

**ASSESSMENT STRATEGIES USED BY LECTURER IN
TEACHING CRITICAL READING**

(A Descriptive Qualitative Study in English Study Program IAIN Curup)

THESIS



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Assalamu"alaikum warahmatullahiwabarakatuh

Setelah melakukan pemeriksaan dan perbaikan seperlunya, maka kami berpendapat bahwa skripsi saudara Dwi Agustina mahasiswi IAIN Curup yang berjudul **"LECTURERS" ASSESSMENT STRATEGY IN READING SKILL** sudah dapat diajukan dalam sidang Munaqasyah Institut Agama Islam Negeri Curup.

Demikian Permohonan ini kami ajukan. Terima kasih.

Wassalamu"alaikum Warahmatullahiwabarakatuh

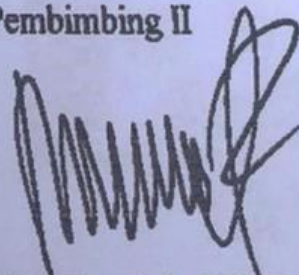
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PREFACE

First, praise and gratitude to Allah SWT who has given his mercy to researchers to complete this thesis with the title **“ASSESSMENT STRATEGIES USED BY LECTURER IN TEACHING CRITICAL READING”**.

This Thesis is submitted to fulfil the requirement for “Sarjana” degree in English Tadris Study Program in IAIN Curup. The researcher realizes this thesis still needs improvement in the future. Furthermore, the researcher hopes and appreciates some criticism that intended for this research. For being perfect in the future. Also, the researcher hopes this thesis can be useful, especially for other researchers who are interested in conducting research in the field.

Curup, 27 Juli 2025

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The researcher finished this thesis entitled “**ASSESSMENT STRATEGIES USED BY LECTURER IN TEACHING CRITICAL READING**”. This thesis is submitted to fulfil the requirement for “Sarjana” degree in English Tadris Study Program in IAIN Curup. In the process of compiling this thesis. The researcher got support, guidance, assistance, contribution and motivation from the other. Because of those, the researcher would like to present deepest appreciation to:

1. **Prof. Dr. Idi Warsah, M.Pd.I** as the rector of IAIN Curup
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Finally, the researcher needs constructive suggestions for being perfect researcher in the future. Hopefully, the result of this research will give beneficial contribution to the development of education in English Tadris Study Program and other school. For acknowledgment above, and those are not mentioned, may Allah SWT give them reward. *Aamiin*

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Curup, 29 Juli 2025
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MOTTO

“ Just Do The Next Right Thing”

**“ Allah S.W.T does not say life is easy. But Allah S.W.T promises,
that indeed with difficulty there is ease.”**

(QS. Al-Insyrah : 5-6)

**“ No one can help you get back up except yourself and Allah SWT
”**

Abstract

Dwi Agustina : **Assessment Strategies Used by Lecturer in Teaching Critical Reading**
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This study investigates the assessment strategies employed by lecturers in teaching the Critical Reading course at the English Tadris Study Program of IAIN Curup, focusing particularly on the 4th-semester students. The research aims to identify the types of assessment strategies used and examine how these strategies are implemented to enhance students' critical reading skills. A descriptive qualitative approach was adopted, with data collected through semi-structured interviews with lecturers and classroom observations conducted from May to June 2025. The findings reveal that lecturers implement assessment strategies systematically by combining formative and summative assessments, including quizzes, reflective journals, class discussions, final exams, and project evaluations. Performance-based and authentic tasks, such as critical essays, text analyses, and debates, are integrated into the learning process to engage students in higher-order thinking and real-world applications. Although rubric-guided and collaborative assessments were applied inconsistently, the existing strategies were implemented in alignment with learning objectives, ensuring continuous feedback, monitoring of student progress, and development of analytical and evaluative skills. The study concludes that the implementation of these strategies effectively supports the development of critical reading skills while highlighting the potential benefits of enhancing rubric usage and incorporating collaborative assessment. These findings offer practical insights for lecturers, students, and the English Tadris program and serve as a reference for future research on assessment practices in higher education..

Keywords : *Lecturer Assessment, Critical Reading, Assessment strategy*

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CHAPTER I

INTRODUCTION

This chapter highlights background of the research, the identification of the problem, the scope and limitation, the questions of the research, the objective of the research, and the significances of the research.

A. Background of The Research

Reading is widely recognized as a fundamental skill in second and foreign language learning. According to Grabe and Stoller, reading is not only a receptive skill but also a complex cognitive process that integrates linguistic knowledge, background knowledge, and strategic competence¹. For EFL learners, reading serves as a primary channel to access authentic input, develop vocabulary and grammar, and expand knowledge across disciplines. Thus, effective reading competence is considered essential for academic achievement and lifelong learning.

In language education, scholars often differentiate between basic reading comprehension and critical reading. Anderson defines reading comprehension as the process of constructing meaning from text through decoding, recognizing ideas, and making simple inferences². Critical reading, however, involves higher-order thinking processes that extend beyond literal comprehension. It emphasizes that critical reading requires learners to analyze

¹ Grabe, W., & Stoller, F. L. (2013). *Teaching and researching reading* (2nd ed.). Routledge

² Anderson, N. J. (2003). *Active skills for reading: Book 1*. Heinle

the structure of arguments, evaluate the validity of information, and identify ideological assumptions embedded in texts. Similarly, Paul and Elder describe critical reading as an intellectual discipline that calls for questioning, reasoning, and reflecting on the accuracy and relevance of what is read³. This distinction highlights that while comprehension ensures understanding, critical reading fosters deeper engagement with texts.

The importance of critical reading is particularly evident in higher education. As Ennis argues, critical thinking—and by extension critical reading—is central to academic literacy, enabling students to examine issues from multiple perspectives and make informed judgments⁴. For English majors, these skills are not only academic requirements but also professional competencies. Future educators and researchers must be capable of evaluating sources, synthesizing diverse ideas, and formulating well-supported arguments. Critical reading, therefore, equips students with the intellectual tools to participate actively in academic discourse and to respond effectively to the challenges of a knowledge-based society.

Assessment is an integral component of the teaching and learning process because it provides valuable information about learners' progress and helps educators make informed decisions about instruction. Brown defines assessment as the systematic collection of information about learners'

³ Paul, R., & Elder, L. (2014). *The Miniature guide to critical thinking: Concepts and tools* (7th ed.). Foundation for Critical Thinking

⁴ Ennis, R. H. (2011). *The nature of critical thinking: An outline of critical thinking dispositions and abilities*. University of Illinois

performance in order to make educational decisions⁵. In language education, assessment functions not only to measure outcomes but also to promote learning by giving students opportunities to reflect on their strengths and weaknesses. Through assessment, teachers are able to identify learning gaps, monitor student progress, and provide feedback that supports the development of language skills

Educational theorists often distinguish between different types of assessment, such as formative and summative assessment. According to Black and Wiliam, formative assessment refers to ongoing evaluation intended to inform teaching and enhance learning, while summative assessment evaluates what students have achieved at the end of a learning cycle⁶. In the context of critical reading, formative assessments—such as classroom discussions, reading journals, and peer reviews—encourage students to engage actively with texts and develop higher-order thinking skills. Summative assessments, such as tests or final projects, allow lecturers to evaluate how well students have achieved the learning objectives. Both types of assessment are essential, but formative assessment plays a particularly important role in fostering students' ability to read critically.

Moreover, assessment strategies need to be aligned with the specific skills being taught. Nitko and Brookhart emphasize that effective assessment requires a clear connection between learning objectives and assessment

⁵ Brown, H. D., & Abeywickrama, P. (2010). *Language assessment: Principles and classroom practices* (2nd ed.). Pearson Education.

⁶ Black, P., & Wiliam, D. (2009). Developing the theory of formative assessment. *Educational Assessment, Evaluation and Accountability*, 21(1), 5–31

methods⁷. In teaching critical reading, this means that lecturers should design assessment tasks that measure analytical skills, interpretation, evaluation of arguments, and the ability to identify bias or assumptions in texts. By aligning assessment with these objectives, lecturers not only measure students' abilities but also guide them toward becoming independent, critical readers.

The effectiveness of teaching critical reading depends not only on the instructional methods but also on the strategies used to assess students' learning. Assessment strategies are the specific approaches lecturers apply to evaluate students' progress, ranging from traditional tests to more authentic and performance-based tasks. According to Brown and Abeywickrama, effective assessment should reflect real language use and engage students in meaningful tasks⁸. In the case of critical reading, this means that assessment should not be limited to multiple-choice questions or simple recall of information, but should encourage students to analyze, interpret, and evaluate texts critically.

Different assessment strategies can be employed to foster critical reading skills. Richards and Renandya highlight strategies such as written responses, summaries, and reflective journals, which allow students to demonstrate comprehension while also engaging with texts at a deeper level⁹.

Peer assessment and group discussions can also serve as collaborative

⁷ Nitko, A. J., & Brookhart, S. M. (2014). *Educational assessment of students* (7th ed.). Pearson Higher Ed

⁸ Brown, H. D., & Abeywickrama, P. (2010). *Language assessment: Principles and classroom practices* (2nd ed.). Pearson Education

⁹ Richards, J. C., & Renandya, W. A. (Eds.). (2002). *Methodology in language teaching: An anthology of current practice*. Cambridge University Press

strategies that encourage students to question arguments, identify biases, and compare interpretations. Furthermore, rubric-based evaluation provides clear criteria for judging higher-order skills such as analysis, synthesis, and evaluation, which are central to critical reading.

The choice of assessment strategies is particularly important because they shape how students approach learning. When lecturers design assessments that require only factual recall, students may focus on memorization rather than developing analytical skills. Conversely, when assessments demand critical engagement—such as identifying an author’s stance, evaluating evidence, or contrasting perspectives—students are guided to practice and internalize critical reading skills. Therefore, assessment strategies play a dual role: they measure students’ learning outcomes and also direct the learning process toward higher-order thinking.

At IAIN Curup, the English Tadris Study Program is designed to equip students with strong linguistic, pedagogical, and critical thinking skills in preparation for their future roles as English educators. Among the core courses offered, *Critical Reading* holds a central position and is distributed across four consecutive semesters. This continuous exposure reflects the program’s recognition of the importance of developing students’ ability to read beyond surface meaning, evaluate arguments, and engage with texts critically. As the course spans multiple semesters, the lecturers who teach it bear a significant responsibility not only in delivering instructional content but also in designing

assessment strategies that truly capture the development of students' critical literacy.

The lecturers' role is particularly crucial because assessment is not a neutral activity; it directly influences how students learn and what they value in the learning process. If assessments focus primarily on factual recall, students may neglect analytical skills. Conversely, if assessments are designed to measure critical engagement, students are encouraged to approach texts more thoughtfully. However, preliminary observations in the program indicate that lecturers employ varied assessment strategies, ranging from traditional written tests and comprehension questions to discussions, portfolios, and rubric-based evaluations. This diversity shows an awareness of the need to assess higher-order thinking, yet it also raises questions about consistency, effectiveness, and alignment with the intended learning outcomes of critical reading.

Furthermore, a pre-interview conducted with several lecturers revealed that assessing critical reading poses unique challenges. One lecturer explained that while students can often summarize texts accurately, they struggle to identify the author's stance or evaluate the credibility of arguments¹⁰. Another noted that designing fair and reliable instruments to measure such higher-order skills is difficult, as the answers are often subjective and context-dependent. These findings suggest that while lecturers acknowledge the importance of

¹⁰ A. Maisita. (2024, July 15). Personal interview.

critical reading, they also face obstacles in creating assessment strategies that adequately capture students' analytical abilities.

