TEACHERS’ BELIEFS TOWARD ASSESSMENT
IN EXTENSIVE READING COURSE

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ABSTRACT
It is often assumed that Extensive Reading, which may be offered as a course in an education institution, can increase students’ awareness toward reading. In the context of Extensive Reading as a course, the need for assessment is inevitable since the students need the result of their study in the form of a grade. A problem may arise when the teachers develop some assessments for Extensive Reading due to the tension between the principles of Extensive Reading and the obligation to assess the students’ work for grading purposes. One crucial issue related to this is the teachers’ beliefs towards assessment for the course, which this study attempts to find out about since they affect these teacher decisions and actions in the classroom. The instrument used was a semi-structured interview with eight participants who have some background knowledge of Extensive Reading. Throughout the study the researcher obtained three findings and those were (i) how testing is different from assessment and why it is less appropriate for Extensive Reading, (ii) the reasons behind the necessity of assessment, and (iii) several kinds of assessments which more appropriate for Extensive Reading as a course.

Key words: Extensive Reading, assessment, teachers’ beliefs, reading, testing, types of assessment

INTRODUCTION
Many people would agree that assessment is important for teaching and learning process in the classroom. With this, the teachers are able to see to what extent the students have mastered the materials given. As for students, they can see their progress and their achievement in learning through the result of assessment, for example, in the form of a grade. Based on its benefits, assessment is often used to assess some skills, particularly in English skills. In the context of reading skills especially Extensive Reading, it is also possible to apply the assessment when Extensive Reading is chosen as a course.
In order to arrange the appropriate form of assessment for Extensive Reading, it will be better if we also not forget the nature or the characteristics of Extensive Reading itself. Generally, ER has its own principles. Day (2002) stated the top ten principles of ER. In short, the purpose of Extensive Reading is usually related to pleasure and reading is its own reward. Thus, it will be better if the form of assessment for Extensive Reading is arranged based on the nature of Extensive Reading and hopefully the goal of ER can be achieved effectively.

However, there are some arguments among researchers on how the assessments in Extensive Reading should be arranged, especially if it serves as a course in the classroom. In the context of a course, the main point of assessment is usually related to the final result, which is related to the grade. According to Brierly (2010), there are some assessments which might be considered appropriate to ER, including testing. The form of testing may be good if the focus is on the grade, but whether it is appropriate for Extensive Reading or not still become a controversy among researchers. Also, testing becomes a concern for some teachers because of its effects. As Krashen (1992) mentioned that testing is likely to result in feelings of anxiety, which has been argued to have a negative effect on the process of acquisition. This problem becomes a dilemma since at one point, assessment for ER should be arranged by looking at the nature of ER. At another point, when Extensive Reading serves as a course, assessing the students’ work and finally releasing the grade are two obligations that the teachers should do. In other words, it still becomes a question how to match ER principles with assessment.

When Extensive Reading is implemented as a course, the form of assessments for ER is also influenced by the teachers’ beliefs because teachers play an important
role in the classroom. It means that their beliefs are also important in teaching-learning process. The teachers’ beliefs mostly come from their own experiences. The experiences here are their background as language learners and teachers and their past in school (Richards & Lockhart, 2005). In other words, when the teachers want to arrange or have a plan on several kinds of assessment, they can also make it based on what they have already acquired. Therefore, the teachers’ beliefs play important role too in determining the assessment for Extensive Reading.

This study focused on the teachers’ beliefs in one university in Salatiga. The researcher chose this university because it uses Extensive Reading as a required course for the students. Then, because there are pros-cons and problem about assessment for Extensive Reading, the researcher wanted to conduct a study about the teachers’ beliefs toward the assessment in Extensive Reading. Therefore, this study attempted to find out the teachers’ beliefs toward the assessment in Extensive Reading. The significance of the study was to create awareness about teachers’ beliefs toward assessment in Extensive Reading. The research question for this study is: “What are the teachers’ beliefs toward assessment in Extensive Reading course?”

