THE IMPLEMENTATION OF READING ASSESSMENT METHOD

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Abstract
English, which is still considered a foreign language in Indonesia, has an impact on the teaching and learning process that is not optimal. This refers to the low proficiency in English, especially those of the Akademi Maritim Nusantara (AMN) Cilacap students. Good reading skills are one of the skills that AMN Cilacap students must possess. This is in line with the mission of the Ministry of Education and Culture of the Republic of Indonesia which makes reading and writing literacy in the first position of the 6 (six) literacy abilities that must be possessed. The measurement of reading ability can be done in various ways. This study aims to see what methods are used by English language lecturers in assessing the reading ability of AMN Cilacap students. Also, the researcher wanted to see what methods the lecturer used most often. Researchers conducted a small survey of 2 (two) lecturers who taught English courses from 2 (two) different study programs, namely Marine Engineering and Port Management. Researchers distributed 2 (two) kinds of questionnaires which were then supported by interviews with each lecturer. The results show that there are 6 (six) methods used by the two lecturers in assessing reading skills. The Perceptive Task method is the method most often used. Even so, in choosing the right assessment method, the lecturer must also understand the conditions and level of understanding possessed by students.

Keywords— Reading; Proficiency; Literacy; Assessing Reading; and Perceptive Task

Introduction

International language learning is now a mainstream activity. In a globalized world, for several reasons, individuals need to know a language. One of the most common reasons for learning a language is to move to other nations, get good job opportunities, and have excellent professional status.

Via reading, we can see so much. We can access a thousand ideas and thoughts, and experience of the ages and future dreams is one of the most intensely studied and mystical language skills of the so-called. Reading also plays an essential role in the applied linguistic study and a language teacher's everyday professional life. This is why reading is one of the critical skills in a language class, as it does not only provide knowledge and fun but also consolidates and improves individual language skills.

Two opposing opinions of reading instruction in the 1980s were expressed: those who claimed that phonics instruction would deter children from the challenge of making meaning (Goodman, 1976; Smith, 1973) and that it was deemed important for children to have access to the text (Chall, 1967; Fries, 1963) for interpreting instructions. The Easy Reading Description (Gough & Tunmer, 1986; Hoover & Gough, 1990) has been created to explain some of the difficulties which were at the core of the debate. The reader's interpretation (R) is decoding (D) and linguistic interpretation (C), as set out by Farrall (2012). Some scholars call C an interpretation of the language; some call it a hearing interpretation. In Chomsky's view, the link between these three variables was defined as R = D to C (D and C could vary in value between

0 (poor capacity) and 1 (perfect ability) in terms of mathematical models reflecting the endless variety possible sentential structures.

Literature Review

Johnson (2008) states that reading is a continuous phase that must be strengthened by practice. By practicing regularly, readers can understand textual content and significance by using techniques to recognize key ideas and details, understand grammar structures, and learn vocabulary. Also, students must know what a passage is and how often the instructor gives knowledge.

Given that reading is not an independent operation, since it is related to other principal abilities, Alyousef (2006) defines reading as interactive. This interaction occurs when a reader is in touch with some type of transformation and begins an interpretation and classification process that can exchange relevant information and discuss it in conjunction with their peers. Alyousef (2006) further notes that reading will enable the reader to naturally create information because the reader will search for relevant information and express their views and ideas after reading a text.

Carter and Long (1991) clarify that these three reading phases are beneficial because students have a more structured and more thorough way of following reading passage. Each stage also includes a variety of techniques teachers may use to help students understand what they learn. Paran (2003) claims during the pre-reading stage that teachers have to inspire students with events that can draw their attention to (e.g., book lessons, dramatic readings, or text photographs). The aim is to make the text entirely meaningful to students. Another technique suggested by Paran (2003) is to enable the context knowledge of students and to discuss what they can learn, what they already know about the subject, and the organization of the text. In this way, students can define and analyze the text's challenging words, sentences, and ideas, provide a preliminary understanding of the text, make assumptions about its substance by surveying its title and examples, and uncommon text structures.

