THE AUTHENTICITY OF READING ACTIVITIES USING BROWN'S MODEL IN 12TH GRADE ENGLISH TEXTBOOK

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Abstract

The objectives of this research were: (a) to describe the authenticity of reading assessments containing in English Textbook for 12th grade by Indonesian Ministry of Education and Culture, and (b) to describe the appropriateness of reading assessment containing in English Textbook for 12th grade by Indonesian Ministry of Education and Culture to basic of competency. This research used qualitative research method to investigate the data and content analysis for analyzing the authenticity and the appropriateness of reading assessment in the textbook to the Authenticity by Brown and basic of competency. The result of this research indicates that reading activities in English Textbook for 12th grade by Indonesian Ministry of Education and Culture were not fully included in the five points of authenticity by Brown, because from 32 tasks only 25 tasks had included the requirements of Brown's theory. Those tasks has the language as natural as possible, items are contextualized rather than isolated, topics are meaningful for the learner, some thematic organization to items is provided and real world tasks. Then not entirely appropriate with basic of written competence, because from 32 tasks only 9 tasks that appropriate to all of basic of competence, starting from the title of the material, the content of the material and the activities of the task.

Keywords: Authenticity, Reading Assessment, Brown's Model. Baisc of Competence

INTRODUCTION

As social beings, language is very important in our life because language as a means of thinking, understanding, and expressing thoughts and also feelings in the society. Language means a collection of words strung together in sentence but each word having a separate identity and meaning. In fact, the words are brought together in special ways to give a highly systematic order from which we get a meaning. Language is not random behaviour but is systematic where certain orderings are accepted as having prescribed meanings (Husain, 2015).

Reading is an activity that cannot be separated from human's life, therefore reading is one of the basic language skills. Reading is a skill that carried out by viewing the writing and processing the contents of the writing in a voice or in your heart in order to understand the information form the writing.

For students reading can explore their potential and talent, as concentration training, improve their school achievement, and found out all of information around them and process it as a knowledge that can be applied in their life. Reading is considered by many teachers, textbook, writer and language test constructors to be made up different skills and component. It is often claimed that sets of reading components provide useful frameworks on which to base course design, teaching, and test development (Liu, 2010). However, reading interest in Indonesia is low, thus making the government, especially Indonesian Ministry of Education and Culture make a program, namely School Literacy Movement (GLS). According to Directorate General of Primary and Secondary Education (2016, p. 7-8), GLS is a participatory activity involving school members (students, teachers, headmaster, school staff school superintendent, school committee and parents/caregivers of

students), academics publisher, mass media, community, and stakeholders under Directorate General of Primary and Secondary Education coordination Ministry of Education and Culture. This movement is a habituation form of reading activity for fifteen minutes by students and teachers. When the habit of reading is formed, it will be directed to the development and learning stage (based on 2013 curriculum).

Based on the movement, Indonesian Ministry of Education and Culture provide text book as teaching material for implement teaching and learning activity. The textbook are divided into two books, there are teacher book and student book. Government provide these books in order to implement the 2013 curriculum complied by various parties within the Indonesian Ministry of Education. These books also referred to as dynamic book because these books can be repaired and updated in accordance with the needs and times. So that students get the best and fun knowledge to learn when teaching and learning activities go on, teaching materials should be original, fun, and certainly easy to learn for students. Furthermore, the material must be in accordance with the needs and conditions of the students, so that they can keep up with the times.

According to Brown (2004, p. 19), Authenticity included in five cardinal criteria for "testing a test" or principle of language assessment. These principles will be used to evaluate an existing, previously published, or created test. It can be used to design a good test in a test, authenticity may be present in the following ways: (1) the language in the test is as natural as possible; (2) Items are contextualized rather than isolated; (3) topics are meaningful (relevant, interesting) for the learner; (4) some thematic organization to items is provided, such as through a story line or episode; and (5) Tasks represent, or closely approximate, real-world tasks.

Other than the authenticity by Brown, researcher also use basic of competence. Basic of competence is written in the textbook. Basic of competence is derivative from core of competence. Core of competence is the level of ability to achieve the graduate competency standards that must be possessed by student at each grade level. Core or competencies in the textbook are core of competency 'knowledge' written in number 3 and core of competency 'skill' written in number 4.

To evaluate that textbook, researcher conducted this research to describe out the authenticity of reading assessments containing in English Textbook for 12th grade by Indonesian Ministry of Education and Culture and to describe the appropriateness of reading assessments containing in English Textbook for 12th grade by Indonesian Ministry of Education and Culture to basic of competence.