The Role of Assessment in Classroom for Reading

In foreign language learning, the teachers expect the students to acquire or to learn all skills such as speaking, listening, writing, and reading. To check the extent of the students’ mastery of those skills, the teachers need an assessment. The assessment also addresses many purposes. Biggs (1999) as cited in Jabbarifar (2009) stated that there are two major functions of classroom assessment: one is to show whether or not the learning has been successful, and the other one is to clarify the expectations of the
teachers from the students. While for students, the purpose of classroom assessment is to give them the opportunity to show what they have learned rather than catching them out or to show what they have not learned.

In reading assessment, the common components of reading ability and specific tasks are two things that need to be highlighted in order to make appropriate assessment model. However, the teachers also should not forget the nature of reading itself. Reading is a process, and no one can see the process of reading. The only thing that the teachers can do to “see” whether the students really read or not is just by observing the students’ eye movement and page turning. Therefore all assessment in reading must be carried out by inference.

Assessment in Extensive Reading

Assessment can be considered as one way to evaluate students’ work in teaching and learning activities. According to Kizlik (2009), it is a process by which information is obtained relative to some known objective or goal. Here, testing which is a special form of assessment is included. In other words, all tests are assessment, but not all assessment are tests.

Assessment in Extensive Reading delivers some purposes. According to Day and Bamford (1998), assessment in Extensive Reading has three common purposes. Those are: to see whether a program has achieved its goals, to see what other results a program might have had, and to identify aspects of a program that might need change or improvement. Assessment for Extensive Reading is considered successful if it fulfils these three aspects.
There are a number of supporting ideas which are against assessment in ER. At one point, the choice of assessment for ER program is limited (Brierly et.al, 2010). Therefore, it will be better if there is no assessment applied in Extensive Reading. Another reason that there are some assessments which might be considered appropriate to ER, but in all cases, backwash should remain an important consideration (Brierley, 2010). The backwash that might come from the assessment usually has the impact on the students. It is possible that certain kinds of assessment in ER, such as comprehension questions or the requirement to write summaries, make no difference to the final gains in acquisition, and may even be detrimental as they demotivate students and spend more time that could be used for reading (Prowse, 2002; Mason & Krashen, 2004). Most simply, it has been argued that in ER, reading should be “its own reward” (the extensive reading experience, just as it is in reading in everyday life), and so there should be “few or no follow-up exercises” (Day & Bamford, 1998).

Yet, if the teachers still need to assess the students’ work in Extensive Reading, there are several tasks that might be appropriate for Extensive Reading such as skimming tasks, summarizing and responding, and also note-taking and outlining. However, these types of tasks also have several weaknesses and cannot be considered as “the best” task for Extensive Reading. The common problem that occurs in assessment using the types of tasks is the teachers should assess “non-reading” skill, not only reading skill. For example in summarizing, the students should make it in written form. In this case, the teachers should assess not only the reading, but also the writing. The problem above make assessing reading, especially Extensive Reading is not an easy thing to do and become the issue among some researchers.
The Role of Teachers’ Beliefs in Classroom

In order to understand the meaning of teachers’ belief, we have to know what beliefs are. Beliefs are mind-sets and directions people present to what they know about the surrounding world (Lorduy et.al, 2009). On the other hand, Borg (2001) defined that “a belief is a proposition which may be consciously or unconsciously held, is evaluative in that it is accepted as true by the individual; further, it serves as a guide to thought and behavior.” From these definitions, we can conclude that beliefs determine or guide people’s thinking and actions. Furthermore, the meaning of teachers’ beliefs can be regarded as the information that the teachers held which is true in teaching. The information will affect their behavior and action in the classroom as a teacher (Luft & Roehrig, 2007).

Teachers’ beliefs mostly come from their own experience (Richards & Lockhart, 2005) so that the role of the beliefs in teaching and learning are more influential than a teacher’s knowledge in the classroom’s activities. It is widely accepted that experiences are the best teacher. Through experience, people can learn something new that is different than before. Xu (2012) also supported that a teacher’s beliefs are more influential than a teacher’s knowledge since they result from the teacher’s self-instruction, which is accumulated from personal experience and education, the teacher’s teaching ability and students, and so on.