This phenomenon provides a strong rationale for conducting research in this area. Investigating the assessment strategies used by lecturers in teaching critical reading at IAIN Curup will not only shed light on their current practices but also reveal challenges and areas for improvement. The results can contribute to enhancing teaching and learning quality within the program, ensuring that students' critical reading development is effectively supported and accurately measured.

From the discussion above, it is evident that assessment plays a pivotal role in shaping how critical reading is taught and learned in higher education. At IAIN Curup, where critical reading is taught over four semesters, lecturers hold a central responsibility in ensuring that assessments not only measure comprehension but also capture students' ability to analyze, evaluate, and reflect critically on texts. However, preliminary findings from pre-observations and interviews suggest that lecturers face considerable challenges in assessing higher-order thinking skills, particularly in designing fair, reliable, and consistent instruments for evaluation.

This phenomenon underscores the importance of investigating lecturers' assessment strategies in teaching critical reading. Understanding their approaches, the challenges they encounter, and the rationale behind their choices will provide valuable insights into current practices in the English Tadris Study Program. The results of such research are expected to contribute

to the improvement of teaching practices by offering recommendations for more effective and context-appropriate assessment methods. Ultimately, enhancing lecturers' assessment strategies will not only improve the quality of instruction but also support students in becoming more critical, reflective, and independent readers, thereby strengthening the academic and professional outcomes of the program at IAIN Curup.

B. Research Question

Based on the background above, the problems of this study are as follows:

1. What are assessment strategies used by the Lecturer in teaching critical reading course?
2. How do lecturers implement the assessment strategy in teaching critical reading course?

C. The Objective of The Research

Based on the formulation above, the objectives of this study research are:

1. To investigate the assessment strategies used by the Lecturer in teaching critical reading course
2. To identify lecturers implement the assessment strategy in teaching critical reading course

D. Definition of Key Terms

The researcher describes the essential topics employed in this research to prevent misunderstandings:

1. Assessment

Assessment is the systematic process of collecting, analyzing, and interpreting information to determine the extent of students' learning and achievement¹¹. It includes both *formative assessment* (ongoing, to support learning) and *summative assessment* (final evaluation of learning outcomes). In this study, assessment refers to the methods, instruments, and practices employed by lecturers in evaluating students' performance in critical reading classes.

2. Strategy

Strategy is a planned set of actions designed to achieve specific objectives in teaching and learning¹². In the context of education, strategies guide how teachers organize instruction and assessment to achieve learning goals. In this research, strategy refers to the approaches and techniques used by lecturers in planning and implementing assessment in critical reading, such as tests, assignments, portfolios, or rubric-based evaluations.

3. Critical Reading

Critical reading is the process of analyzing, interpreting, and evaluating texts in order to make informed judgments about their meaning,

¹¹ Brown, H. D. (2004). *Language assessment: Principles and classroom practices*. Pearson Education

¹² Oxford, R. L. (1990). *Language learning strategies: What every teacher should know*. Newbury House

credibility, and relevance¹³. Unlike basic comprehension, it involves questioning arguments, identifying bias, and synthesizing ideas. In this research, critical reading refers to the four-semester sequence of courses offered in the English Tadris Study Program at IAIN Curup, where students are trained to go beyond literal comprehension and develop higher-order reading skills.

E. The Significances of The Research

The result of this research will be expected to be usefull for:

1. Theoretically

The findings of this study enrich the body of knowledge in the field of language assessment, particularly in the area of assessing higher-order reading skills such as *critical reading*.

2. Practically

- a. For lecturer, The study provides insights into effective and context-appropriate assessment strategies that can be applied in teaching critical reading. It may also help lecturers identify challenges and areas for improvement in their current practices.
- b. For students, Indirectly, the research benefits students by encouraging the development of assessment practices that better support their growth as critical readers. By experiencing fair, reliable, and varied assessments, students have more opportunities to enhance their analytical and evaluative skills.

¹³ Wallace, M. J. (2003). *Critical reading and writing for postgraduates*. Sage Publications.

- c. For English Tadris Study Program: The results of this research can be used as input for curriculum development and quality assurance, particularly in designing assessment policies and standards for critical reading courses.
- d. For other research who are interested in the similar field,
- e. his study can serve as a foundation and reference point for those who wish to conduct similar research in other contexts, or for those who aim to explore different aspects of assessment in language education.

.

CHAPTER II

LITERATURE REVIEW

This chapter highlights Review of Related Theories and Previous Related Studies

A. Review of Related Theories

To enhance the conceptual framework of the study, this chapter introduces relevant supporting theories. The discussion in this chapter centers on a review of theories pertinent to this research, examines several studies that are related to this work, and presents a conceptual framework connected to the issue at hand.

1. Assessment

a. Definition

Assessment is a process by which information is obtained relative to some known objective or goal. Tests are assessments made under contrived circumstances especially so that they may be administered. In other words, all tests are assessments, but not all of assessments are tests.¹⁴ Assessment is the process by which information is obtained related to learning objectives.¹⁵ This evaluation is a general term that encompasses tests (testing). Testing represents a specific type of assessment. Tests likewise serve as a form of evaluation. In simpler

¹⁴ George Brown, 'Assessment: A Guide for Lecturers', *Learning and Teaching Support Network(LTSN) Genesis* 3, 3, 2001, 1–27.

¹⁵ Paul, 'A . Pengertian Assessment Menurut Para Ahli B . Kesimpulan Pengertian Assessment ', *Journal On Education*, 1.12 (2009), 5–7.

terms, every test is an assessment, but not every assessment qualifies as a test.

Assessment is the process of collecting and processing information to determine students' learning needs, development and achievement of learning outcomes.¹⁶ Forms of assessment based on their purpose include: assessment as a means of learning (assessment as Learning), assessment aimed at enhancing the learning process (assessment for Learning), and assessment conducted after the learning process has concluded.¹⁷

Currently, the focus of assessments has largely been on summative evaluations, which serve as benchmarks for compiling learning outcome reports. However, the assessment results have not been utilized to provide feedback for enhancing the learning experience. In the emerging educational paradigm, instructors are encouraged to prioritize formative assessments over summative ones and to leverage the outcomes of these formative evaluations to enhance the learning process continuously.

¹⁶ Brown.

¹⁷ M. Diana, 'The Implementation of Reading Assessment at Second Semester Students Of English Department The Implementation Of Reading Assessment At Second Semester Students Of English Department of Borneo Univesity Takaran Academic Year 2020-2021', *University of Borneo*, 2021 <type of reading assessment , implementation of reading assessment, teaching reading>.

b. Assessment Purposes

According to Chittenden, the purpose of assessment is "keeping track", checking up, finding out and summing up.¹⁸ The following is the explanation:

1) Keeping Track

Keeping track is essential for observing and following the educational journey of students, aligning with the established learning implementation plan. Therefore, teachers are required to gather data and information over a specified timeframe using various assessment methods to accurately reflect the students' achievements and advancement in learning.

2) Checking Up

Checking Up is helpful in assessing the accomplishments and skills of students throughout the learning process and the deficiencies of students during the learning process. In this scenario, the teacher plays a crucial role in conducting assessments to identify which aspects of the material the students have understood and which aspects they have not grasped.

3) Finding Out

¹⁸ Edward A Chittenden, 'O', June, 1984.

Finding Out involves searching for, identifying, and recognizing students' errors or shortcomings in the educational journey, enabling teachers to proactively seek alternatives to address them.

4) Summing Up

Summing Up is a method to assess the extent of student proficiency in the established competencies. The findings from this conclusion can assist teachers in preparing learning progress reports for various stakeholders in need of this information

c. **Assessment Paradigm**

Planning and implementing formative and summative assessments takes into account several things, one of which is the application of a growth mindset.¹⁹ The application of a growth mindset in assessment is expected to build awareness that the process of achieving learning goals is more important than the final result. Educators are expected to be able to apply the idea of implementing a growth mindset, as explained below:

- 1) Mistakes in learning are normal. If accepted, communicated, and a solution is found, mistakes will stimulate students' brain development.
- 2) Learning is not about speed, but about understanding, reasoning, application, and the ability to assess and work in depth.
- 3) Educators' positive expectations about students' abilities will greatly influence student performance.

¹⁹ Valiant.

- 4) Every student is unique, has a different learning roadmap, and does not need to be compared with his friends.
- 5) Conditioning the learning environment (physical and psychological) at school and home will influence the achievement of learning outcomes.
- 6) Train and familiarize students with carrying out self-assessment, peer assessment, self-reflection and providing peer feedback.
- 7) Appropriate appreciation/messages/feedback influence students' learning motivation. Providing feedback is carried out by describing the best efforts to stimulate a growth mindset, motivate students, and build stakeholder awareness that the process of achieving learning goals takes priority over the final result.

d. Types of assessment

According to the Principles of Learning and Assessment, assessment is an essential component of the learning process. Evaluations are conducted to seek proof or fundamental factors related to the attainment of learning goals.²⁰ Therefore, educators are recommended to carry out the following assessments:

- 1) Formative assessment, such as assessment that aims to provide information or feedback for educators and students to improve the learning process.
 - a) Assessments in education are conducted to evaluate students' preparedness to engage with teaching content and meet established

²⁰ Lambert W.T. Schuwirth and Cees P.M. Van Der Vleuten, 'Programmatic Assessment: From Assessment of Learning to Assessment for Learning', *Medical Teacher*, 33.6 (2011), 478–85

learning goals. This assessment falls under the formative assessment category as it caters to teachers' requirements in developing learning experiences, rather than for evaluating student learning outcomes reflected in report cards.²¹

b) Evaluations in the educational process are conducted throughout the learning experience to evaluate student advancement and simultaneously offer prompt feedback. Typically, this evaluation takes place during or in the midst of learning activities/stages, and it may also occur at the conclusion of the learning phase. This evaluation is also part of the formative assessment category.²²

2) Summative assessment, is an assessment carried out to ensure the achievement of the overall learning objectives. This assessment is carried out at the end of the learning process or can also be carried out simultaneously for two or more learning objectives, according to the educators' considerations and educational unit policies. In contrast to formative assessments, summative assessments are part of the assessment calculation at the end of the semester, end of the school year, and/or end of level.

The two types of assessment may not be necessary in a learning implementation plan or teaching module, based on the extent of the learning objectives. Teachers are the individuals who best grasp students'

²¹ Dylan William, 'FORMATIVE ASSESSMENT: DEFINITIONS AND RELATIONSHIPS Dylan Wiliam, Institute of Education, University of London', *Assessment for Learning: Origins and Antecedents For*, 2011, 1–26

²² William.

learning development, so they must possess the skills and autonomy to conduct evaluations tailored to each student's requirements. This freedom encompasses creating the assessment, scheduling implementation, selecting assessment methods and tools, establishing criteria for meeting learning goals, and analyzing assessment outcomes. This discretion encompasses choices related to midterm evaluations. Teachers and educational institutions possess the power to determine if they will conduct such an evaluation

e. Reading Assessment Strategy

Learning assessment strategies are a series of strategies that teaching staff use to assess learning in their teaching practice²³. This strategy aims to collect data about students' current level of understanding and existing misconceptions. Teachers then use this information to adjust their teaching strategies, provide feedback, or even re-teach to move learning forward.²⁴

1) Direct observation

With direct observation, teachers observe small groups or pairs of children working on specific questions asked intentionally to assess what children know. This can be applied at any time during the lesson. This form of assessment does not require direct participation from students who continue with lessons and assignments as usual, often unaware that they are actually undertaking assessment activities.

