

Assessment Strategies in Reading Class through Blended Learning

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ABSTRACT

This research aimed at investigating strategies of reading assessment used by English vocational teachers in Banyumas. Thirty-five English Vocational High school teachers were selected as respondents of this research. Data collection techniques of this research were questionnaire, the interview. Quantitative data were analyzed by scoring the result and making a percentage. And qualitative data from interviews and documents were analyzed by data reduction and data display. The results show that most EFL teachers in Banyumas, Indonesia, used an approach to reading assessment that included students developing their own ideas or providing comments. Another strategy is checking students' capacity to read and measure the whole of the content presented to them that prompts them to write or speak. The next strategy is checking the student's comprehension using Four Corners games.

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1. INTRODUCTION

Teachers must be able to design a learning plan that is enjoyable and incorporates all of the English language's skills in blended learning class. The four abilities must be able to impart the subject and be tested in order for the teacher to determine the development of students' success at the conclusion of the semester of learning. One of the language skills is reading [1]. Many students, particularly vocational High School, continue to struggle with reading. Reading is the mental labor of generating ideas and deciding how to communicate them. Reading has a particular place in people's imaginations since it is the ability to send many messages to various readers, known or unknown; a close friend or a stranger [2].

To develop students' mastery of the reading component, an assessment is required [3]. Reading assessment is a technique for determining students' understanding of how to read literature properly and accurately [4]. They must also understand that reading evaluation is a process that determines both their progress and the quality of their reading comprehension.

More significantly, assessment should include successful procedures and resources that differ by teaching topic and grade level. Without a doubt, it must be related to previously delivered courses in order to optimize and expand students' skills and talents [5]. Its purpose is to illuminate what pupils have mastered and what they still need to acquire, particularly in reading.

In terms of reading assessment, it entails a variety of strategies designed to demonstrate how well students can read, grasp, interpret, and evaluate various sorts of texts. In this regard, particular reading comprehension tasks may be used in schools to determine how effectively students comprehend a complex material. Without a doubt, reading evaluation should be reasonable and based on relevant measurements.

2. RESEARCH AND METHOD

The study's primary purpose was to ascertain the reading assessment strategies employed by English teachers at a vocational high school in Banyumas in blended learning classes . This study was conducted as a survey in order to meet the research goals [6]. 35 instructors completed the questionnaire, and five teachers were randomly chosen to participate in an interview to get additional data. Following that, quantitative and qualitative analysis of the data will be performed.

3. RESULT AND DISCUSSION

3.1 Result

| No | Reading Assessment Strategy | Always | Often | Sometimes | Rarely | Never | Percentage Rate |
|----|---|--------|--------|-----------|--------|-------|-----------------|
| 1 | An open-ended question that gets them writing/talking | 40,00% | 48,60% | 8,60% | 2,90% | 0,00% | 85,10% |
| 2 | Ask students to reflect | 37,10% | 51,40% | 8,60% | 2,90% | 0,00% | 84,60% |
| 3 | Choral reading | 28,60% | 40,00% | 28,60% | 2,90% | 0,00% | 78,90% |
| 4 | Four corners | 17,10% | 42,90% | 34,30% | 2,90% | 2,90% | 73,70% |
| 5 | Ask Students to summarize | 37,10% | 45,70% | 14,30% | 2,90% | 0,00% | 83,40% |
| 6 | Response cards | 31,40% | 45,70% | 20,00% | 2,90% | 0,00% | 81,10% |
| 7 | Hands Signals | 5,70% | 37,10% | 48,60% | 5,70% | 2,90% | 67,40% |

By asking students to read load will make students improve their abilities, by reading often they will find out where their mistakes are and also in terms of pronunciation they will get better. In terms of the value of student learning outcomes, there is also an increase by using appropriate types and strategies in conducting reading assessments."

(Teacher 1, interview on 14th December 2021 at 17.33 WIB)

"By providing opportunities for reading load and also providing opportunities for students to respond to questions, students will become more concentrated on learning, especially reading learning."

(Teacher 2, Interview on 14 December 2021 at 10.31 WIB)

"There is an increase in students' ability to read at least with appropriate strategies and types of assessment. At least students understand the correct pronunciation and can answer questions well."

(Teacher 3, Interview on 14 December 2021 at 10.58 WIB)

"By being trained in critical thinking or stimulation to make students more creative in understanding reading texts, we also do not directly provide answers to students when answering questions so that students also have the opportunity to express ideas or ideas with what they have read. If the reading load and critical thinking are often applied, students will naturally get used to it and gradually become able and increase their abilities."

(Teacher 4, Interview on 18 December 2021 at 07.03 WIB)

"By reading aloud repeatedly, students who have not been able to know where the error is and can correct it."

(Teacher 5, Interview on 18 December 2021 at 07.23 WIB)

3.1 Discussion

Most teachers in Banyumas, Indonesia, used an approach to reading assessment that included students developing their own ideas or providing comments. Because it was the most often reported tactic among English vocational instructors, this method was widely used. As a result, we were able to determine which strategies was used the most often by an English vocational instructor in Banyumas.

Another strategy is checking students' capacity to read and measure the whole of the content presented to them that prompts them to write or speak. About 40% of English Vocational teachers utilize this strategy deciding on a project and giving students the opportunity to express their ideas in light of what they have studied was the second strategy used by English Vocational teachers in Banyumas. The next strategy is reading evaluation approach based on the learning process' goals. The aim was to provide students opportunity to note the point in the reading where they were.

The next strategy is checking the student's comprehension using Four Corners games 42.9 percent of instructors frequently use this method, giving instruction to write summaries of what they've read was also used by the teachers in assessing reading There were 13 instructors in Banyumas who used this method frequently The next strategy is asking all studentss in a classroom simultaneously held up a card or signal in answer to a question or issue that the instructor asked. Teachers of English Vocational in Banyumas use this kind of reading assessment as the fourth most common strategy. Only 45.7 percent of teachersss, or around 16 of the total sample, utilized this method on a regular basis. Among the English Vocational teachers in Banyumas, hands signals were the least often employed of assessment strategies. The reading assessment strategy was used by 48.6% of teachers.

4. CONCLUSION

From the result of the research, it can be concluded that most teachers in Banyumas, Indonesia, used an approach to reading assessment that included students developing their own ideas or providing comments. Another strategy is checking students' capacity to read and measure the whole of the content presented to them that prompts them to write or speak. The next strategy is checking the student's comprehension using Four Corners games.

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