In term of teaching Karavas (1996) as cited in Lorduy et.al (2009) believed teachers’ educational attitudes and theories, although in many cases unconsciously held, have an effect on their classroom behavior, influence what students actually learn and are a potent determinant of teachers’ teaching style. It means that what
teachers believe is reflected in their attitudes and therefore this affects their classroom practice.

From the explanation above, it can be concluded that teachers’ beliefs also affect teachers’ actions such as planning, class development, evaluation and in general the entire process of teaching. In other words, teachers’ beliefs are important because the teachers can connect with their students. Therefore, the role of teacher’s beliefs starts to have an impact in the classroom.

THE STUDY

Research Question

The research question for this study is: “What are the teachers’ beliefs toward assessment in Extensive Reading course?”

Context of the study

The setting (of the study) was English Teacher Education Program in Faculty of Language and Literature in a university named Satya Wacana Christian University, Salatiga, Central Java, Indonesia. English is actively used in communication activities in the program, especially for teaching and learning activities. The program offers an Extensive Reading course for students in first semester and it is a required course. Extensive Reading course in this department mainly focuses on certain readings from several publishers. The assessment for this course is done on several aspects such as individual or group work assessments, presentations, a group project, and portfolio. However, these aspects may change from year to year.
**Participants**

The subjects or participants of this study were the English Teacher Education Program lecturers, especially those who used to teach Extensive Reading and who were teaching Extensive Reading. There were eight participants selected for the study, two males and six females, with the background of using English both orally and written.

**Instruments of data collection**

The instrument of data collection for this study was semi-structured interview. A semi-structured type was similar with a structured interview, but the difference was located on its greater flexibility. The flexibility of semi-structure interview included changing the order of the questions to provide opportunity for follow-up questions.

The interview used Indonesian because the researcher thought that by using Indonesian the follow-up process would be easier. Also, the use of Indonesian could be an anticipation to avoid misunderstanding between the researcher and the participants. The first part of the interview involved some general questions to gain background knowledge about Extensive Reading. Some questions such as what the participant know about Extensive Reading and in what year they taught Extensive Reading were included in this phase.

The next part included questions that sought the teachers’ beliefs towards assessment in Extensive Reading. The questions below were the questions that the researcher used in the interview:

1. What do you know about Extensive Reading?
2. When did you teach Extensive Reading for the last time?
3. What kind of assessment do you usually give to your students in Extensive Reading class?

4. Have you ever given assessment for Extensive Reading in a form of testing?

5. Can you differentiate between testing and assessment?

6. Do you think that assessment is important in Extensive Reading class? If yes, please explain your answer!

During the interview, the order of questions was adjusted according to the participants’ responses. Sometimes the researcher also gave some additional questions as a follow-up to the participants’ response.

Data collection procedures

A semi-structured interview type was adopted for the study, involving a relatively fixed interview schedule but also allowed the interviewees to elaborate on the particular issue. The interviews took 15-20 minutes on average and were recorded and transcribed.

Before the first interview, the researcher did a piloting with a participant who used to teach Extensive Reading. The purpose of it was to check whether the questions for the interview session were adequate and could be used for the subsequent interviews. The piloting was also used to prepare the researcher to fix the problem if in the future during the interview session met the difficulties. When the piloting session took place, the researcher had a difficulty to follow-up questions and it caused the interview’s duration relatively short and the answers from the participant were not enough. Based on the piloting result, the researcher had learned that on the
following interview session, questions for follow-ups are necessary, especially when the interviewee only gave some short or unclear answers.

For the data collection, the researcher contacted the participants (which were teachers who used to teach and were teaching Extensive Reading) and if they were willing to be a respondent for a recorded interview. After getting their permission, the interviewer made an appointment with the participants to do the interview.