The instructor plays a position as a guideline during the reading period. They should inspire students to use comprehension methods and their interpretation. At this point, teachers ask students to follow-up their reading and concentrate on the core concepts and core sections of the text. Professors often challenge their students in a text that involves inferences to pay attention to information, and they outline important parts or incidents. Finally, teachers must enable students to affirm their previous projections. Pang et al. (2003) suggested other methods that could be used at this point. These methods involve creating ties between critical ideas in the document, combining new ideas with established context information, sequencing events and ideas in the document, confirming the interpretations of events by paraphrasing or remembering them, and recognizing characters, situations, or incidents in a text.

Toprak (2009) expresses in the post-reading stage that all proposals are done in this process. This is the description of the content for reading. Teachers will learn about reading and outline core principles and supporting information. Students often remember and state in their own words essential portions of the book. Students might also respond differently (e.g., by prose, presentation, music, posters, photographs, dialogue, or pantomime) to the read. Additional tasks that teachers should incorporate at this point include analyzing and debating the concepts presented in the text and utilizing concepts in actual life scenarios and contextualizing them.

As reported by Brown (2010), 4 (four) key components must be prepared during the testing period. The four components are process, test, capacity, and domain. An instructor should create a series of strategies, procedures, or objects that are needed. Following the teacher's preparations, the teacher should assess the success of the tester using explicit protocols or guidelines. The skill, experience, or success of individuals ensures that test users must understand who the test users are. Although the real test results only require a sample of abilities, the area is general language competence as a general skill in all language skills. In a nutshell, to get the true and accurate knowledge through testing, it is important to understand the processes, the processes, the test-takers, and the areas of the test itself in the test.

To become productive readers, two key challenges must be cleared for English students. They must first be able to learn simple bottom-up techniques for processing various letters, terms, and phrases, and conceptually guided top-down understanding techniques. Second, for second-language readers to successfully carry out these interpretations, they need to establish adequate material as well as structured schema-based knowledge and cultural experience.

The reading skill test should not conclude with knowing the assessment. In the evaluation of students, strategic approaches to complete comprehension are also important factors, especially for most formative classroom evaluations. An unable to understand may then be traced to the need to develop the methods of the test subject to gain ultimate understanding. For example, the academic technical report is recognized by a student at the sentencing stage, but misunderstandings can arise if the learner has forgotten to use such techniques to document certain debate conventions.

Six general skills and information fields are involved in the reading process, according to Grabe (1991) in Ketabi (2015): (1) automated comprehension skills; (2) language and structural knowledge; (3) hierarchical discourse structure knowledge; (4) content/world context knowledge; (5) skills/strategies for integration and evaluation; and (6) monitoring of metacognitive knowledge and skills.

In addition to the abilities which contribute to understanding reading, there are different kinds of written texts with special laws. The productive comprehension of various texts by readers relies on understanding certain rules and conventions. Popular genres, according to Brown (2004), are:

1. Academic reading - General interest articles, technical reports, reference material, essays, and theses.

2. Job-related reading - Messages, reports, schedules, applications, questionnaires, forms, and financial documents.

3. Personal reading - Newspaper and magazine, letters, emails, recipes, menus, novels, short stories, comic strips.

Until testing this ability, various styles of reading activities must first be established. Brown (2004) proposed a detailed taxonomy that is perceptive reading, selective reading, interactive reading, and extensive reading.

Perceptive reading means that the reader insists on letters, shapes, and punctuations when reading perceptively. In this kind of reading, downstream processing is concerned. Tasks in reading, e.g. early reading and writing exercises are the foundations for the continued progress of the learner. These activities usually involve alphabets, words, and phrases and can be done with aloud reading, written answers, multiple-choice and photo-cued artifacts (Brown, 2004).

The students should read the letters, sentences, or short phrases in the reading of aloud assignments. Written answers somehow coincide with the reading aloud, but students can duplicate the stimulus in writing. However, evaluation of the students' results should be performed cautiously, as the root of the mistake may lie in the learners' writing or reading skills.