METHOD

The data of this research is divided into two, primary and secondary data. The primary data of this research is reading assessment in English Textbook for 12th Grade by Indonesian Ministry of Education and Culture. The researcher will analyze the authenticity of reading assessment based on Brown's model and the appropriateness of reading assessment to basic of competence. the secondary data, the researcher use the teacher's book, the student's book and basic of competence by Indonesian Ministry of Education and Culture, soft file book, website and online journal to support the primary data. The researcher also took relevance researchers and theoretical books to support this research.

In this research, the researcher used a qualitative content analysis research. The qualitative research is especially important in the behavioural sciences where the aim is to discover the underlying motives of human behaviour.

In this situation, the researcher seeks to establish the meaning of a phenomenon from the views of participants. This means identifying a culture-sharing group and studying how it develops shared patterns of behaviour over time (Cresswell, 2009). The researcher used qualitative research method in this research to investigate the authenticity in English Textbook for 12th grade by Indonesian Ministry of Education and the appropriateness of reading assessments in the textbook to basic of competency.

The researcher used documentation or document analysis as technique of collecting data. Documentation is a data collection method used to analyze historical data. Researcher must have theoretical sensitivity to analyze all of the sources in the form of documents so it is not just a meaningless thing. Document analysis is a systematic procedure for reviewing or evaluating documents-both printed and electronic (computer-based and internet-transmitted) material (Bowen, 2009).

The researcher used content analysis as the technique of data analysis. Content analysis is a research technique for making replicable and valid inferences form texts (or other meaningful matter) to the contexts of their use. As a technique, contents analysis involves specialized procedures, it is learnable and divorceable from the personal authority of the research. As a research technique, content analysis provides new insights, increase a researcher's understanding of particular phenomena, or informs practical actions. Content analysis is a scientific tool (Krippendorf, 2004: 18). The researcher use content analysis for analyze the authenticity of reading assessment in English Textbook for 12th grade by Indonesian Ministry of Education and the appropriateness of reading assessments in the textbook to basic of competency. The steps of the data analysis are (1) Identification, the researcher collected the data about reading assessment in English Textbook for 12th Grade by Indonesian Ministry of Education by learning the reading assessment in each chapter. Moreover, the researcher studied five ways of authenticity based on Brown's Theory and basic of competency written in the textbook for analyzie the reading assessment. (2) Classification, after collecting the data, the researcher classified the tasks of reading assessment into the five ways of authenticity based on Brown's Theory and basic of competency so that the researcher was easy to analyze it. (3) Tabulation, the researcher classified the data into tabular form to make it easier for researcher to analyze and describe the data. In the table consist of number, tasks of reading assessment, five ways of authenticity based on Brown's Theory and basic of competency. The researcher put a check mark if the tasks adequate of five ways of authenticity based on Brown's Theory and basic of competency, so the more researcher put a check mark, the level of authenticity of that task are high. (4) Interpretation, after analyze the data, the researcher described the result of analysis in the form of tabular into paragraphs form so the reader can understand the contents of the table.

FINDING(S) AND DISCUSSION

English textbook for 12th grade by Indonesian Ministry of Education and Culture has 11 chapters, but not all of the chapters have a reading assessment, there were eight chapters that have a reading assessment. In one reading assessment, there were at least two tasks that students can do for reading assessment activities. The researcher analyzed 32 tasks and the theories used were the five point of authenticity by Brown and basic of competence written in the textbook.

The first chapter that has a reading assessment was chapter two 'Why Don't You Visit Seattle?", this chapter has reading comprehension activity which has three tasks. For the first task, all points of authenticity were accepted, while for

second task there was only one point which did not accepted, it was point fourth because this task did not match to the theme, then the last task only two points earned, there were point first and second because this task was not interesting so this task quite boring, did not match with theme and no real world task. Furthermore, for the appropriateness to basic of competence, this chapter has two points, there were 3.5 and 4.5. For the last two tasks, all of basic of competence were accepted, while for the first task there was no basic of competence found because the activity in this task was not accordance.

Chapter three 'Creating Caption' has reading captions activity which has six tasks. For the first, second, fourth and sixth task, all points of authenticity were included, for the third task only point four which not included because this task did not match to the theme, while for the fifth tasks, point three and four were not included because this task was monotonous so student could not express their creativity and this task did not match to the theme. Next, this chapter has three basic of competence point 3.3, 4.3.1 and 4.3.2. Only the second task that was included in all basic of competence. For the first, fourth, fifth and sixth task the basic of competence point 4.3.2 was not found because in those tasks there was no activity about create a text, then in the third task the researcher only found basic of competence point 3.3 because this task was lead to the ability of student's knowledge of the material.

