



EXPLORING PRE-SERVICE ENGLISH TEACHERS' PERSPECTIVES ON THE IMPLEMENTATION OF ASSESSMENT FOR LEARNING IN INTENSIVE READING INSTRUCTION

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ABSTRACT

This study investigates the pre-service english teachers' perspectives on assessment for learning in intensive reading. It identifies key challenges faced by students, including difficulty in finding the main idea of paragraphs, interpreting text content due to limited vocabulary, and low motivation to read. Additionally, the study emphasizes the lack of structured assessments, making it difficult for lecturers to monitor students' progress effectively. The research underscores the importance of reading assessments in academic development, highlighting various assessment tools and strategies that can improve reading proficiency. By addressing gaps in current practices, the study aims to enhance the effectiveness of reading assessments and ultimately improve learning outcomes for students.

Keywords: Reading, assessment, pre-service teacher

INTRODUCTION

Reading is a very important skill for students to be mastered, especially English language education students. In the digital era, students are required to be able to master a foreign language, namely English, especially reading skills. (Lailiyah et al., 2022). Reading is also a very important skill because it greatly influences students' intellectual development. (Anggeraini & Madenta, 2020). There are several problems encountered when students learn to read in a foreign language, especially English. problems that arise during the learning process. First, students find it difficult to find the main idea of a paragraph in the reading text. Second, students have difficulty in interpreting the contents of the reading implicitly due to limited vocabulary, students are also not interested in learning in the course *Reading* because students have low motivation to read. Third, students tend to be passive in the learning process because students think that learning to read in English is boring. Fourth, students also appear to be less motivated in participating in the learning process in class because the learning process tends to be monotonous at each meeting, this can be seen from the students' expressions when participating in the learning process in class. Apart from that, lecturers can monitor the extent to which students can understand the material in the learning process, this is because there are no tools or assessments that are carried out in a structured manner so that student progress can only be known from the results of the mid-semester and final exams.

Assessment in reading is crucial for students' academic development and learning outcomes. Research emphasizes the significance of reading assessment in higher education, highlighting its role in identifying students' reading proficiency, guiding instruction, and improving comprehension skills (Tasman, 2023). Various studies have explored the development of reading assessment tools integrated into Learning Management Systems to measure students' reading competence, with positive feedback from students on usability, engagement, and impact on learning outcomes (Marzuki, et. al., 2023). Additionally, the use of information and communication technology in reading assessment has been found to be essential for English language instruction, catering to students' needs and enhancing collaborative and independent learning experiences (Nyanuar, 2022).

In the swiftly changing environment of higher education, the ability to read proficiently continues to be a fundamental factor in achieving academic success. Reading assessment in higher education plays a crucial role in diagnosing students' reading abilities, guiding instructional strategies, and evaluating educational program effectiveness (Orsolya, et. al., 2023). While the importance of reading assessment is recognized, there exists a notable gap in understanding the specific needs related to reading assessment in higher education institutions (Tasman, 2023). Addressing this gap requires a comprehensive need analysis of reading assessment practices within higher education, considering factors such as assessment literacy among teachers (Serafina, 2023). The impact of assessments on educational opportunities and well-being (Abduraxmonov, 2022). The development of assessment strategies to enhance reading comprehension skills among students (Daniela, et. al., 2021). By conducting such an analysis, higher education institutions can tailor their reading assessment practices to better meet the diverse needs of students and improve overall educational outcomes.

Assessment for learning in reading skill can be effectively enhanced through dynamic assessment (DA) methods, which focus on learning potential by measuring response to teaching rather than just acquired knowledge (Christopher, et. al., 2022). DA has been shown to predict variance in the growth of children's reading skills over time, with dynamic measures of phonological awareness, decoding, morphological awareness, and nonword learning tasks explaining significant amounts of variance in reading accuracy, fluency, and comprehension outcomes (Santosh, 2021). Additionally, incorporating critical thinking-oriented dynamic assessment (CT-DA) has been found to significantly improve learners' reading comprehension performances, showcasing the efficacy of mediation loaded with critical thinking in enhancing reading achievement (Dhion, 2022). By utilizing DA and CT-DA approaches, educators can assess and foster reading skills effectively, especially for culturally and linguistically diverse learners, ensuring a more accurate prediction of future reading performance and skill development over time.

Common types of formative assessments include in-class exercises, homework, mock examination questions, table quizzes, presentations, critical analyses of statistical papers, peer-to-peer teaching, online assessments, electronic voting systems (Eabhnat & Michael, 2017). These assessments aim to guide teaching and learning by gathering information about students' progress and understanding, distinguishing them from summative assessments that evaluate outcomes (Iryna, 2020). Formative assessments can take various forms such as self-assessment, peer assessment, and alternative assessment, providing teachers with insights



into students' logic and processes, making the learning transparent for both parties (Daniel, et. al., 2017).