A stage above perceptive reading is a selective reading that focuses on interpreting lexical and grammatical features in a short language. Selective reading will use both bottom-up and top-down methods. Perceptive reading is not built to test the lexical and grammatical skills of pupils, in comparison to what most teachers say of selective reading work (Brown, 2004). "The grammatical and lexical elements of the language are just the ways that all four of them use to exercise their ability to understand, say, interpret and write" (Ketabi: 2015). Selective activities include multiple-choice items, matching items, editing, questions on the images, and filling in holes.

Multiple-choice posts vary from the grammar/vocabulary decontextualized through contextualized cloze activities. Multi-choice cloze tasks are a simplified variant of this task. The meaning of this assignment allows students to define the basic collection of vocabulary/grammatical laws that they can apply to. Matching items may be plain sense activities or contextualized realistic activities. Editing is a well-known test used for TOEFL and other standardized measures of competence. A sentence with a grammatical mistake is used by

pupils, and then the mistake is noticed.

Selective group image-cued assignments are in two kinds: (a) multi-choice image-cued answers and (b) diagram-labeling. The students read a definition in the first form and then choose a corresponding image. The second category explains various pieces of an image or diagram, and each description should be assigned to a similar image by the students. Multiple options and matching objects can be translated into a gap-filling assignment for the correct answer to be written by students (Brown, 2004). However, there are concerns about the validity of gap-full assignments, as write or reading ability may be the cause of the errors.

Long pieces of language that require sociolinguistic contact with the text (from one paragraph to multiple pages) are considered interactive reading. Reading short stories, explanations, recites and instructions are immersive activities. In this form of reading, top-down retrieval is used rather than bottom-up.

In interactive reading, context is more important than form; hence top-down processing takes place in this method of reading. Any immersive reading tasks (Brown 2004) are possible: cloze tasks, incorrect reads, understanding questions, brief responses, edition of lengthy text, ordering, and transition of knowledge (panel, chart, or graphic). The Cloze challenge is a common task that consists of extracting each nth word in a single paragraph text (n is normally a number between 5 and 12). To have meaning, one or two phrases are not modified (Alderson, 2005). Cloze tasks are integrative tasks that assess all language skills, argued Oller (1979). Two different ways for teachers to assess cloze are typically used: a correct word or acceptable word. The first answer is the same word that is missing, but the second includes a word that is right in the letter.

In the process of a reading assignment, students read a text and answer questions (written or oral) immediately about the subject, words, and languages in the text, grammatical elements, and so on. This is one of the earliest approaches for assessing understanding reading. In short answers, certain questions are asked that require short answers. They will use their replies to see whether or not the text is interpreted correctly by students (Alderson, 2005). A scrambled number of sentences or paragraphs will be provided for students to order assignments. However, test designers should be vigilant to pick the texts and supply texts that only have one order (Alderson, Clapham & Wall 1995) for paragraphs or phrases. Tasks relevant to moving knowledge are graphical texts (tables or diagrams). The appropriate details should be found by students in the tables, maps, etc, and questions answered (Alderson, 2005).

Ketabi (2015) states that extensive reading covers longer texts than perceptive, selective, and interactive reading texts. The extensive group of readership includes technical studies, stories, and lengthy essays (Brown, 2004). Resuming, writing notes, and explaining are a variety of functions to test extensive interpretation. The role of summary work involves reading a text and summarizing the big concepts or portions of the text by the students (Alderson, 2005). The student's interpretation of the text can also be tested by taking notes and describing assignments. The willingness of students to present the main details or an ordered text description demonstrates how productive they have read (Brown, 2004).

Day and Park (2005) offered a structure for the creation and review of reading questions and teaching materials. They considered two significant factors in forming their system, different forms of interpretation (literal, reorganization, assumption, forecasted, measured, personal, and answer) and numerous questions (yes/no, alternate, real and wrong, wh-questions, and multiple decisions). The literal understanding in Day and Park (2005) relates to the understanding of the details, dates, times, and other detail specifically defined in the text. Questions requiring this kind of interpretation can be addressed by reading the text explicitly.