**Data analysis procedures**

For the data analysis, after the interview process with the participants the researcher transcribed the interview recordings one by one. The transcription model was clean, which means that the focus was on the content of the interview. After the transcription process was finished, the researcher did a coding process based on the transcription result. From the coding, three headings or emerging themes came up, which are as follows:

1. The characteristics of testing and how it is different from assessment
2. The purpose of assessing the students’ reading and the reasons behind the necessity of using assessment in Extensive Reading class
3. The types of assessment used in Extensive Reading class

**FINDINGS**

**The Characteristics of Testing**

Teachers have different background knowledge about the concept of “assessment”. Several people are confused to differentiate between test and assessment, whereas those two terms are different. Based on the interviews with eight
participants, different answers are obtained on the concept of tests and assessment. However all the teachers agreed that assessment is different from testing. In addition to mentioning the differences, the participants also implicitly mentioned the characteristics of testing. Here is what participant 1 said about test and assessment:

“Kalau tes itu kan ngeri ya? Tapi kalau assessment-assessment yang modelnya seperti ini itu ya mungkin lebih..itu nggak memory gitu lho maksudnya. Dan..they can be more creative.”

(Testing sounds scary, doesn’t it? But assessments using this model maybe more... I mean they are not based on memory. And...they can be more creative) – Participant 1

According to participant 1, a test is scary since it is related to memorizing and the participant considered it as a frightening thing for the students. In here the characteristic of testing according to participant 1 is terrifying because it is related to memory.

As for participant 2, the answer is a bit different. Here are what participant 2 said about testing and assessment:

“Kalau menurut saya dua hal itu agak berbeda. Kalau tes itu kan lebih formal, mungkin ya? Sudah ada jawaban benar dan salah. Tapi kalau assessment itu kan kita lebih general penilaiannya. Maksudnya, yang dinilai itu banyak dan ada range-range tertentu, misalnya range 1-5. Kita kasih nilai 1 itu kriterianya seperti apa, dan lain-lain.”

(For me, those two things are a bit different. Perhaps testing is more formal rather than assessment. There are right and wrong answers. However, if it is assessment, we assess it generally. What I mean general here is that there are a lot to be assessed with some ranges. For example, 1-5 range, when we give 1, there is a criterion for that, what criterion, and so on.) – Participant 2

Based on the answer, participant 2 thinks that the characteristic of testing is more formal and has true and false answers, while in assessment there are no right and wrong answers. Participant 2 mentioned some kinds of assessment in Extensive Reading such as making a bookmark, drawing, a poster and presentation through
Soundcloud. It is an audio platform that enables sound creators to upload, record, promote and share their originally-created sounds (Soundcloud.com). Take an example from students’ presentation, the teacher will not judge their work as true or false, but the teacher will assess several aspects such as their comprehension toward the reading and others. From the presentation the teacher reveals the students’ comprehension before grading them. That is what participant 2 means with “assess it generally”.

Different answers came from participant 3, 4, and 5 about testing and assessment:

“Kalau tes, itu biasanya untuk lebih mengecek progress, menurut saya. Tapi kalau untuk assessment, itu bisa lebih luas. Saya pikir tes itu bagian salah satu assessment.”
(In the case of testing, it is usually to check the progress, I think. But for assessment, it can be broader. I think testing is a part of assessment) – Participant 3

“Tes itu kan juga sebenarnya how we assess the students. Jadi tes itu salah satu bentuk assessment. Bedanya adalah...ya itu...nampaknya mungkin, ya? Jadi tes itu kan lebih spesifiknya dari bentuk assessment. Assessment itu yang lebih general.”
(Actually testing is also a way to assess the students. So a test is one form of assessment. The difference is perhaps the name, right? So test is a specific form of assessment, while assessment is more general) – Participant 4