²³ Uri Zoller, 'Science Education for Global Sustainability: What Is Necessary for Teaching, Learning, and Assessment Strategies?', *Journal of Chemical Education*, 89.3 (2012), 297–300

²⁴ George Brown, 'Assessment: A Guide for Lecturers', *Learning and Teaching Support Network(LTSN) Genesis* 3, 3, 2001

2) Questions

Questioning can be an effective assessment tool for teachers if used well. This allows teachers to uncover and overcome misunderstandings experienced by students. This also allows teachers to measure the extent of students' knowledge and understanding. Strategic questions often include open-ended questions, which stimulate critical thinking and reasoning, while closed-ended questions are limited to encouraging immediate recall.

3) Feedback Of course

Feedback for learning assessment to be effective and impactful, simply observing and asking questions is not enough. The information teachers gather during this stage needs to be put to good use to identify where students are, any misconceptions they have, and the next steps they may need to take. Effective feedback ensures that learning assessment strategies have an impact on student understanding and learning outcomes.

4) Self-assessment

Self-evaluation and self-assessment strategies are important to ensure AfL is impactful. Providing children with greater engagement with their learning and learning tasks improves metacognition (the ability to think through their thinking), self-esteem, and builds collaborative learning skills.

5) Peer assessment

Peer assessment is a useful form of AfL because children are often more receptive to observations about their work when carried out by peers, than when carried out by teachers. The language used by colleagues can make these observations more easily understood by them. This process requires clear guidelines and training so that kids understand how to provide critical analysis of each other's work without making it personal. This process clearly depends on the absence of conflict and students working well together.

f. Definiton of Reading Assessment

The term “Authentic Assessment” is not a new idea for teachers. not official reading inventory, class exams, instructor observations, and evaluations Student written work has a longer history than standard measurements. Teacher have long viewed their contact with students as an opportunity to measure their learning process, ability, and success. Student participation in writing conferences, they interaction during a literature circle discussion, or the result in an understanding exams, for example, are sometimes recorded in written notes.

g. Reading Assessment Theory

Reading assessments should reflect the reality of performance over a specific time period and with various texts and purposes.²⁵ We must give students the opportunity to demonstrate 15 their reading progress and achievements in scenarios that reflect their reading routines experience.

²⁵ Diana.

This means that the assessment is carried out to collect both formative and summative data, to describe specifically student learning and achievement in reading, and to assist teachers in determining optimal reading instruction and experience for every student.

A variety of forms and responses should be used to assess a various skills.²⁶ Our knowledge of how students generate meaning from texts and how to assess improvements in this process over time. To explain students correctly achievement, we have the ability to implement a variety of reading evaluations, such as instructor questions, performance assessments, portfolios, and high stakes tests. A the single picture provided by high-stakes test scores is often used to draw conclusions about student reading ability, teacher accountability, and school quality.²⁷ However, if this the reader's single picture is not complemented by other, more organized readings evaluation information, there may be serious implications. A variety of forms and responses should be used to assess various skills. Our knowledge of how students generate meaning from texts and how to assess them process improvements over time. To explain student achievement properly, we have ability to apply a variety of reading assessments, such as teacher questions, performance assessments, portfolios, and high stakes tests. One image provided by Staked test scores are often used to make conclusions about a student's reading ability, teacher accountability, and

²⁶ Brown.

²⁷ Maddalena Taras, 'Assessment for Learning: Assessing the Theory and Evidence', *Procedia - Social and Behavioral Sciences*, 2.2 (2010), 3015–22

school quality.²⁸ However, if this is a single picture of the reader not equipped with other, more regular reading assessment information has serious implications

h. Authentic Assessment in Reading

According to Caldwell, the four steps of the reading assessment process are as follows :

- 1) Determine the assessment target; here, the educator must specify what is required. Assessment encompasses students' comprehension of a text, proficiency in vocabulary, skills to locate examples, capability to reword sentences in their own language within a specific text, or the ability to articulate new words.
- 2) Gathering evidence, in this phase the instructor is anticipated to identify and select specific words or phrases that will serve as answer keys for examination questions.
- 3) Examination of proof, in this phase the educator attempts to clarify why a specific word or words make the sentence accurate while the others do not address the issue at hand, and
- 4) Decision-making; at this stage, the educator must determine if they will utilize everything analyzed, as it becomes the accurate response for evaluating student performance.²⁹

²⁸ Chittenden.

²⁹ Fook, 'Authentic Assessment and Pedagogical Strategies in Higher Education', *Journal of Social Sciences*, 6.2 (2010), 153–61

These actions will be quite useful in getting ready for a genuine assessment

i. Critical Reading Assessment Strategy

Assessment strategies for critical reading refer to the systematic approaches used by lecturers to evaluate students' ability to analyze, interpret, and evaluate texts. Unlike traditional reading assessments that focus on comprehension of surface meaning, critical reading assessment strategies are designed to measure higher-order skills, such as identifying assumptions, evaluating arguments, and synthesizing ideas³⁰. Developing effective strategies is essential because it ensures that assessment practices align with the goals of critical reading instruction, particularly in higher education contexts.

1. Performance-Based Assessment

One of the most widely recommended strategies for assessing critical reading is performance-based assessment, which requires students to demonstrate their skills through authentic tasks. According to Richards and Renandya, tasks such as writing critical essays, preparing reflective journals, engaging in debates, or conducting peer reviews allow students to show their ability to question authors' viewpoints and justify their interpretations³¹. These strategies move beyond memorization and instead highlight the student's analytical and evaluative capacities.

³⁰ Paul, R., & Elder, L. (2014). *The Miniature Guide to Critical Thinking Concepts and Tools* (7th ed.). Foundation for Critical Thinking

³¹ Richards, J. C., & Renandya, W. A. (2002). *Methodology in language teaching: An anthology of current practice*. Cambridge University Press

2. Rubric-Guided Assessment

Rubrics play an important role in providing structure and fairness in assessing critical reading. Andrade argues that clear rubrics help lecturers evaluate complex skills by breaking them down into observable indicators, such as argument analysis, depth of interpretation, and coherence of reasoning³². Rubric-guided strategies not only improve the reliability of assessment but also guide students in understanding what constitutes a strong critical reading performance.

3. Formative and Summative Strategies

Assessment strategies for critical reading may also combine formative and summative approaches. Brown emphasizes that formative assessments, such as classroom discussions, questioning techniques, and reading journals, allow lecturers to provide ongoing feedback and monitor students' progress³³. Summative strategies, such as final projects or written exams, provide evidence of students' overall mastery of critical reading skills. A balanced approach ensures both continuous development and accountability.

4. Authentic and Contextualized Task

Another essential strategy is the use of authentic and contextualized tasks, which mirror real-world academic and professional practices.

Grabe and Stoller note that when students are asked to critique journal

³² Andrade, H. L. (2005). Teaching with rubrics: The good, the bad, and the ugly. *College Teaching*, 53(1), 27–31

³³ Brown, H. D. (2004). *Language assessment: Principles and classroom practices*. Pearson Education.

articles, analyze media texts, or evaluate argumentative essays, they not only practice critical reading but also develop transferable skills for academic and professional contexts³⁴. This strategy is particularly relevant for English majors, as it prepares them to engage critically with texts in their future teaching or research roles.

5. Collaborative Assessment

Collaborative strategies, such as peer assessment and group critique, are also valuable in critical reading. Falchikov highlights that peer evaluation encourages students to take an active role in assessing arguments, broadens their perspective, and fosters metacognitive awareness³⁵. Such strategies reduce the dominance of teacher-centered evaluation and promote a more dialogic approach to assessment.

Tabel 2.1
Critical Reading Assessment Strategies

No	Strategy	Theory/Support	Description
1	Performance-Based Assessment	Richards & Renandya (2002)	Involves authentic tasks such as writing critical essays, reflective journals, debates, or peer reviews. Students demonstrate their analytical and evaluative skills beyond simple text comprehension.
2	Rubric-Guided Assessment	Andrade (2005)	Uses detailed rubrics to evaluate higher-order skills like argument analysis, interpretation depth, and coherence of reasoning.

³⁴ Grabe, W., & Stoller, F. L. (2013). *Teaching and researching reading* (2nd ed.). Routledge

³⁵ Falchikov, N. (2005). *Improving assessment through student involvement: Practical solutions for aiding learning in higher and further education*. Routledge

			Enhances fairness, transparency, and reliability in assessment.
3	Formative and Summative Assessment	Brown (2004)	Combines ongoing feedback strategies (e.g., reading journals, discussions) with end-of-course evaluations (e.g., projects, exams). Balances continuous improvement with accountability.
4	Authentic and Contextualized Tasks	Grabe & Stoller (2013)	Engages students in critiquing journal articles, analyzing media texts, or evaluating argumentative essays. Develops transferable skills for academic and professional contexts.
5	Collaborative Assessment	Falchikov (2005)	Involves peer and group evaluations, encouraging students to critique each other's work. Promotes metacognitive awareness, multiple perspectives, and a dialogic learning approach.

j. The Implementation of Critical Reading Assessment Strategies

The implementation of critical reading assessment strategies in higher education requires systematic planning and alignment with learning objectives. One effective method is performance-based assessment, where lecturers assign tasks such as essays, debates, or oral presentations that allow students to demonstrate their analytical skills in authentic contexts. For instance, students may be asked to critique an argumentative article by identifying its strengths, weaknesses, and credibility, which is then presented in a class discussion.

Another important strategy is the use of rubric-guided assessment, in which lecturers design clear criteria to evaluate aspects of critical reading, such as identifying the author's stance, recognizing bias, and evaluating evidence. Rubrics not only provide fairness and transparency but also guide students in meeting the expected standards. Lecturers can introduce the rubric before the task and use it to provide structured feedback after assessment.

Formative and summative assessments are also crucial in measuring critical reading skills. Formative assessments may include reflective journals, short critiques, or classroom discussions, where students receive continuous feedback to improve their performance. Summative assessments, on the other hand, take the form of mid-term or final projects that require deeper analysis, such as comparing two texts or critiquing scholarly article.

Equally important is the implementation of authentic and contextualized tasks, which mirror real-world applications. Lecturers can assign students to analyze media texts, evaluate journal articles, or compare news reports to identify bias and credibility. This not only strengthens critical thinking but also prepares students for academic and professional challenges.

Finally, collaborative assessment offers opportunities for peer learning. Students can exchange essays or critiques and assess each other's work using structured peer-review rubrics. This practice encourages self-

reflection, multiple perspectives, and metacognitive growth. Lecturers moderate the process by validating peer assessments to maintain fairness and reliability.

Tabel 2.2
Implementation of Critical Reading Assessment Strategies

No	Strategy	Implementation Steps	Example Task
1	Performance-Based Assessment	1. Assign authentic tasks (essays, debates, presentations). - Students analyze strengths, weaknesses, and credibility of texts. 2. Lecturer evaluates based on depth of critique and clarity of reasoning.	Students write a critical essay on an argumentative article and present findings in class.
2	Rubric-Guided Assessment	3. Develop rubrics with criteria (stance, evidence, bias, reasoning). - Share rubrics before tasks. 4. Assess student work using rubric and provide feedback.	Students' critical summaries are evaluated with rubrics focusing on argument analysis.
3	Formative & Summative Assessment	5. Formative: ongoing feedback via journals, reflections, class discussions. 6. Summative: final exam or project analyzing multiple texts.	Formative: Weekly reflective journals. Summative: Final project comparing two journal articles for credibility and argument strength.
4	Authentic & Contextualized Tasks	7. Provide real-world texts (news, journals, speeches). 8. Ask students to analyze stance, bias, and argument quality. 9. Encourage cross-text comparison.	Students compare two news articles on the same issue to identify bias and credibility.
5	Collaborative Assessment	10. Students exchange essays for peer review.	Peer review of critical essays using structured

		11. Provide peer-assessment rubrics. - Students revise work after receiving peer feedback. 12. Lecturer moderates peer scores.	rubrics.
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6. Reading

a. Denition of Reading

Tompkins states that being an effective reading teacher necessitates comprehension of four reading theories. The four theories are behaviorist theories, constructivist theories, sociolinguistic theory, and cognitive theory or the method of comprehending information. Referencing Vygotsky's perspective, Jocye clarified that comprehending the text read is crucial. It's simpler if students utilize social elements while collaborating with peers or adults on questions concerning the text.

