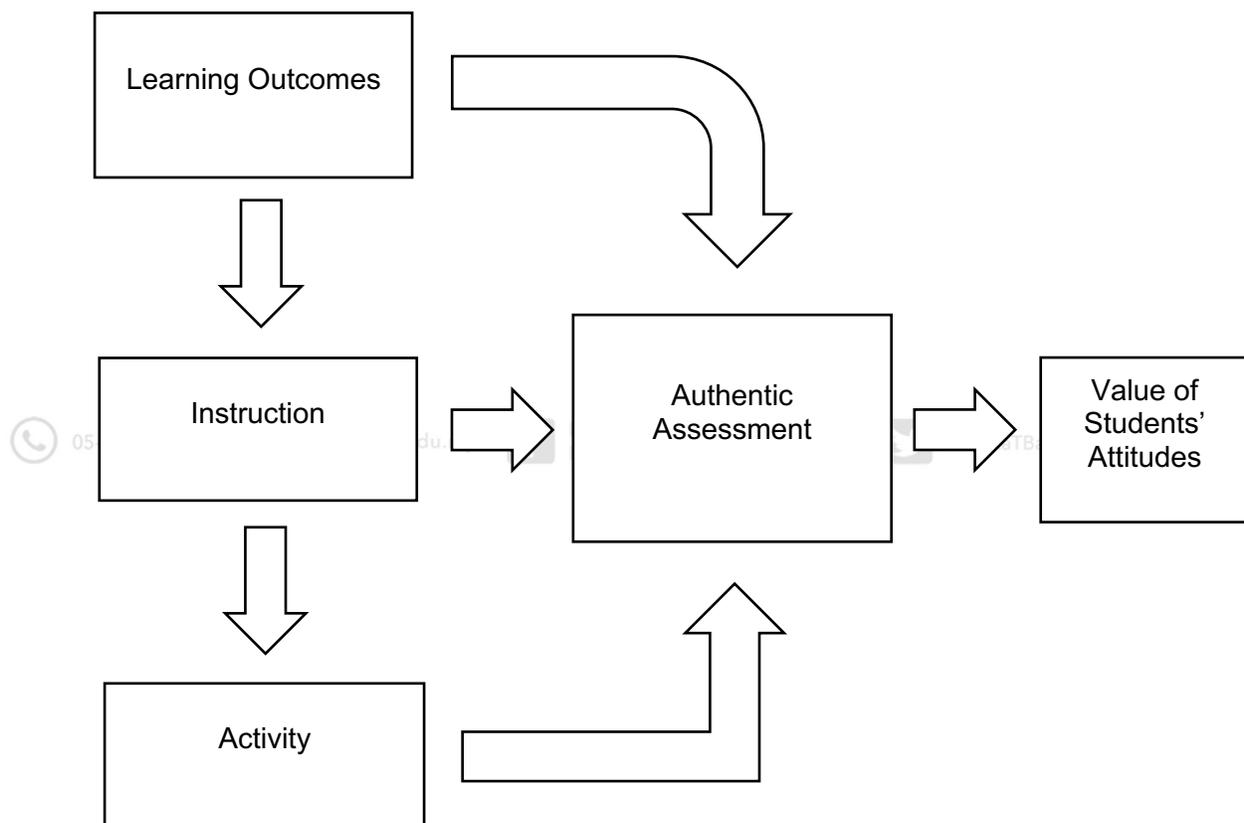


Figure 1.1 shows the organization of learning outcomes, instruction, authentic assessment, and value. Learning outcomes should be understood in developing basic skills of students. In this study, the researcher attempts to analyse the syllabus or academic guidance of reading subject used by the Foreign Language for Specific



Purposes (FLSP) instructors in Universitas Muhammadiyah Malang (UMM). The purpose of formal education is to make students create understanding and comprehension about fundamental knowledge and skills that refer to learning outcomes (Paris & Ayres, 1994). Since the syllabus or academic guidance as an instructional plan containing learning outcome of particular subject, this study considers the syllabus or academic guidance is crucial to be reviewed in the term of authentic assessment approach. Thus, document analysis will be convenient to be applied.

The fundamental rationale for designing instruction is to make possible the achievement of educational goals (Gagne, Briggs, & Wager, 1992). The instruction is established due to the existence of instructional plan which is to achieve the purpose of education. In the context of this study, the researcher should identify what kind of instruction given by the FLSP instructors to the UMM students. By recognizing instruction model based on the syllabus or academic guidance, it is beneficial for the researcher to analyse the instruction of reading subject in the relationship of learning outcomes as an educational goal. To obtain the description of actual instruction, the researcher acts as a silent observer in the online classroom. Consequently, the data and information regarding teaching and learning process can be analysed.