Based on the background above, the researcher interested in conducting the research with the topic exploring pre-service english teachers' perspectives on the implementation of assessment for learning in intensive reading instruction. This research is aimed to investigate the pre-service english teachers' perspectives on the implementation of assessment for learning in intensive reading instruction.

LITERATURE REVIEW

According to Leahy et. al (2005) An effective assessment model consists of five components: 1. Explaining and sharing learning objectives and success criteria. 2. Design effective class discussions, questions, and learning assignments. 3. Provide feedback that moves students forward 4. Activate students as owners of their own learning 5. Activate students as resources for each other. Meanwhile, according to Haritage (2010), an effective assessment model consists of seven components: 1. Determining learning objectives and success criteria 2. Obtaining learning evidence 3. Interpreting learning evidence 4. Identifying gaps 5. Providing feedback 6. Adapting and responding to learning needs 7. Supporting new learning and closing gaps And according to McMillan & Hearn (2008) an effective assessment model consists of three components: 1. Determining appropriate learning and learning goals 2. Self-monitoring which includes awareness of thinking or actions that must be carried out 3. Proper self-assessment includes activities to determine progress in achieving learning goals.

Based on the three assessment models offered, the development of the assessment for learning model (AfL-model) is directed towards an assessment model which includes five components, namely: (1) objectives, which include learning objectives, indicators and success criteria; (2) structured learning tasks; (3) self-assessment, (4) peer assessment; and (5) feedback to improve learning.

According to Browne (2001:33) Reading comprehension occurs when readers expect to understand the meaning of word that they read and sense of what is conveyed in a text, if what the readers are reading make sense, they will read more easily. Menurut Grabe and Stoller (2002:11) Reading comprehension is processing words, forming a representation of general main ideas and integrating it into a new understanding. Sedangkan menurut Klingner (2007:8) Reading comprehension is a multi-component, highly complex process that involves many interactions between readers and what they bring to the text as well as variable related to the text itself. Menurut Linse and Nunan (2005:69) Reading comprehension a skill that involves making sense and deriving meaning from the printed word. In order to read, the readers must be able to decode (sound out) the printed word and also comprehend what they read. Decoding is the translation of symbols on the page into a word in the reader's oral vocabulary.

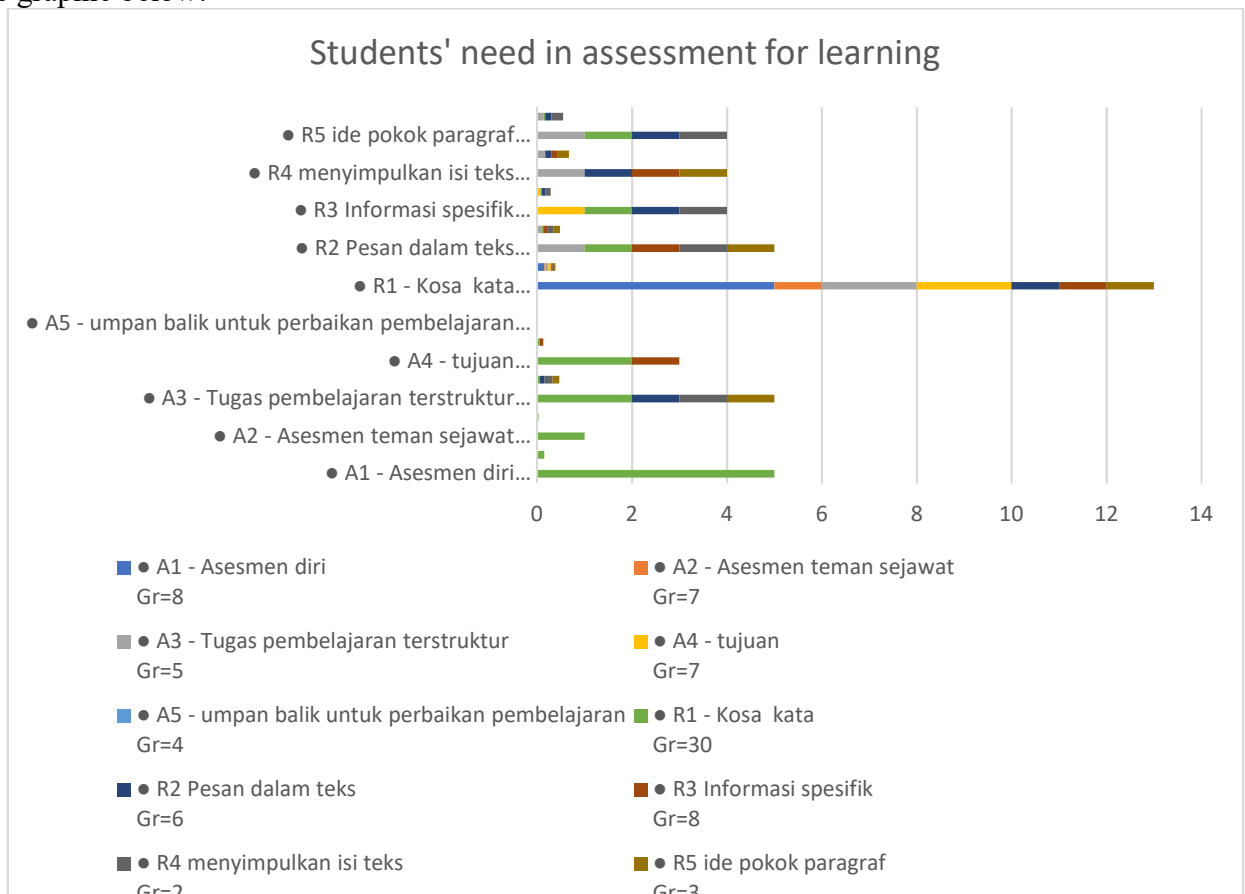
Based on the theory above, it can be concluded that reading is a language skill in (1) capturing the meaning of words in text; (2) Capture the message in text; (3) Capture specific information; (4) Capture text types; (5) Find the main idea of the text.