Day and Park agree teachers first validate the interpretation of the readings of their students by posing literal questions of interpretation. The reorganization is the second method of interpretation of this sense that involves collecting and combining knowledge from different areas of the text so that more interpretation and a global perspective of the text can be achieved. Inferences in Day and Park's taxonomy are the third form of interpretation, which not only requires the resources listed in the document, but also the learner's own experience.

A forecast that allows readers to predict what is next to happen is the second interpretation that needs learners ' knowledge. Evaluation and personal reactions are another

kind of interpretation within the context of Day and Park that allows the students to make their own decisions about the content as well as their reactions to the content.

In line with the view of the Ministry of Education and Culture of the Republic of Indonesia that reading and writing literacy ranks first of the six basic literacies that must be possessed by Indonesian citizens. Based on this, reading assessments must be carried out to measure the level of reading literacy possessed by students. Therefore, the researcher wants to know what methods are used by lecturers of the Akademi Maritim Nusantara Cilacap in conducting reading assessments especially during the second semester of the 2019/2020 academic year. He also wants to know the most popular methods used by the lecturers.

Research Method

The researcher researched 2 (two) lecturers of the Akademi Maritim Nusantara Cilacap, especially teachers of English courses in the Port Management study program and teachers of Maritime English courses in the Marine Engineering study program. The researcher then made 2 (two) kinds of questionnaires which were then given to the two lecturers. The first questionnaire is about lecturer background information, while the second is a questionnaire about assessment methods.

The teacher background information questionnaire was structured to collect information on the gender, age, the teaching experience, weekly teaching hours, student levels (basic, intermediate, advance), and the total number of students in their classes.

The study of Cheng et al. (2004) was used to develop the assessment method questionnaire. In various research and books Cheng et al. listed approaches to test listening, speaking, reading, and writing. This approach was organized in this analysis based on Brown's (2004) description of various kinds of reading. This section of the questionnaire was supplied with a 5-point Likert scale. The appraisal questionnaire was written in English. Six reading assessment approaches have been mentioned.

The researcher also conducted interviews with the two lecturers about the questionnaire results obtained. This aims to understand the reasons for selecting the points on the questionnaire.

Table 1. Type of Tests

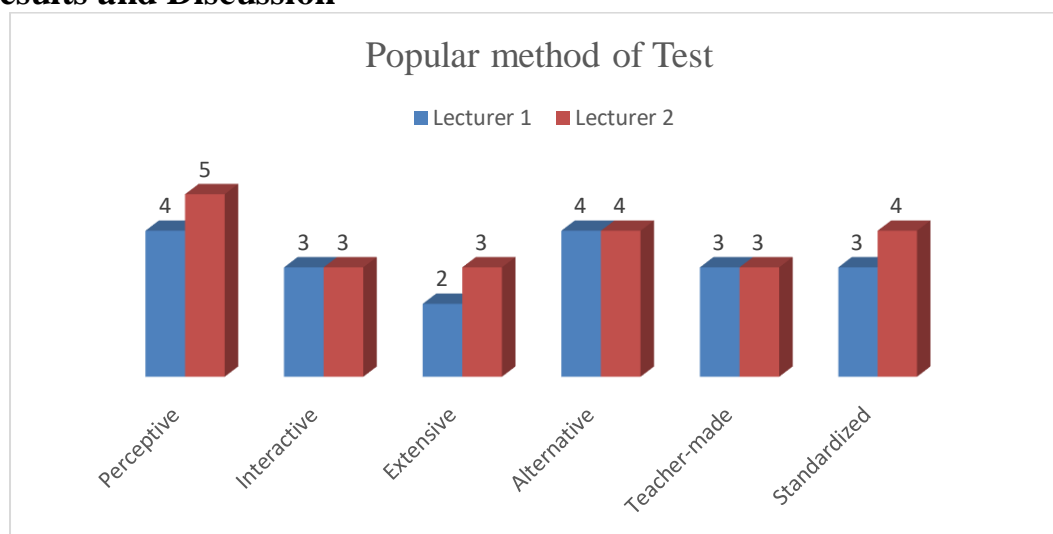| No	Type of test	Items
1.	Perceptive Tasks	Reading aloud
2.	Interactive Tasks	Oral questioning
3.	Extensive Tasks	Making summary
4.	Alternative in assessment	Article
5.	Teacher-made tests	Multiple-choice test
6.	Standardized reading test	TOEFL