The activity provides opportunities for students to assist and promote their ability and competence. The activity or learning experience actually is a part of instruction where teacher stimulates students to improve their understanding towards particular subject. The objective of instruction is to provide assistance to the process of learning (Gagne, Briggs, & Wager, 1992). Learning process, mainly known as instructional events, is designed according to the purpose of learning outcomes (Paris & Ayres, 1994). By observing





students' learning process or activities, the teacher has clues to assess their performance. There are three components used to assess students' performance that consist of (1) performance task containing topic of task, standard of task, description of task, and condition of task accomplishment; (2) performance rubric containing criteria of an ideal performance and descriptors of the criteria; and (3) scoring guideline in the form of analytic and holistic (Brown, 2019). As a result, it is necessary to identify what kinds of learning activity in reading subject given by the FLSP instructors in UMM.

Authentic assessment is a kind of assessment in which students are required to perform real-world tasks that that exhibit valuable application of essential knowledge and skills (Brown, 2019). Particularly, assessment should emphasize the achievement of authentic learning outcomes (Newmann & Archbald, 1992). In regard of students' competence, authentic assessment should refer to learning outcomes. By referring learning outcomes, this assessment may cover instruction and all activities engaged in the effort to identify students' competences. As a result, authentic assessment must be relevant to instruction and classroom practices (Valencia, Hiebert, & Afflerbach, 2014). In practical instruction, students are questioned regarding meaningful knowledge and asked to solve problems that consistent with their learning experiences or activities (Paris & Ayres, 1994). By comprehending the three objectives (learning outcomes, instruction, and activity), the researcher has clues to the approach of authentic assessment used by FLSP instructors in UMM.

The duty of teachers is to ensure that assessment reflects the valued outcomes in the curriculum and is corresponded with the method in order students consider the assessment as genuine and fair (Paris & Ayres, 1994). Newmann and Wehlage (1993)



recommended that in order for instruction to be regarded 'authentic', teachers must direct students to aim their work towards creation of discourse, products, and performances to the level of value beyond success in school environment. The reflection of authentic assessment should be followed by values in term of students' attitudes (Gagne, Briggs, & Wager, 1992). In line with the authentic assessment, the researcher would like to measure FLSP students' attitude towards reading course during online classroom.

1.8 Operational Definition

In this section, the researcher would like to provide operational definition of constructs based on the research topic. The operational definition includes reading skill, authentic assessment, and online classroom.

1.8.1 Reading Skill

The interaction between writer and reader through written text by interpreting message or information from it may be called reading. This process requires good understanding or skill to receive the information from the text. According to Alderson (2000: 3), reading skill is a complex information processing skill in which the reader interacts with text in order to create meaningful discourse. Surely, the reader will get information attached and it will create insight and perception according to textual message. He also added that reading activity involves *process* and *product*. The process means reading itself and the product is an outcome of that process.

In this study, reading is one of four language skills taught by Foreign Language for Specific Purposes (FLSP) instructors as compulsory subject in the University of Muhammadiyah Malang (UMM). Moreover, the researcher focuses on reading skill that can be assessed authentically during teaching and learning process. Referring to current study, reading skill is construction ideas to fully comprehend the meaning of an English text through reading intensively. In the higher education level, reading skill needs higher-order thinking skill to critically analyse the source texts in order to understand the messages in the textbooks. Besides, reading skill is one of compulsory courses that must be registered and followed by all freshmen students in UMM.

1.8.2 Authentic Assessment

Authentic assessment is defined as series of assessment represent literacy behavior of the society in the workplace and reflects actual learning outside the school world (Valencia, Hiebert, & Afflerbach, 2014). On the other word, authentic assessment is a literacy measurement performed by teacher based on real world situation where students may obtain valuable information beyond school routine. This kind of assessment requires students to create quality product and performance as journey to obtain knowledge according to their interest and environmental context. As a result, authentic assessment means the assessment applied by Foreign Language for Specific Purposes (FLSP) instructors to University of Muhammadiyah Malang (UMM) students in reading subject.

This study discusses authentic assessment as reading subject evaluation of students' performance conducted by FLSP instructors in higher education level as well as



their challenges in its implementation. The authentic assessment may cover, for example, performance assessment, situated assessment, problem-based assessment, and competence-based assessment based on Cumming and Maxwell (1999).

1.8.3 Online Classroom

Online classroom is an approach that applies internet technologies to create communication and collaboration in an educational context (Palloff & Pratt, 2013). It can be defined as teaching and learning process performed by teacher and students through virtual class using online supported devices. In this sophisticated era, electronic platform has been utilizing for academic purposes which means education system may adapting with the development of technology. The platforms used such as, Zoom Meeting, Google Classroom, Webex, etc. As a consequence, online classroom refers to virtual platform used by Foreign Language for Specific Purposes (FLSP) instructors in teaching reading subject.