Numerous definitions of reading exist. Linguists provide different definitions regarding reading. It's said that reading involves acquiring, comprehending, and grasping the material being read. They further mention that reading is a process for comprehending a written text, which involves obtaining the necessary information from it as effectively as possible³⁶.

According to Nunan, reading is fluent process of readers combining information from a text and their own background knowledge to build

³⁶ N.K.R Saraswati, P.E Dambayana, and N.P.A Pratiwi, 'An Analysis of Students' Reading Comprehension Difficulties of Eighth Grade Students', *Jurnal IKA Undiksha*, 19.1 (2021), 1829–5282 <<https://doi.org/10.23887/ika.v19i1.31826>>.

meaning. It means reading covers a lot of things³⁷. It does not simply know the meaning of individual words in a particular text. In other words, reading is can to help the students get information quickly and also improve students' mindset so that what they read can know the meaning of the text. Students also know the characters in the text and how the background of the text.

From those genres of the written text read by the readers, they have to interweave their background knowledge to construct meanings after understanding the text in order to make a better concept of the readers' thought. To construct meaning and conceive writers' message from the text, the readers bring information, knowledge, emotion, experience, and culture to the printed words in order. The text does not by itself carry meaning. It is known as the schema theory³⁸.

b. Types of Reading,

which is one of the four language skills, can be classified into two types: initial reading and reading comprehension³⁹.

1) Initial Reading

³⁷ Saraswati, Dambayana, and Pratiwi.

³⁸ Sigit Widiyanto, 'Peningkatan Reading Comprehension Siswa Sd Melalui Penggunaan Media Kamus Bergambar Bahasa Inggris', *Jurnal Basicedu*, 1.1 (2018), 73–78 <<https://doi.org/10.31004/basicedu.v1i1.16>>.

³⁹ Nabiollah Sadeghi and others, 'Learning Styles, Personality Types and Reading Comprehension Performance', *English Language Teaching*, 5.4 (2012), 116–23 <<https://doi.org/10.5539/elt.v5n4p116>>.

It is an effort made by those who have not been able to read to learn reading (e.g., how to read the alphabets and combination of letters or simple words)⁴⁰.

2) Reading comprehension

Reading comprehension is a complex interaction among automatic and strategic cognitive processes that enables the reader to create a mental representation of the text⁴¹. The types of reading that have the advantage are initial reading and reading comprehension. Early reading is extremely beneficial for children who are beginning to learn English. For instance, this is the way to interpret the text. Assessing reading comprehension involves grasping the complete message of the text.

c. The Importance of Reading

Reading is very important and has main role in our life. Reading can enrich our experience and knowledge by reading. Therefore, reading also something crucial and indispensable. Reading is main skill to reach a successful study⁴². Students who only confine in what their teacher gives in the class without having an effort to read much reference will not pass in the time and success. More reading means more knowledge.

⁴⁰ Sadeghi and others.

⁴¹ Sadeghi and others.

⁴² Saraswati, Dambayana, and Pratiwi.

Moreover, reading can increase our knowledge about science, technology and easy way to get much information and reading is a target language to build vocabulary for English lesson.

d. The Aim of Reading

The main purpose in reading is to seek and acquire the information involving the contents of reading and understanding the meaning of reading text. said that there are some important things about the aims, as follow:

1) The readers try to find or know the experience of someone what he has done or something that happens to him or the way how to solve his/her problems.

2) Reading for main idea

The readers try to know what the topic interest and the problem of the story.

3) Reading for Sequence or Organization

4) The readers try to know what happens in each part of stories, action, etc.

5) Reading for Inference

The readers try to find out the conclusion from the action or the idea in the text.

6) Reading to Classify

The readers try to classify some information or actions of the writer in the text or paragraph.

7) Reading to Evaluate

The reader try to evaluate what the writer has done or what he try to explain in his text.

8) Reading to Compare or Contrast

The reader compares the plot of story or content, whether have similarity with him or even contrast.⁴³

From the purpose above, reading have important role for the readers. It can be conclude that reading assessment as organizing and study also for s general impression. Moreover, we can know that reading as learning content.

e. Critical Reading

1) Definition

Critical reading is the ability to analyze and evaluate a reading or content and provide clear arguments based on the results of the analysis and evaluation⁴⁴. Nevertheless, critical reading isn't solely employed to critique or identify errors in the author's work or content creator. Rather, you aim to comprehend what the writer intends to communicate to the readers experiencing it. From this point, you will achieve a more profound comprehension of the context and its significance

⁴³ Liisa Tainio and Anna Slotte, 'Interactional Organization and Pedagogic Aims of Reading Aloud Practices in L1 Education', *Nordic Journal of Literacy Research*, 3.1 (2017), 61–82 .

⁴⁴ Shanthini Pillai and Ravichandran Vengadasamy, 'Developing Understanding and Appreciation of Literature and Critical Reading Concepts through Multimodal Approaches', *Malaysian Journal Of ELT Research*, 6.6 (2010), 1511–8002.

According to Walz, critical reading is an investigation into, and critique of the validity of arguments expressed in reading passages. Underlying meanings are enmeshed within the surface, or facevalue meaning of a text, which can seek to persuade the reader, sometimes with biased views, imbalanced presentation of evidence, or even purposefully including factual inaccuracies. It is the task of a critical reader to 'read between the lines' and undertake an analysis of a text to comprehensively grasp its full meaning. The term critical reading has multifarious meanings, but it can be broadly split into two distinct traditions; reading for academic success and reading for social engagement⁴⁵.

In critical reading, students avoid skimming, which means they must read slowly and attentively to ensure they don't overlook any details. In critical reading, the readers aim to grasp the structure, perspective, and tone of a text. This ensures that the students do not ingest the information you present unprocessed

2) Benefits of Critical Reading

There are many benefits that the students can get by mastering this skill. As Glints explained above, this skill is closely related to critical thinking skills.

So, the benefits that will be felt also affect your ability to think critically.

⁴⁵ Malcolm Larking, 'Critical Reading Strategies in the Advanced English Classroom', *APU Journal of English Research*, 2 (2017), 50–68.

- a) The ability to read, analyze, and think critically is honed simultaneously.
- b) Helps the students focus on important values only.
- c) Capture the values and context intended by the author or content creator.
- d) Not easily influenced by new information that the students get.
- e) Can distinguish between facts and opinions.
- f) Accustomed to finding out the truth of information before giving feedback.
- g) Can convey good arguments, without judging the author or content creator.⁴⁶

The students need to know that critical reading is not the same as active reading. Critical reading makes the students do active reading, but not vice versa.

3) Critical Reading Strategy

In formal learning situations, you will be asked to read and think critically about a lot of information from a variety of sources. It is therefore important that the students learn not only to read critically but also to read efficiently⁴⁷. The first step to reading efficiently is to be selective.

- a) If the students cannot read all the books on a recommended reading list, they need to find a way to choose the best texts for

⁴⁶ Pillai and Vengadasamy.

⁴⁷ Larking.

them. To begin with, the students need to know what they are looking for. The Students can then check the contents page and/or index of a book or journal to see if a chapter or article is worth studying further.

- b) Once the students have selected a suitable section, the next step is to speed read.
- c) Speed reading is also often referred to as skimming or scanning. Once the students have identified a relevant section of text, such as a chapter in a book, they should scan the first few sentences of each paragraph to get an overall impression of the subject area it covers. Speed reading essentially means that you know what the students are looking for, they identify the chapters or sections that are most relevant to them and ignore the rest.
- d) When the students speed read, they are not aiming to gain a full understanding of the arguments or topics raised in the text. This is simply a way to determine what the text is about.
- e) When the students come across a relevant or interesting passage, they may need to slow down your reading speed drastically, which will allow them to gain a deeper understanding of the argument being made. Even when the students slow down, they may need to read some passages several times to gain full understanding⁴⁸.

⁴⁸ Student writing Support, 'Strategies - Critical Reading', *Center of Writing University of Minnesota*, 2004, 9–11.

4) **Critical Reading Assessment**

According to Wallace, Critical-creative reading is a reading activity that involves high-level thinking skills, namely critical and creative thinking. Both thinking activities have different focuses; critical reading is focused on assessment, while creative reading is focused on the process of making or producing (Beghetto & Sriraman,; Paul & Elder,). Critical-creative reading skills are needed by everyone in today's global era to respond critically and creatively to new, irregular situations that change and develop rapidly⁴⁹.

According to Jonassen, Critical-creative reading skills can be measured through problem-solving-based assessments because these assessments contain tasks that require students to find problems, analyze and evaluate them, and then find solutions. According to Anderson, Problem-solving-based assessments involve cognitive operations that are directed at finding the unknown. . Problem-solving skills are characterized by two important skills, namely the skills of finding problems and their problem contexts and the skills of describing problem structures, knowledge of problems, and problem-solving activities. In problem-solving activities, students are also required to actively develop various alternative problem-solving models and test the accuracy of the developed models.

⁴⁹ Endah Tri Priyatni and Martutik, 'The Development of a Critical–Creative Reading Assessment Based on Problem Solving', *SAGE Open*, 10.2 (2020).

Why is problem-based assessment needed? In everyday life, we are never free from big or small, simple or complex problems. The success of our lives is actually marked by our success in solving various problems in this life. Therefore, students need to be equipped with problem-solving skills. In a professional context, people are paid to solve problems, not to complete exams. Therefore, Griffin & Care said problem-solving skills need to be trained so that students are able to be actively involved in solving their own problems and problems faced by society.

Reading assessments are used for many purposes, but all appropriate uses begin from an understanding of the reading construct, an awareness of the development of reading abilities, and an effort to reflect the construct in assessment tasks⁵⁰. Reading assessment can be intimidating and sometimes overwhelming for many teachers and administrators; thus, a first goal of this chapter is to present a straightforward framework that categorizes the many uses and purposes for assessment.

Reading assessment can be intimidating and sometimes overwhelming for many teachers and administrators; thus, a first goal of this chapter is to present a straightforward framework that categorizes the many uses and purposes for assessment⁵¹. fairly simple, yet thorough framework should allow readers to sort through their own

⁵⁰ Support.

⁵¹ Larking.

assessment experiences in a way that gives interpretive force to the framework.

According to Brown, when contemplating assessment processes, different types of performance are often defined, and they will act as organizers of various assessment tasks. They are:

a) Perceptive Reading

Perceptive reading activities entail focusing on the elements of longer stretches of text, such as letters, words, punctuation, and other graphemic symbols.

b) Selective Reading

In order to ascertain one's reading recognition of lexical, grammatical, or discourse feature of language within a very short stretch of language, certain typical tasks are used: picture-cued tasks, matching, true/false, multiple-choice, etc.

c) Interactive Reading

The focus of an interactive task is to identify relevant features (lexical, symbolic, grammatical, and discourse) within texts of moderately short length with the objective of retraining the information that is processed.

d) Extensive Reading

It applies to texts of more than a page, up to and including professional articles, essays, technical reports, short stories, and books.