METHOD

This study employs a case study design, focusing on multiple higher education institutions to capture a diverse range of practices and perspectives. The case study approach allows for an in-depth exploration of reading assessment needs within real-world educational contexts. A purposive sampling strategy used to select higher education. The participants in this study are Educators (lecturers) who are responsible for designing and implementing reading assessments. and Students of English department. The data collection in this study is Semi-structured interviews that conducted with a subset of survey participants, including educators and students. Interview transcripts and open-ended survey responses analyzed using thematic analysis. This involves coding the data to identify key themes and patterns related to reading assessment needs, challenges, and recommendations. Atlas.ti is employed to facilitate the coding process.

RESULT AND DISCUSSION

Based on the result of the research, it shows that there are some crucial issue that the students need in reading class. students' need of assessment in reading class can be seen in the graphic below:



The graph above shows that there are two categories being measured, namely assessment and reading skills. In the assessment there are 5 indicators for effective assessment, namely;



self-assessment, peer assessment, structured learning tasks, objectives, and feedback in order to improve the learning process. From the results of data processing, the results show that (1) Self-assessment; Students are quite good at self-assessment. (2) Peer assessment; shows that participants have good abilities in providing assessments to peers. (3) Structured learning tasks; shows that the effectiveness of structured learning tasks is at a medium level. (4) Objectives; shows that participants sufficiently understand the learning objectives. (5) Feedback to improve learning; shows that the effectiveness of the feedback provided still needs to be improved. Meanwhile, in the reading category, the results show that the assessment carried out in the learning process is based on indicators (1) Vocabulary; has a very high score, indicating that the participant has extensive vocabulary mastery. (2) Message in text; are at a fairly good level in understanding the message in the text. (3) Specific information; demonstrate good ability to find specific information in text. (4) Summarizing the contents of the text; shows that participants still need to improve their ability to summarize the content of the text. (5) Main idea of the paragraph; shows that the ability to identify the main idea of a paragraph is still low.

Overall, these results show strong and weak areas in the various aspects measured. There are several indicators that show good performance, such as vocabulary, while there are several areas that require improvement, such as summarizing the content of the text and identifying the main idea of the paragraph.

CONCLUSION

Based on the results of the data processing above, it can be concluded that the highest score was achieved on the vocabulary indicator, indicating that students experienced a lot of learning (assessment) in mastering vocabulary. Excellent vocabulary mastery. This is a major strength in their reading skills. Apart from that, the self-assessment and peer assessment indicators show that students experience a good learning process in assessing themselves and their peers. This indicates a good level of reflection and evaluation among participants. Meanwhile, the objective indicator value shows that the process of implementing formative assessment in learning is sufficient in accordance with the learning objectives. The effectiveness element of structured learning assignments shows that structured assignments show moderate effectiveness. While still lacking, there is still room for improvement in the way these tasks are designed or implemented. Meanwhile, the element of feedback for improving learning shows that the quality of the feedback provided still needs to be improved to be more effective in improving the learning process. This shows the need to provide effective feedback to improve the learning process. In the reading skills category, it shows that the implementation of the formative assessment process in learning is quite effective in understanding messages in texts and specific information. Meanwhile, the indicators concluding the content of the text and the main idea of the paragraph show significant weaknesses. This is the main area that requires attention and improvement in the formative assessment process carried out in the learning process.

Based on the conclusions above, there are several recommendations for the process of implementing formative assessments to improve learning outcomes, namely; (1) Providing special exercises and strategies to improve participants' ability to summarize the content of the text and identify the main idea of the paragraph; (2) Developing more effective and constructive feedback methods to help participants improve their learning process. (3) review

and optimize structured learning tasks to ensure these tasks are more effective in supporting learning objectives. By focusing on these areas, it is hoped that significant improvements in participants' abilities and the overall quality of learning can be achieved.

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