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ABSTRACT

Fitria Azifah Dewi. 2015. *Exploring Senior High School EFL Teachers' Perception of Authentic Reading Assessment (A Study in Central Jakarta)*. Thesis. English Department. Faculty of Language and Art. State University of Jakarta.

Indonesian educational curriculum have maintained authentic assessment to be integrated in EFL classroom teaching. Assessing reading which is an advanced issue in 21st century learning requires teachers to involve authentic reading tasks in authentic assessment. Many Indonesian EFL teachers have been reported to have problem performing this task (Ministry of Education as cited in Republika Online, 2014 and Kompas, 2014) since they haven't experienced adequate authentic assessment training. Lack of knowledge about authentic assessment have caused some teachers doubting their ability to construct test for assessment (Frey & Schmidt, 2007). This qualitative study aims to explore EFL teachers' perceptions toward the concept of authentic reading assessment in terms of its purposes, criteria, methods, and techniques. Thirty senior high school EFL teachers from Central Jakarta were involved as survey respondents. A questionnaire comprising a five-likert type scales and interview protocol were utilized to obtain the data. Overall findings show that 77% SHS EFL teachers perceive authentic reading assessment concept as the literature review stated. Most of the teachers have perceived some of the authentic reading assessment concept but have less adequate opportunity to practice some of its techniques in EFL classroom.

Keywords: *Authentic reading assessment, perception, EFL teachers*

ABSTRAK

Fitria Azifah Dewi. 2015. *Exploring Senior High School EFL Teachers' Perception of Authentic Reading Assessment (A Study in Central Jakarta)*. Thesis. English Department. Faculty of Language and Art. State University of Jakarta.

Kebijakan kurikulum Indonesia telah mengharuskan guru-guru bahasa Inggris untuk mengintegrasikan penilaian otentik dalam pembelajaran di kelas. Penilaian membaca yang merupakan topik terhangat dalam pembelajaran abad 21 juga menghendaki guru untuk mengimplementasikan penilaian otentik untuk menilai pembelajaran membaca siswa. Dilaporkan Republika dan Kompas (2014) bahwa banyak guru-guru yang kesulitan mempraktikkan penilaian otentik karena kurangnya pelatihan yang mereka dapatkan. Kurangnya pemahaman mereka terhadap penilaian otentik juga salah satu penyebab keraguan mereka dalam membuat berbagai macam soal untuk penilaian (Frey & Schmidtt, 2007). Penelitian kualitatif ini bertujuan untuk mengetahui lebih lanjut persepsi guru-guru bahasa Inggris mengenai konsep penilaian otentik dalam menilai pembelajaran membaca siswa yang meliputi tujuan, kriteria, metode, dan tekniknya. Sebanyak 30 guru bahasa Inggris SMA di Jakarta Pusat dilibatkan sebagai responden dengan alat penelitian berupa kuisisioner yang tersusun dari 5 Skala-Likert dan protokol wawancara. Hasil penelitian menunjukkan 77% responden memahami konsep penilaian otentik dalam menilai membaca siswa sesuai dengan tinjauan literatur. Sebagian besar guru bahasa Inggris menunjukkan pemahaman terhadap konsep penilaian otentik untuk membaca namun kurang memiliki cukup kesempatan untuk mempraktikkan teknik atau kegiatan penilaiannya di dalam kelas.

Kata Kunci: *Penilaian otentik, Penilaian membaca, Guru bahasa Inggris, Persepsi*

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