B. Previous Related Studies

There are three previous studies used in this research. Wahyudi, Moh Sutoro, and Mukrod, entitled "The Reality of Lecturer Performance." The research findings identified detailed lecturer performance issues, including: 1) low levels of education and functional positions; 2) lack of collaboration in research and publications at reputable national and international levels; and 3) lack of collaboration in community service and recognition from reputable institutions at the national and international levels.⁵² Viona Shakira's research entitled *Lecturer Performance in Teaching Reading: Perception of Department of English Education Students*. The findings of this study showed that the English students have a positive perception of the lecturer's performance in teaching reading with 3 terms: subject knowledge 69%, pedagogical skills 68%, and attitude 67%. The reason why the students have a good perception about the lecturer's performance in teaching reading is because the reading lecturer has a good attitude for example friendly, humble, and good listener.⁵³

Andi Rahman conducted a study entitled "Learning Quality through Self-Monitoring Evaluation." The results showed that lecturers consistently evaluate their teaching and learning performance periodically, at the end of each semester. This is done to evaluate overall learning outcomes. Meanwhile, learning evaluations are also conducted after each learning process based on

⁵² Wahyudi, M. Sutoro, and Mukrodi, 'Reality of Lecturers' Performance, What's Next?', *Proceedings of the 1st International Conference on Research in Social Sciences and Humanities*, 584.1 (2021), 320–24.

⁵³ Shakira, Viona, 'Lecturer Performance in Teaching Reading: Perception of Department of English Education Students', 2024

student feedback. The implications of this research are the development of a lecturer performance evaluation system at universities, both by individuals and university leaders⁵⁴

However, there are similarities and differences between previous studies and the current study. The similarity between this study and previous studies lies in the findings and the research method. All three previous studies addressed a similar topic, namely teaching performance. The difference between this study and previous studies lies in the research design. In this study, the researcher used qualitative descriptive methods and used a variety of participant levels and data collection locations. A significant difference between the three previous studies and this study is that the previous study focused on teaching methods and the problems faced by teaching staff, while this study focuses on lecturer assessment strategies.

⁵⁴ Andi Rahman, 'Lecturers' Performance in Increasing of Learning Quality Through Self-Monitoring Evaluation', *AL-ISHLAH: Jurnal Pendidikan*, 12.2 (2020), 492–501

CHAPTER III

RESEARCH METHOD

This chapter discussed the research approach, research methods, data collection techniques, research instruments and data analysis technique.

A. Research Design

This research employs a descriptive qualitative design. According to Creswell, qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem⁵⁵. It emphasizes the process of collecting descriptive data, analyzing it inductively, and interpreting the meaning of the phenomenon studied. In this research, the descriptive qualitative design is chosen because the focus is to investigate and describe the strategies used by lecturers in assessing critical reading at the English Tadris Study Program of IAIN Curup.

The descriptive approach allows the researcher to present a detailed account of lecturers' assessment practices without manipulating variables or applying treatments⁵⁶. Instead, it aims to capture the lecturers' perspectives, classroom practices, and challenges in assessing critical reading skills. This design is suitable since the research problem deals with understanding *how*

⁵⁵ Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). Sage Publications

⁵⁶ Merriam, S. B., & Tisdell, E. J. (2016). *Qualitative research: A guide to design and implementation* (4th ed.). Jossey-Bass

assessment strategies are implemented and *why* lecturers use them in particular ways.

In this research, the researcher describes the Lecturers' assessment strategies in Critical Reading course and they implemented the strategies in teaching critical reading in class by doing observation and interview to collect the data.

B. Data Collection Techniques

Researchers use two techniques, such as interviews and documentation.

1. Interviews

In this research, data collected through semi-structured interviews with lecturers who teach Critical Reading at the English Tadris Study Program of IAIN Curup. Semi-structured interviews are chosen because they provide guiding questions but also allow lecturers to explain their experiences more freely. The interviews will focus on several main areas, such as the types of assessments used to evaluate students' critical reading, the criteria applied in judging performance, lecturers' views on students' abilities, and the challenges faced in assessing higher-order skills like evaluating arguments or identifying the author's perspective. Follow-up questions may be asked to gain clearer and more detailed information. Each interview will last about 30–60 minutes, recorded with permission, and later transcribed for analysis. This method is expected to give a clear

picture of both the strategies and considerations lecturers use in assessing critical reading..

2. Observation

The researcher conducted classroom observations to see how lecturers apply assessment strategies in teaching Critical Reading. A non-participant observation technique will be used, meaning that the researcher observe the teaching and assessment process without becoming directly involved in the activities. This approach is considered suitable because it enables the researcher to record classroom events as they naturally occur, without influencing the participants' behavior. According to Cohen, Manion, and Morrison, observation is a valuable tool for collecting first-hand evidence of classroom interaction and teacher practices, as it provides insights into what actually happens rather than what participants claim⁵⁷. To guide the process, the researcher uses an observation checklist focusing on key aspects such as how lecturers assign tasks, the feedback they provide during lessons, and the ways they evaluate student performance. The data obtained from observations complement interview findings and provide a more holistic understanding of lecturers' assessment practices.

⁵⁷ Cohen, L., Manion, L., & Morrison, K. (2018). *Research methods in education* (8th ed.). Routledge

3. Subject of The Reserach

The subject of this research is one English lecturer who teaches Critical Reading at the English Tadris Study Program of IAIN Curup. The lecturer was chosen because of his direct involvement and experience in teaching Critical Reading, making him a relevant and rich source of data for the research focus. The selection of this subject was conducted using purposive sampling, a technique in which participants are deliberately selected based on specific characteristics that align with the research objectives.

According to Patton, purposive sampling is widely used in qualitative research to identify and select information-rich cases that can provide in-depth understanding of the phenomenon under study⁵⁸. Similarly, Creswell states that purposive sampling allows researchers to focus on participants who have expertise and direct experience with the issues being investigated, rather than attempting to generalize findings to a larger population⁵⁹. In this study, the purposive selection of the lecturer ensures that the data collected will be directly relevant to exploring assessment strategies in teaching Critical Reading.

4. Research Instruments

According to Sugiono, a research instrument is a tool used to measure natural or social phenomena that are observed, specifically this

⁵⁸ Patton, M. Q. (2002). *Qualitative research and evaluation methods* (3rd ed.). Sage Publications

⁵⁹ Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). Sage Publications

phenomenon is called a research variable⁶⁰. The research instrument is a tool in of a measurement containing scale answers, in the form of questions in the form of descriptive data that aims to solve research problems or achieve research objectives and the data obtained must be accurate so that the decisions obtained are correct. The instruments used by researchers in this case are the main instrument and supporting instruments. The main instrument is the human being, the researcher himself, and the supporting instrument is the interview guide.

a. The main instrument in this study is the researcher.

The researcher can be said to be an instrument because the researcher can directly relate to the respondents and can understand and assess various forms of interaction in the field. In qualitative research, the position of the researcher is that he is also a planner, implementer, data collector, analysis, data interpreter, and ultimately he becomes the reporter of the results of his research. To help the researcher as the main instrument, the researcher creates supporting instruments.

b. Interview

To collect the data, the researcher developed a semi-structured interview guide based on the main strategies of critical reading assessment found in the literature. The interview questions were constructed by referring to several key assessment strategies, such as performance-based assessment (Richards & Renandya, rubric-guided

⁶⁰ siti Maunah And Others, 'The Influence Of Students ' Personality On Their English Discussion Ability Of The Fourth Semester English Education Program Of', 2016.

assessment (Andrade,, formative and summative assessment (Brown), authentic and contextualized tasks (Grabe & Stoller), and collaborative assessment (Falchikov). Each question was designed to explore how lecturers apply these strategies, what challenges they face, and how they perceive the effectiveness of their assessment practices. By grounding the interview blueprint in established theory, the researcher ensured that the questions would be both academically valid and directly relevant to the focus of the study.

Tabel 3.1
Interview Blueprint

No	Focus Area	Theory/Support	Sample Questions
1	General Assessment Practices	Brown (2004) – assessment in language learning involves formative and summative approaches	1. Can you describe the assessment strategies you generally use in teaching the Critical Reading course? 2. How do you usually evaluate whether students have achieved critical reading skills?
2	Performance-Based Assessment	Richards & Renandya (2002) – authentic tasks demonstrate real skills	3. Do you use tasks such as essays, debates, or journals to assess students? If yes, how do these tasks help measure critical reading skills? 4. Can you share an example of such a task?
3	Rubric-Guided Assessment	Andrade (2005) – rubrics ensure fairness and clarity	5. Do you use rubrics to evaluate students' critical reading work? 6. What aspects or criteria do you usually include in your

			rubric?
4	Formative vs Summative Assessment	Brown (2004) – balance of ongoing and final evaluation	7. What kinds of formative assessments do you apply during the semester (e.g., journals, discussions)? 8. How do you combine these with summative assessments such as exams or projects?
5	Authentic and Contextualized Tasks	Grabe & Stoller (2013) – tasks linked to real-world texts	9. Do you ask students to analyze journal articles, media texts, or argumentative essays? 10. Why do you consider these tasks effective or important?
6	Collaborative Assessment	Falchikov (2005) – peer/group evaluation enhances learning	11. Do you ever use peer assessment or group evaluation in your Critical Reading class? 12. What are the benefits or challenges of using collaborative assessment?

c. Observation Checklist

To collect the data, the researcher prepared an observation checklist to record how lecturers apply assessment strategies in teaching Critical Reading. An observation checklist is useful because it helps the researcher focus on specific actions or behaviors that are important for the study. The items in the checklist were made based on several theories of assessment strategies, such as performance-based assessment (Richards & Renandya), rubric-guided assessment (Andrade), formative and summative assessment (Brown), authentic

tasks (Grabe & Stoller), and collaborative assessment (Falchikov). Each strategy was then written as simple indicators, for example, whether the lecturer gives feedback, uses rubrics, or asks students to do peer evaluations. The checklist also provided space for notes so the researcher could add examples or special situations observed in the classroom.

Table 3.2
Blue print of Observation Checklist

No	Strategy	Indicators to Observe	Yes/No	Notes/ Examples
1	Performance-Based Assessment	1. Lecturer assigns tasks such as essays, journals, debates, or presentations. 2. Students are asked to analyze or evaluate texts.		E.g., Lecturer asks students to critique an argumentative essay.
2	Rubric-Guided Assessment	3. Lecturer uses rubrics when assessing student work. 4. Rubrics include criteria such as analysis, interpretation, or coherence.		E.g., Rubric shared with students before the task is submitted.
3	Formative Assessment	5. Lecturer gives feedback during activities or discussions. 6. Feedback is specific and helps students improve.		E.g., Lecturer provides comments on reading journals weekly.
4	Summative Assessment	7. Lecturer gives final projects, exams, or papers. 8. Assessment focuses on overall critical reading skills.		E.g., Students complete a final paper analyzing a journal article.
5	Authentic/Conte	9. asks relate to real-		E.g., Students

	xtualized Tasks	world or academic contexts (e.g., news articles, research papers). 10. Lecturer asks students to evaluate sources.		compare arguments in two different articles.
6	Collaborative Assessment	11. Lecturer encourages peer evaluation or group work. 12. Students are involved in giving feedback to each other.		E.g., Students do peer review of each other's essays using provided guidelines.

5. Data Analysis Techniques

The data analysis in this study follows the interactive model of Miles and Huberman, which consists of three main stages: data reduction, data display, and conclusion drawing/verification⁶¹.

1. Data Reduction

In this stage, the raw data from interviews and classroom observations are selected, simplified, and organized according to the research focus. For example, transcripts from interviews with lecturers are coded into themes such as *performance-based assessment, rubric use, or feedback strategies*. Similarly, observation notes are reduced into clear indicators that match the assessment strategies applied in the classroom. This step helps the researcher focus on the most relevant information.