Results and Discussion

Chart 2. Popular Method of Test

Chart 2 shows that perceptive task is a very popular assessment method used by both lecturers. Also, alternative tasks and standardized reading tests are choices that are often used by the two lecturers in conducting assessments. Although the interactive task and teacher-made tests were also used several times by lecturers, these two types of tests were not very popular. The interesting thing is the two lecturers' disinterest in the extensive task type.

The type of assessment most often used by the two lecturers in assessing reading ability is reading aloud. The first lecturer agreed that reading aloud was indeed the most popular type of assessment. This is because reading aloud is very easy to do. The lecturer only asks students to read a long text aloud and then an assessment is given. The same thing happened to the second lecturer where she strongly agreed with the reading aloud method.

As we know, Brown (2004) has made a scoring scale that makes it easier for lecturers to assess students. Lecturers are also not too bothered by the preparations that must be done in conducting the test. With the reading aloud method, lecturers can also clearly hear every word spoken by students.

The alternative assessment takes second place as an assessment method that is often used by both lecturers. This type of assessment requires students to make a paper or article about a course material that has been or will be taught. However, the question that often arises is the appropriateness of the assessment method being used. Making articles very vulnerable to plagiarism.

Standardized testing in the form of TOEFL is an assessment method that is quite often done by both lecturers in addition to alternative assessments. As we all know, the TOEFL is still an effective and recognized method of assessing a person's ability to speak English. The thing that makes TOEFL not as popular as reading aloud is that in terms of preparation, lecturers must prepare several things that are needed in the implementation of the TOEFL test.

Interactive and Teacher-made tasks in the form of oral questions and multiple-choice tests were not used very often by the two lecturers. Oral questioning is rarely used because according to the lecturer, the level of understanding of the students they handle is still at the basic level. Students are often silent when given oral questions. This difficulty is because students are not very confident and tend to be afraid of making mistakes in making answer sentences.

The multiple-choice test requires lecturers to make questions and assess the answers one by one. The act of correcting is what the lecturer calls tedious action. Besides, the potential for cheating and the lack of seriousness in giving answers is also a factor that makes multiple-choice tests a less frequent use of the test.

The two lecturers who were selected as research objects agreed not to agree with the

extensive task method in conducting assessments. This method of making a summary is used occasionally but the results are not satisfactory. This is because students still have difficulty learning English. These difficulties are in the form of understanding the material presented to the difficulty of arranging words that must be made in making conclusions.

Conclusion

Reading assessment can be done using various methods that have been proposed by Brown (2004). There are 6 (six) methods used by 2 (two) lecturers of the Cilacap Nusantara Maritime Academy in assessing students' reading ability. The six methods are perceptive tasks, interactive tasks, extensive tasks, alternative assessment tasks, teacher-made tests, and standardized reading tests. Of the six methods, reading aloud, which is one of the assessment techniques in the perceptive task, is the technique most often used by the two lecturers.

Although reading aloud is the technique most often used in assessing the reading ability of a student, there is an important thing that must also be considered by lecturers in choosing the assessment method. The basic abilities of a student are an important factor in determining one's assessment method.

This study chose 2 (two) lecturers as the object of research due to the limited number of lecturers owned by the Cilacap Nusantara Maritime Academy. Further research is best done if the research objects that are owned are more and more varied. This allows researchers to get a more varied result.

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