Chapter four 'Do You Know How to Apply for a Job?' has reading comprehension activity that has three tasks. The first and second task have all point of the authenticity, while the third task point two and four were not included because the task did not explain the question and answer activities regarding the text that has been read or about the material being studied so the instruction were not clear and this task did not match to the theme. Furthermore, this chapter has

three basic of competencies, there were 3.2, 4.2.1, 4.2.2. For the first task, only basic of competence point 4.2.2 was not included because this task guides students to read and understand the text then answer the questions. While on the second and third task only basic of competence point 3.2 was included because these tasks were more about students' knowledge of the material being taught.

Next, chapter five 'Who was Involved?' has reading activity with five tasks. In this chapter, all of the tasks has all the point of the authenticity, except task three did not has point four because the topic given were not match to the theme. The basic of competence in this chapter were 3.4 and 4.4. Only the third and fifth task that has all of the basic of competence, while the first task only has basic of competence point 3.4 because this task guides the student to analyze two texts, then in the second task only has basic of competence point 4.4 because the text in this task must be understood by the student and for the fourth task the researcher did not found the appropriate basic of competence.

Chapter six 'Online School Registration' has reading comprehension activity with three tasks. All of the tasks has all point of the authenticity, so it could be said that this chapter as a good reading assessment in authenticity by Brown. Just like the previous chapter, this chapter has basic of competence point 3.4 and 4.4. For the second and third task, the researcher found all point of basic of competence were appropriate, but for the first task only basic of competence point 4.4 which appropriate because this task has activity to understand the meaning of text and the underlined words.

Chapter seven 'It's Garbage In, Art Works Out' has reading comprehension activity with four tasks. The first three tasks have all point of the authenticity, while the last task only point four which not included because this task did not match to the theme. This chapter

also has basic of competence point 3.4 and 4.4. For the first and third task all point of basic of competence were appropriate, while in the second and fourth task all of basic of competence were not appropriate because the activity in the second task did not match to the basic of competence and for the fourth task there were no basic of competence that explain creating script.

Chapter nine 'Do it Carefully' has reading activity with six tasks. All points of the authenticity were accepted in those tasks, so the researcher could say that those tasks were perfect for the authenticity by Brown. This chapter has three basic of competencies, there were point 3.6, 4.6.1 and 4.6.2. In the first, second and sixth task only point 4.6.2 was not appropriate because those tasks did not ask student to create text, then for the third task there were no basic of competence found because the activity was a warm-up activity before reading the text, for the fourth task only basic of competence point 4.6.1 was appropriate because students were ask to understand the meaning of the text and in the fifth task only basic of competence point 3.6 was appropriate because students' knowledge after reading the text was very useful for doing this task.

The last chapter that contains a reading assessment was chapter ten 'How to Use Photoshop?' has a reading comprehension activity with two tasks. Just like the previous chapter, all of the tasks have all point of the authenticity so those tasks were perfect for authenticity by Brown. This chapter also has three points basic of competence, there were 3.6, 4.6.1 and 4.6.2. In the first task only basic of competence point 4.6.1 which appropriate because this task ask students to catch the meaning of the text by reading it and in the second task only basic of competence point 3.6 which appropriate because students' knowledge was important and useful for doing this task.

CONCLUSION(S)

For the authenticity by Brown, there were 25 tasks from 32 tasks that fit to all point. The authenticity by Brown have five points, the researcher found the first point in all tasks, so reading activity in the textbook has language as natural as possible. For second point, only one task that did not match because the instruction was not clear, but the researcher could say that reading activity in the textbook were contextualized rather than isolated. Next, for third point the researcher found two tasks that not included because those tasks were boring and too monotonous, even so this textbook was meaningful for the learner. Out of all the points, the fourth point which has a lot of tasks that did not match, there were seven tasks, because those tasks did not match to the theme, so the reading activity in this textbook was enough for provided some thematic organization to items. The last point, only one tasks that did not included because that task did not relate to the real world tasks, even though the researcher could say that reading activity in the textbook was tasks represent, or closely approximate, real-world tasks. For basic of competence, there were 9 tasks from 32 tasks that fit to all basic of competence, because those tasks fit to basic of competence giving, starting from the title of the material, the content of the material and the activities on the tasks.

Based on the research findings, the following comments were recommended for parties involved in manufacturing the textbook were that task given must be match to the theme, because the researcher conduct the research about reading activity but some tasks were not fit to the them, and to make the tasks that match to the basic of competence because the researcher found that there were still many tasks that were not accordance to the basic of competence, and also for the authorities who make basic of competence can develop it so it can be included on the

textbook and there were many variation of activities that students can do.

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