2. Data Display

After reduction, the data are presented in a structured form to make analysis easier. The researcher uses tables, charts, or narrative

⁶¹ Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis: An expanded sourcebook* (2nd ed.). Sage Publications

descriptions to show how lecturers implement their assessment strategies. For instance, observation results may be displayed in a checklist table, while interview results are presented in thematic summaries. This stage allows patterns and connections to be identified more clearly.

3. Conclusion Drawing and Verification

In the final stage, the researcher interprets the data to answer the research questions. Conclusions are drawn about the types of assessment strategies used by lecturers, the rationale behind their choices, and the challenges they face. To ensure validity, conclusions are verified through continuous comparison between interview data and observation findings, as well as re-checking consistency with theoretical frameworks.

CHAPTER IV

FINDINGS AND DISCUSSIONS

After collecting the data, the researcher analyzed the data from the interview and observation. The interview was conducted to investigate assessment strategies used by lecturer in teaching Critical Reading Lecturer at English Tadris Study Program of IAIN Curup. The observation was done to investigate the implementation of strategies.

A. FINDINGS

1. The Assessment Strategy Used by Lcturer in Teaching Critical Reading Course

To explore the assessment strategies employed in teaching Critical Reading, the researcher conducted an interview with one of the lecturers of the English Tadris Study Program at IAIN Curup. The interview was carried out on May 6–7, 2024, focusing on the lecturer's approaches to evaluating students' higher-order reading skills. The discussion covered the types of assessment strategies implemented, the rationale behind their use, and the lecturer's reflections on their effectiveness in supporting students' critical reading development. The insights gained from this interview provide the foundation for understanding how assessment is conceptualized and practiced in the Critical Reading course. The result of interview can be seen in the tabel below:

Tabel 4.1
Assessment Strategies Used by the Lecturer in Teaching Critical Reading Course

No	Assessment Strategy	Usage	Note
1	General Assessment Practices	Yes	The lecturer applied both formative (journals, class discussions, quizzes) and summative (final exam, projects) assessments.
2	Performance-Based Assessment	Yes	Authentic tasks such as critical essays, reflective journals, and debates were assigned to measure analytical skills.
3	Rubric-Guided Assessment	No	The lecturer admitted not consistently using detailed rubrics; assessment was often based on holistic judgment.
4	Formative vs Summative	Yes	Combined ongoing assessments (journals, discussions) with summative tasks (exam, project).
5	Authentic Tasks	Yes	Students were asked to analyze journal articles, opinion editorials, and media texts.
6	Collaborative Assessment	No	Peer and group evaluations were rarely used because of time constraints and concerns over fairness.

The findings from the interview with the Critical Reading lecturer reveal that various assessment strategies were applied in the course, although some were used more consistently than others. As shown in the table, the lecturer employed general assessment practices, performance-based tasks, formative and summative assessments, as well as authentic assignments. However, rubric-guided and collaborative assessments were not consistently implemented due to practical limitations such as time constraints and concerns about fairness. The following sections provide a detailed explanation of each strategy, along with the lecturer's responses regarding their application in the classroom.

a. General Assessment Practices

The lecturer reported using both formative and summative assessments in the Critical Reading course. Formative assessments included journals, class discussions, and short quizzes given throughout the semester to monitor students' progress and provide feedback. Summative assessments, such as final exams and projects, were used to evaluate the overall achievement of learning outcomes. The lecturer explained, *"I usually combine quizzes and journals with a final exam or project so I can see students' development during the semester and also their final ability."*

b. Performance-Based Assessment

Performance-based assessment was actively applied in the course. The lecturer assigned authentic tasks like critical essays, reflective journals, and classroom debates to measure students' ability to analyze, evaluate, and present arguments critically. According to the lecturer, these tasks allowed students to demonstrate their analytical thinking beyond comprehension. As the lecturer shared, *"I often ask students to write critical essays or join debates. It helps me see how far they can evaluate ideas and defend their arguments."*

c. Rubric-Guided Assessment

The lecturer admitted not consistently using rubrics as a guide for assessment. Instead, evaluation was often based on a holistic judgment of students' work. Although rubrics were recognized as useful, the lecturer stated that time constraints made it difficult to design detailed criteria for every task. The lecturer noted, *"Sometimes I use general guidelines, but I don't always prepare a rubric for every assignment. It takes time, and I prefer to focus on giving direct feedback."*

d. Formative vs Summative Assessment

The lecturer emphasized the importance of combining formative and summative assessments. During the semester, formative assessments such as discussions and reflective journals provided continuous feedback, while summative assessments, including a final project and exam, were used to measure students' overall achievement. The lecturer explained, *"Formative tasks help students improve step by step, while the exam and project show me whether they can apply critical reading at the end."*

e. Authentic Tasks

Authentic assessment tasks were frequently integrated into the Critical Reading course. Students were asked to analyze academic journal articles, opinion editorials, and media texts to

connect their skills with real-world contexts. The lecturer explained, *“I give students articles and editorials to critique because I want them to practice analyzing arguments they might encounter outside the classroom.”*

f. Collaborative Assessment

The lecturer rarely applied collaborative assessment strategies such as peer or group evaluations. The main reason was concern over time management and fairness in grading. While acknowledging the potential benefits, the lecturer felt it was difficult to ensure equal participation among students. The lecturer stated, *“I seldom use peer or group evaluation. Sometimes it’s not fair, because some students are more active while others don’t contribute much.”*

2. The Implementation of the Assessment Strategy in Teaching Critical Reading Course

The implementation of the assessment strategies in teaching the Critical Reading course was observed from May 12 to June 25, 2025. During this period, the researcher closely monitored classroom practices to see how the lecturer applied different forms of assessment in real teaching situations. The observation focused on how tasks were assigned, how feedback was delivered, and how student performance was evaluated throughout the course. This process provided valuable insights into

whether the assessment strategies mentioned during the interview were consistently practiced in the classroom setting and how they influenced students' engagement and critical reading development. The result of observation can be seen in the tabel below:

Tabel 4.2
Implementation of Reading Assessment Strategies in Critical Reading Course

No	Assessment Strategy	Implementation of the Strategy
1	General Assessment Practices	The lecturer began each meeting with short quizzes (5–10 items) to check students' comprehension of the assigned text. Students also submitted weekly journals where they reflected on arguments, main ideas, and their own critical responses. Class discussions were facilitated in every session, with the lecturer prompting students to compare perspectives. At the end of the semester, a final exam tested overall comprehension and critical reasoning, while a final project required students to analyze and critique an academic text.
2	Performance-Based Assessment	Students were assigned to write critical essays on selected readings, where they had to identify arguments, assess evidence, and provide counter-arguments. Reflective journals were used weekly to track students' evolving critical thinking. A class debate was organized in which groups of students defended or opposed positions from journal articles, demonstrating their analytical and argumentative skills in a real-time setting.
3	Formative vs Summative Assessment	Formative assessments included weekly reading journals, quizzes, in-class discussions, and occasional short presentations where students summarized and critiqued a text. These provided ongoing opportunities for feedback. Summative assessments consisted of a final written exam that tested comprehension and analytical ability, and a project assignment where students submitted a comprehensive critical analysis of an academic article at the end of the semester.
4	Authentic and Contextualized Tasks	The lecturer frequently used real-world texts such as journal articles, media opinion pieces, and news editorials. Students were tasked with analyzing arguments, evaluating credibility of sources, and

		identifying biases. They then presented their analyses in class discussions or wrote critiques. For example, one task required students to examine a controversial editorial and provide both supporting and opposing viewpoints based on textual evidence.
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Based on the classroom observations conducted from May 12 to June 25, 2025, it was found that the lecturer implemented a variety of assessment strategies to evaluate students' critical reading skills. These strategies included general assessment practices, performance-based tasks, a balance of formative and summative evaluations, and the use of authentic and contextualized materials. Each strategy was applied in different ways to ensure that students not only comprehended texts but also developed their analytical and evaluative skills. The following sections present a detailed description of how each assessment strategy was carried out in practice, supported by the lecturer's explanations of the rationale behind their implementation.

1. General Assessment Practices

The lecturer implemented general assessment practices by combining both formative and summative techniques. At the beginning of each class, short quizzes consisting of 5–10 items were given to check students' comprehension of the assigned readings. In addition, students were required to submit weekly journals in which they reflected on arguments, identified main ideas, and provided their own critical responses to the texts. Classroom discussions were also an integral part of the process, where the lecturer encouraged students to

share and compare perspectives. Toward the end of the semester, a final exam was administered to evaluate students' overall comprehension and critical reasoning skills. The lecturer also assigned a final project, in which students were tasked with analyzing and critiquing an academic text in depth. According to the lecturer, this combination of practices was chosen because it allowed continuous monitoring of progress while ensuring that students could demonstrate their overall mastery through more comprehensive tasks.

2. Performance-Based Assessment

Performance-based assessments were a key element in the lecturer's strategy. Students were regularly asked to write critical essays based on selected readings. These essays required them to identify the author's arguments, assess the evidence provided, and construct counter-arguments where relevant. Weekly reflective journals further helped track the development of their critical thinking skills over time. Moreover, the lecturer organized class debates, where students were divided into groups to defend or oppose positions taken in journal articles. This activity allowed students to practice articulating their analytical skills in a real-time, performance-based setting. As the lecturer explained, such assessments were used because they simulate authentic engagement with texts and encourage students to actively construct knowledge rather than passively recall information.

3. Formative vs Summative Assessment

The lecturer also placed emphasis on balancing formative and summative assessments. Formative assessments included weekly reading journals, quizzes, in-class discussions, and occasional short presentations. These activities were designed to provide ongoing feedback and ensure that students were consistently engaging with the material. On the other hand, summative assessments included a final written exam, which tested comprehension and analytical ability, as well as a semester project where students submitted a detailed critical analysis of an academic article. The lecturer explained that this balance was important to keep students motivated throughout the semester and to ensure that their final grade reflected both their continuous engagement and their overall achievement.

4. Authentic and Contextualized Tasks

In addition, the lecturer frequently incorporated authentic and contextualized tasks into the course. Rather than limiting activities to textbook-based exercises, students were often asked to analyze real-world texts, including journal articles, opinion pieces from newspapers, and editorials from online media. These tasks required students to evaluate the credibility of sources, identify biases, and assess the strength of arguments. They were also encouraged to present their findings through class discussions or written critiques. For

example, one assignment involved analyzing a controversial editorial, where students had to provide both supporting and opposing viewpoints based on evidence from the text. According to the lecturer, the use of authentic materials made the learning experience more meaningful and allowed students to connect academic reading skills with real-world applications.

B. DISCUSSIONS

1. The Assessment Strategy Used by Lecturer in Teaching Critical Reading Course

In the English Tadris program at IAIN Curup, particularly for 4th-semester students, the development of critical reading skills is a central focus, and lecturers employ a variety of assessment strategies to enhance students' analytical and evaluative abilities. To monitor and evaluate students' learning, lecturers combine formative and summative assessments, including quizzes, reflective journals, class discussions, final exams, and comprehensive projects. According to Brown, integrating both assessment types provides a holistic understanding of students' learning indicate that this combination effectively improves students' reading comprehension and critical thinking⁶². Beyond general assessments, performance-based tasks such as critical essays, debates, and reflective journals are frequently used to assess students' ability to analyze and

⁶² Brown, H. D. (2004). *Language assessment: Principles and classroom practices*. Pearson Education

synthesize information. These authentic tasks reflect Richards & Renandya's recommendation for real-world, performance-based learning⁶³.