Online classroom in this study refers to teaching and learning activities in reading skill between FLSP instructor and Universitas Muhammadiyah Malang (UMM) students by using virtual platforms, such as Google Meet, Zoom Meeting, etc. The application of authentic reading assessment in online classroom has become main concern of this study since it has been implementing mostly in higher education level by instructors, including FLSP instructors of UMM.



1.8.4 Students' Attitude

Attitude is judgments or evaluative statements regarding specific objects, people, or events (Robbins & Judge, 2018). They included cognitive (evaluation), affective (feeling), and behavioral (action) as three components of attitude. Actually, attitude is an essential aspect of human life. Accordingly, attitude in this study is defined as students' attitudes towards the implementation of reading course during the program of Foreign Language for Specific Purposes (FLSP) in Universitas Muhammadiyah Malang.

This aspect often determines how instructors teach the students in the class, for example in online classroom. Considering instructors are 'key players' in education process, attitude must be obtained positively towards their students. Attitude of students towards certain subject, for instance reading, may relates to their interest in reading course. In regard of students' attitude towards the implementation of reading course during online learning, the domains of planning, teaching and learning, students' involvement, coursework, and course description are primary topics.

Since attitude is important in educational or learning process, the researcher would like to dig about how is FLSP students' attitudes towards reading course during online classroom. As a matter of sampling, the researcher attempts to conduct a survey to 170 students who joined FLSP program in UMM in academic year of 2021/2022.



1.9 Limitation of the Study

The researcher limits the research in the Language Center of Universitas Muhammadiyah Malang (UMM) – Indonesia. This center is in charge to improve UMM students in English proficiency at the first and second semester. Reading course is one of the four language components taught by Foreign Language for Specific Purpose (FLSP) instructors spread across all study programs.

The researcher selects six FLSP instructors with more than three-year teaching experience to be observed. Specifically, they are instructors who taught reading skill in the second semester of academic year 2021-2022 since FLSP program is compulsory for freshmen students in UMM. To obtain survey analysis, the researcher engaged total 170 students from six reading class. The results of survey were analyzed descriptively.

1.10 Significance of the Study

This study will benefit, instructors, students, institution, and future researcher. Firstly, instructors will effectively evaluate the implementation of online authentic reading assessment by identifying and applying the most suitable assessment approach during online classroom based on students' characteristics. Moreover, by identifying the approach of authentic reading assessment during online learning, the instructors may prepare the alternative as another approach of assessment in teaching reading via online.



Secondly, the students will benefit from this study because they will be exposed by authentic reading materials provided by the instructors. Moreover, the students will be measured in term of their attitudes towards reading course during online classroom in UMM. Students' attitudes are beneficial for the improvement of teaching and learning quality in the future. As a result, teaching and learning process will find the effectiveness in its implementation.

Thirdly, the institution, in this case Universitas Muhammadiyah Malang (UMM) as an essential element, will get more insights, feedbacks, and challenges from Foreign Language for Specific Purposes (FLSP) instructors who directly experience online teaching since the institution must adjust to the technological era. Furthermore, the institution may consider the feedbacks and challenges faced by FLSP instructors in establishing and strengthening online educational system for internal needs. For example, the institution should consider the availability of supported infrastructures in conducting online learning in general.

Lastly, the future researchers may use this study as additional information in conducting another study. They may more focus on the effectiveness of authentic assessment in reading subject during online classroom. The results can be compared to this study as well.



1.11 Summary

The improvement of education system has led to the implementation of ICT at the same time. Teacher and students must master both elements to attain successful teaching and learning process. Education and online system nowadays cannot be separated since education highly relies on online-based technology. This study attempts to identify the approach of authentic reading assessment performed by Foreign Language for Specific Purposes (FLSP) instructors during online classroom in Universitas Muhammadiyah Malang (UMM) – Indonesia; and to measure students' attitude towards reading course during online classroom conducted by FLSP instructors in UMM. Accordingly, this study will be beneficial for instructors, students, institution, and future researchers.





CHAPTER 2

LITERATURE REVIEW



2.1 Introduction

This chapter will present the discussion about reading skill, types of reading, implementation of teaching reading in higher education, authentic assessment, formative assessment and summative assessment, online classroom, and teacher's attitude towards online classroom. Previous researches will be discussed as well.

2.2 Reading Skill

As a receptive and comprehensive skill, reading plays significant aspect in English Language Teaching (ELT). According to Abbasi (2021), reading ability is a tool to equip