While some lecturers do not consistently use detailed rubrics, providing assessment criteria remains essential to ensure fairness and clarity. Andrade argues that rubrics enhance transparency and consistency, and instruments developed in Indonesia, such as those by Ronaldo, have been validated to measure undergraduate students' critical reading effectively⁶⁴. The balanced use of formative and summative assessments is also emphasized to provide students with ongoing feedback while evaluating their cumulative achievement. This approach aligns with Brown's theoretical framework and is evident in the curriculum at IAIN Curup, where regular discussions, quizzes, and presentations are combined with exams and project assignments to foster continuous improvement⁶⁵.

Furthermore, authentic and contextualized tasks are central to the assessment strategy. Students engage with real-world texts, including journal articles, media opinion pieces, and editorials, to evaluate arguments, assess credibility, and identify biases. Grabe & Stoller note that such tasks promote deeper engagement and practical application of reading skills, it also demonstrates that critical literacy approaches in

⁶³ Richards, J. C., & Renandya, W. A. (2002). *Methodology in language teaching: An anthology of current practice*. Cambridge University Press

⁶⁴ Ronaldo, Z. (2021). [Development of critical thinking ability measurement instruments in critical reading for undergraduate students of Indonesian Language and Literature Education]. Universitas Sanata Dharma

⁶⁵ Ibid P.23

Indonesian higher education enhance students' evaluative abilities⁶⁶. Although collaborative assessments, such as peer and group evaluations, are not formally implemented due to time constraints and fairness concerns, lecturers encourage group discussions and debates to allow students to provide informal peer feedback. Falchikov emphasizes that peer assessment fosters critical engagement, and future integration of collaborative assessment at IAIN Curup could further enhance students' analytical and metacognitive skills⁶⁷.

the combination of formative and summative assessments, performance-based tasks, authentic and contextualized assignments, and structured guidance—supported by theoretical frameworks and prior studies in Indonesia—creates a comprehensive learning environment for 4th-semester English Tadris students at IAIN Curup. These strategies not only assess students' critical reading competence but also actively develop their analytical, evaluative, and communicative skills, ensuring that they are well-prepared for academic and professional challenges. Continued refinement of these assessment practices, including the potential adoption of rubric-guided and collaborative assessments, is crucial to further enhance the effectiveness of critical reading instruction.

⁶⁶ Ibid. P.35

⁶⁷ Falchikov, N. (2005). *Improving assessment through student involvement: Practical solutions for aiding learning in higher and further education*. Routledge

2. The Implementation of Assessment Strategy Used by Lecturer in Teaching Critical Reading Course

The implementation of assessment strategies in the Critical Reading course at IAIN Curup demonstrates a comprehensive approach to developing 4th-semester English Tadris students' critical literacy. Lecturers actively combine various assessment methods to ensure that students not only comprehend texts but also critically analyze, evaluate, and synthesize information. Observations conducted between May and June 2025 revealed that general assessment practices were consistently applied in the classroom. Lecturers began each session with short quizzes to assess students' understanding of assigned readings, followed by weekly journals where students reflected on arguments, main ideas, and their own critical responses. Class discussions were facilitated in every meeting, encouraging students to compare perspectives and defend their interpretations, while end-of-semester exams and projects provided summative evaluation of their analytical abilities. This approach aligns with Brown's assertion that combining formative and summative assessments fosters a holistic learning experience, he also emphasizes that continuous engagement through diverse assessments enhances critical reading skills⁶⁸.

Performance-based assessments were also implemented in a structured manner. Students were required to write critical essays

⁶⁸ Ibid P.45

analyzing texts, highlighting arguments, evaluating evidence, and presenting counter-arguments. Reflective journals were utilized weekly to monitor the development of students' critical thinking, and class debates allowed students to defend or oppose positions from selected readings in real-time. Such authentic tasks are supported by Richards and Renandya, who argue that performance-based assessments promote practical application of higher-order thinking skills⁶⁹. The implementation of these strategies at IAIN Curup demonstrates that students are not merely passively reading texts but actively engaging in analytical reasoning.

Authentic and contextualized tasks played a key role in the assessment implementation. Students engaged with real-world texts such as academic journal articles, news editorials, and opinion pieces, analyzing arguments, assessing source credibility, and identifying biases. For instance, one assignment required students to critically evaluate a controversial editorial, considering both supporting and opposing viewpoints based on textual evidence.

collaborative assessment, though rarely formalized, was partially implemented through group debates and discussions. These activities encouraged peer-to-peer interaction and exchange of perspectives, fostering a collaborative learning environment. It also highlights that peer assessment promotes metacognitive awareness and critical engagement,

⁶⁹ Richards, J. C., & Renandya, W. A. (2002). *Methodology in language teaching: An anthology of current practice*. Cambridge University Press.

and its further integration could enhance students' analytical and evaluative skills at IAIN Curup.

In conclusion, the implementation of assessment strategies in the Critical Reading course at IAIN Curup reflects a well-rounded and theoretically grounded approach. By combining general, performance-based, formative and summative, authentic, and collaborative assessment practices, lecturers provide 4th-semester English Tadris students with multiple avenues to develop critical reading competencies, preparing them for academic challenges and professional teaching roles. Continued refinement, particularly in rubric-guided and collaborative assessment, can further optimize the effectiveness of these strategies.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the overall conclusions drawn from the research on lecturers' assessment strategies in teaching the Critical Reading course to 4th-semester English Tadris students at IAIN Curup. It also offers suggestions for improving assessment practices, enhancing students' critical reading skills, and supporting more effective teaching and learning processes in the program

A. CONCLUSION

1. The Assessment Strategy Used by Lecturer in Teaching Critical Reading Course

Based on the findings, it can be concluded that the lecturer in the Critical Reading course at IAIN Curup employs a variety of assessment strategies to evaluate 4th-semester English Tadris students' critical reading skills. These strategies include general assessment practices, such as formative assessments (quizzes, journals, and class discussions) and summative assessments (final exams and projects), as well as performance-based assessments like critical essays, reflective journals, and debates. While rubric-guided and collaborative assessments are not consistently applied, the lecturer provides guidance and feedback to ensure students understand the evaluation criteria. Overall, the assessment strategies are designed to develop students' analytical, evaluative, and

reflective skills, supporting both their academic growth and readiness for future teaching roles.

2. The Implementation of Assessment Strategy Used by Lecturer in Teaching Critical Reading Course.

The implementation of assessment strategies in the Critical Reading course at IAIN Curup demonstrates that the lecturer applies a structured and systematic approach to evaluate students' critical reading skills. Assessments are conducted consistently, combining ongoing formative evaluations with summative assessments to monitor learning progress and measure achievement. The lecturer actively integrates performance-based assessments and authentic, contextualized tasks into the teaching process, ensuring that assessment is aligned with learning objectives and encourages higher-order thinking. Although rubric-guided and collaborative assessments are not consistently applied, the overall implementation reflects a deliberate effort to provide comprehensive feedback, maintain fairness, and foster students' analytical and evaluative abilities. This systematic implementation ensures that assessment functions as an integral part of the teaching and learning process, supporting the goals of the English Tadris program.

B. SUGGESTIONS

1. For Lecturers.

Lecturers are encouraged to further develop their assessment practices by consistently using rubric-guided evaluations to enhance fairness and transparency. They can also incorporate more collaborative assessments, such as peer or group evaluations, to promote critical thinking, metacognition, and active student engagement. Continuous professional development in innovative assessment strategies may also help lecturers design more effective and reliable evaluation methods

2. For Students.

Students are advised to actively engage in all forms of assessment, including formative activities, reflective journals, and discussions, to maximize learning outcomes. They should also practice self-assessment and peer feedback to improve critical reading skills and analytical thinking. Being proactive in seeking feedback will help them strengthen their performance in both academic and professional contexts.

3. For English Tadris Study Program

The program may consider integrating structured guidelines for assessment strategies, including clear rubrics and collaborative assessment methods, into the curriculum. Regular training workshops for lecturers on modern assessment techniques could improve consistency and effectiveness across courses. Additionally, providing access to diverse and

authentic texts for analysis can enhance students' critical literacy development

4. For Further Research

Future researchers are encouraged to explore other aspects of critical reading assessment, such as the impact of digital tools, peer-assessment methods, or cross-semester longitudinal studies to evaluate progress. Research could also focus on students' perceptions of assessment strategies or the effectiveness of different combinations of formative, summative, and authentic tasks in improving critical reading skills.

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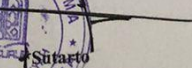
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A P P E N D I C E S

APPENDIX 1

THESIS SUPERVISOR'S DECISION LETTER

 KEMENTERIAN AGAMA REPUBLIK INDONESIA INSTITUT AGAMA ISLAM NEGERI CURUP FAKULTAS TARBIYAH Alamat : Jalan DR. A.K. Gani No 1 Kotak Pos 108 Curup-Bengkulu Telpn. (0732) 21010 Fax. (0732) 21010 Homepage http://www.iaincurup.ac.id E-Mail : admin@iaincurup.ac.id	
Nomor : 79 Tahun 2025	
Tentang PENUNJUKAN PEMBIMBING I DAN 2 DALAM PENULISAN SKRIPSI INSTITUT AGAMA ISLAM NEGERI CURUP	
Menimbang	: a. Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ; b. Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahi tugas sebagai pembimbing I dan II ;
Mengingat	: 1. Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ; 2. Peraturan Presiden RI Nomor 24 Tahun 2018 tentang Institut Negeri Islam Curup; 3. Peraturan Menteri Agama RI Nomor : 30 Tahun 2018 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri Curup; 4. Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi; 5. Keputusan Menteri Agama RI Nomor 019558/B.II/3/2022, tanggal 18 April 2022 tentang Pengangkatan Rektor IAIN Curup Periode 2022 - 2026. 6. Keputusan Direktur Jenderal Pendidikan Islam Nomor : 3514 Tahun 2016 Tanggal 21 oktober 2016 tentang Izin Penyelenggaraan Program Studi pada Program Sarjana STAIN Curup 7. Keputusan Rektor IAIN Curup 0704/In.34/R/KP.07.6/09/2023 tanggal 29 September 2023 tentang Pengangkatan Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup.
Memperhatikan	: 1. Permohonan Saudara Dwi Agustina tanggal 22 Januari 2025 dan kelengkapan persyaratan pengajuan SK Pembimbing Skripsi 2. Berita Acara Seminar Proposal Pada Hari Jumat, 6 Desember 2024
MEMUTUSKAN :	
Menetapkan	
Pertama	: 1. Dr. Eka Apriani, M.Pd 19900403 201503 2 005 2. Meli Fauziah, M.Pd 19940523 202012 2 003
	Dosen Institut Agama Islam Negeri (IAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa : N A M A : Dwi Agustina N I M : 20551017 JUDUL SKRIPSI : Lecturers' Assessment Strategy in Critical Reading
Kedua	: Proses bimbingan dilakukan sebanyak 12 kali pembimbing I dan 12 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ;
Ketiga	: Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ;
Keempat	: Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ;
Kelima	: Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ;
Keenam	: Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh IAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ;
Ketujuh	: Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berlaku ;
Ditetapkan di Curup, Pada tanggal 22 Januari 2025 Dekan,  	
Tembusan : 1. Rektor 2. Bendahara IAIN Curup; 3. Kabag Akademik kemahasiswaan dan kerja sama; 4. Mahasiswa yang bersangkutan;	

APPENDIX 2

THESIS MENTORING CARD

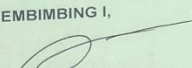

INSTITUT AGAMA ISLAM NEGERI CURUP
 Jalan AK Gani No. 01 Kotak Pos 108 Telp. (0732) 21010-21759 Fax. 21010
 Homepage: <http://www.iaincurup.ac.id> Email: admin@iaincurup.ac.id Kode Pos 39119

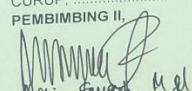
KARTU BIMBINGAN SKRIPSI

NAMA	Dwi AGUSTINA		
NIM	20551013		
PROGRAM STUDI	TARBIYAH BAHASA INGGRIS		
FAKULTAS	TARBIYAH		
DOSEN PEMBIMBING I	DR. EKA APRIANI, M.Pd.		
DOSEN PEMBIMBING II	Meli FAUZIAT M. Pd.		
JUDUL SKRIPSI	Lecturers' Assessment in Reading Skill		
MULAI BIMBINGAN	06 Januari 2025		
AKHIR BIMBINGAN	21 Juli 2025		

NO	TANGGAL	MATERI BIMBINGAN	PARAF PEMBIMBING I
1.	Senin, 06 Januari 2025	Bimbingan Bab 1, 2, 3	✓
2.	Rabu, 08 Jan 2025	— Bimbingan Bab 1, 2, 3	✓
3.	16 Jan 2025	— Revisi Bab 1, 2, 3	✓
4.	22 Jan 2025	Revisi Bab 1, 2, 3	✓
5.	30 Jan 2025	Bimbingan Instrumen penelitian	✓
6.	10 Feb 2025	Revisi Instrumen	✓
7.	24 Feb 2025	Validasi	✓
8.	5 Maret 2025	Bimbingan Sebelum penelitian	✓
9.	24 Mei 2025	Revisi Susunan	✓
10.	21 Juni 2025	Acc Skripsi Penelitian	✓
11.	2 Juli 2025	Bimbingan + Revisi Bab 1-5	✓
12.	21 Juli 2025	Acc Sidang	✓

KAMI BERPENDAPAT BAHWA SKRIPSI INI SUDAH DAPAT DIAJUKAN UJIAN SKRIPSI IAIN CURUP,

PEMBIMBING I,

 DR. EKA APRIANI, M.Pd.
 NIP. 199064032015032005

CURUP, 21 Juli 2025
 PEMBIMBING II,

 MELI FAUZIAT M. Pd.
 NIP. 19908232020122003

- Lembar Depan Kartu Bimbingan Pembimbing I
- Lembar Belakang Kartu Bimbingan Pembimbing II
- Kartu ini harap dibawa pada setiap konsultasi dengan Pembimbing I dan Pembimbing II



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP

Jalan AK Gani No. 01 Kotak Pos 108 Telp. (0732) 21010-21759 Fax. 21010
Homepage: <http://www.iaincurup.ac.id> Email: admin@iaincurup.ac.id Kode Pos 39119

KARTU BIMBINGAN SKRIPSI

NAMA	: DWI AGUSTINA
NIM	: 2053107
PROGRAM STUDI	: TADRIS BAHASA INGGRIS
FAKULTAS	: TARBIYAH
PEMBIMBING I	: DR. EKA APRIANI M.Pd.
PEMBIMBING II	: MELI FAUZIYAH M.Pd.
JUDUL SKRIPSI	: LECTURERS' ASSESSMENT IN READING SKILL
MULAI BIMBINGAN	: 23 Des 2024
AKHIR BIMBINGAN	:

NO	TANGGAL	MATERI BIMBINGAN	PARAF PEMBIMBING II
1.	23 Des 2024	Bimbingan Sesudah Sempro. (Bab 1).	
2.	6 Jan 2025	Revisi Bab 2	
3.	9 Jan 2025	Revisi Bab 2	
4.	22 Jan 2025	Revisi Bab 3	
5.	24 Feb 2025	Validasi	
6.	5 Maret 2025	Sebelum penelitian	
7.	22 April 2025	Revisi instrumen setelah validasi	
8.	29 April 2025	Penelitian	
9.	07 Mei 2025	Bimbingan Bab 4	
10.	19 Mei 2025	Bimbingan Bab 5	
11.	22 Juli 2025	Bimbingan keseluruhan	
12.	29 Juli 2025	Acc Sidang	

KAMI BERPENDAPAT BAHWA SKRIPSI INI
SUDDAH DAPAT DIAJUKAN UJIAN SKRIPSI IAIN
CURUP

PEMBIMBING I,

Dr. Eka Aprian, M.Pd.
NIP. 199009032015032005

CURUP, 29 Juli 2025

PEMBIMBING II,

Meli Fauziyah M.Pd.
NIP. 19940523202012203

APPENDIX 3

VALIDATION LETTER

SURAT KETERANGAN VALIDASI

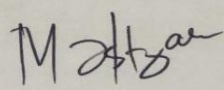
Yang bertanda tangan di bawah ini, selaku validator instrumen lembar observasi menerangkan bahwa:

Nama : Dwi Agustina
NIM : 20551017
Program Studi : Tadris Bahasa Inggris
Judul Skripsi : **Lecturers' Assessment Strategy In Reading Skill**

Setelah memeriksa dan mencermati instrumen penelitian, maka instrumen lembar observasi tersebut dinyatakan telah memenuhi validitas isi dan layak digunakan untuk penelitian.

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Curup, Januari 2025
Validator



Masita Arianie, M.Pd
NIP.

APPENDIX 4

INSTRUMENT VALIDATION RESULTS

6. Research Instruments

According to Sugiono, a research instrument is a tool used to measure natural or social phenomena that are observed, specifically this phenomenon is called a research variable⁷⁰. According to Suknadinata, a research instrument is a test that is measuring, because it contains questions and statements whose alternative answers have certain answer standards, right or wrong, or an answer scale. Instruments that contain scale answers, in the form of questions or statements whose answers are in the form of descriptive scales or line scales (Suknadinata). Meanwhile, according to Sukarnyana et al., research instruments are tools used to obtain or collect data in order to solve research problems or achieve research objectives⁷¹. If, the data obtained is not accurate (valid), then the decisions taken will also be incorrect.

Based on the above understanding, the research instrument is a tool in the form of a test in the form of a measurement containing scale answers, in the form of questions in the form of descriptive data that aims to solve research problems or achieve research objectives and the data obtained must be accurate so that the decisions obtained are correct.

The instruments used by researchers in this case are the main instrument and supporting instruments. The main instrument is the human being, the researcher himself, and the supporting instrument is the interview guide.

⁷⁰ Maunah and others.

⁷¹ Ida Setyawati Puspitasari, Yunita, Adib Darmawan, 'Podcast Untuk Meningkatkan Kemampuan Menyimak Mahasiswa Stkip Pgri Jombang', 1.1 (2015), 25–26.

1. The main instrument in this study is the researcher. The researcher can be said to be an instrument because the researcher can directly relate to the respondents and can understand and assess various forms of interaction in the field. In qualitative research, the position of the researcher is that he is also a planner, implementer, data collector, analysis, data interpreter, and ultimately he becomes the reporter of the results of his research. To help the researcher as the main instrument, the researcher creates supporting instruments.
2. The supporting instrument in this research is the interview guidance. The interview instrument used by the researcher is a structured instrument, where the researcher has prepared an interview list as contained in Appendix 1. And the respondents for this interview instrument are the lecturers who teach critical reading courses in the English study program at IAIN Curup.

Table 3.1
Blue print of interview guidance Lecturers' Assessment strategy in
Critical Reading

No	Indicators	Sub Indicators	Questions	Answers
1.	Observing The Students' Directly	The lecturer is observing the students directly at any time during the lesson	1) Do you observe your students directly at any time during the learning process?	

		The students are unaware when they are undertaking assesment	2) How do you observe the students during the learning process?	
2.	Giving Questions	The lecturer is asking some questions to the students	3) Do you ask some questions to the students to assess their reading comprehension?	
		The questions are including open-ended questions	4) How do you guide the students to measure the extent of students' knowledge and understanding?	
3.	Giving Feedback	The lecturer is giving feedback during the learning process	5) Do you give feedback during the learning process?	
		The feedback is giving impact on students' understanding and learning outcome	6) How do you give feedback to ensure students' understanding and learning outcome?	
4.	Self-Assesment	The lecturer is conducting self assesment	7) Do you apply the self assessment?	
		The self-assessment is able to improve students' metacognitive ability	8) How do you apply the self assessment?	
5.	Peer-Assessment	The lecturer is conducting peer-assessment	9) Do you apply peer-assessment?	
		The peer-assessment is able to carry out the learning process and the material easier to be understood.	10) How do you apply the peer-assessment?	

d. Field Notes

Making field notes is a method of collecting data by recording what happens in the field. This research file record is used to collect data. Alternative Assessment Strategies used by teachers. Field notes are a typical tool that researchers use when making observations; they contain data obtained during observations. In this research, the notes column is used to complete the data from the checklist. Researchers take brief notes while observing, with the intention of providing more explicit and unambiguous data afterwards.

Table 3.2

Blue print of Field Notes Lecturers' Assessment strategy in Critical Reading

No	Indicators	Sub Indicators	Yes	No	Description
1.	Observing The Students' Directly	The lecturer is observing the students directly at any time during the lesson			
		The students are unaware when they are undertaking assesment			
2.	Giving Questions	The lecturer is asking some questions to the students			
		The questions are including open-ended questions			
3.	Giving Feedback	The lecturer is giving feedback during the learning process			

		The feedback is giving impact on students' understanding and learning outcome			
4.	Self-Assesment	The lecturer is conducting self assesment			
		The self-assessment is able to improve students' metacognitive ability			
5.	Peer-Assessment	The lecturer is conducting peer-assessment			
		The peer-assessment is able to carry out the learning process and the material easier to be understood.			

APPENDIX 5

INTERVIEW TRANSCRIPT

Table 3.1
Blue print of interview guidance Lecturers' Assessment strategy in
Critical Reading

No	Indicators	Sub Indicators	Questions	Answers
1.	Observing The Students' Directly	The lecturer is observing the students directly at any time during the lesson	11) Do you observe your students directly at any time during the learning process?	Yes, I do
		The students are unaware when they are undertaking assesment	12) How do you observe the students during the learning process?	I observ the students directly at any time during the lesson. I deserve then directly by looking at their work and looking at what they are doing. How they interact with me as they lecturer, how they interact to their friends and also I'am

				listening to their communication.
2.	Giving Questions	The lecturer is asking some questions to the students	13) Do you ask some questions to the students to assess their reading comprehension?	Yes, I do
		The questions are including open-ended questions	14) How do you guide the students to measure the extent of students' knowledge and understanding?	I ask some questions to the students to assess their reading comprehension. I ask open-ended question, close-ended question to measure my students's knowledge and understanding. I guide them to answer the question based on the text we learned. Then, I try to lead them to answer my open-ended question.
3.	Giving Feedback	The lecturer is giving feedback during the learning process	15) Do you give feedback during the learning process?	Yes, I do
		The feedback is giving impact on students' understanding and learning outcome	16) How do you give feedback to ensure students' understanding and learning outcome?	I give feedback during the learning process. After I ask some questions, I

				always respon their answer and their question. Then at the end, I ask “Is it clear?” to make sure their understanding.
4.	Self- Assesment	The lecturer is conducting self assesment	17) Do you apply the self assessment?	Yes, I do
		The self- assessment is able to improve students’ metacog nitive ability	18) How do you apply the self assessment?	I apply self- assessment. I conduct the self- assessment by giving them some question for every student in written question.
5.	Peer- Assessme nt	The lecturer is conducting peer- assessment	19) Do you apply peer-assessment?	Yes, I do
		The peer- assessment is able to carry out the learning process and the material easier to be	20) How do you apply the peer- assessment?	I apply Peer assessment. Sometimes I

		understood.		conduct the peer assessment to varyate my teaching activity. I ask them to make a group of 2. It's create happy learning because by doing so they can discuss with their friend.
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APPENDIX 6

DOCUMENTATION