“Assessment itu penilaian, right? Tes itu alat assessment kita. Kalau assignment sama tes itu beda. Assignment itu tugas...so I assume that assignment is not something that you should memorize or something. Kalau tes saya assume-nya masih tes tertulis, ulangan, ngapalin yang sebelum-sebelumnya, gitu.”
(Assessment is appraisal or valuation. A test is a tool for our assessment. An assignment is also different with a test. Assignment is a task, so I assume that assignment is not something that you should memorize or something. While for a test, I assume it as written test, review, or memorizing the previous lessons) – Participant 5
According to participant 3 and participant 4, testing is a special form of assessment. It means that testing belongs to assessment and one part of it. Participant 3 thinks that test is a tool to check the students’ progress in learning and teaching process, while for participant 4, the difference between testing and assessment is only from their name and form. As for participant 5, the characteristic of testing mentioned in the interview is that test is a tool to assess the students. The participant also mentioned that testing is identical with memorizing or a written form. Here, it appears that the participant thinks that test also belongs to assessment. According to participant 3, 4, and 5, it can be assumed that the characteristics of testing include a special tool for assessment and test is related to memorizing.

However, other participants have different perception about test and assessment. As for participant 6, the idea about tests and assessment is as follows:

“Pada dasarnya saya kurang nyaman dengan tes. Apalagi untuk Extensive Reading saya tidak memakai tes. Tes itu kan bisa dipakai untuk assess dan bisa untuk evaluate. Nah kalau untuk assess, bisa juga sih. Tapi untuk Extensive Reading, saya rasa tes itu model assessment yang kurang tepat, karena dia kan menguji sedangkan Extensive Reading itu goal-nya kan bukan ujian.” (Basically I’m not really comfortable with tests. Especially, for Extensive Reading there are no tests. Tests can be used to test and to evaluate. For assessment, they are also possible, but in Extensive Reading I think tests are not a very appropriate assessment model because tests are used to examine while the goal of Extensive Reading is not examination) – Participant 6

Based on the answer from participant 6, a characteristic of tests is to examine the students. The participant also stated that the goal of Extensive Reading is not about examination, so the participant cannot accept that testing is appropriate for Extensive Reading. During the interview, the participant said that Extensive Reading
is a medium to increase a good habit for students, which is reading as a habit and for pleasure. Still, implicitly stated from the interview, tests belong to assessment.

The last two participants also deliver their ideas about tests and its characteristic. Here are what participant 7 and participant 8 said about test:

“[Assessment] Yang saya ingat itu orientasinya lebih pada prosesnya dan progres, Sedangkan kalau tes memang kita kepingin tahu, lebih ke result oriented.”
(As far as I remember, the orientation of assessment is on the process and the progress. While in testing, we really want to know [about something] or more result-oriented) – Participant 7

“Sebenarnya kalau tes itu lebih untuk mengukur kemampuan seseorang apakah dia sudah master atau menguasai apa yang sudah diajarkan atau apa yang sudah diketahui sebelumnya. Nah bagaimana cara mengukur bahwa dia menguasai atau belum menguasai, ya itu diberikan assessment. Jadi assessment lebih untuk mengukur hasil dari penguasaan seseorang”
(Actually tests are used to measure someone’s ability whether he or she has mastered what have been taught or have been known before. How to measure whether he or she has or has not mastered [the materials], we can give assessment. So assessment is to measure someone’s mastery [from the course]) – Participant 8

According to participant 7, the test is more focused on the result, not the process and progress. While in assessment, the participant can see the reading progress and the students’ process in reading through several assignments such as reading journals and presentations. As for participant 8, it is also implicitly stated that test is a form of assessment.

From the interview result, all participants stated that testing is different from assessment. Their answers and ideas also vary from one to another, depending on several factors such as the participants’ background knowledge of Extensive Reading.
The Reason Why Assessment is Still Necessary

There were eight participants who were interviewed. All of them shared the same view that assessment is still necessary in Extensive Reading. However, they have different reasons for this need of assessment. Three participants think that assessment is necessary to give grades to the students. According to them, since Extensive Reading is a required course they see that assessment is also required for grading. Below are their answers:

(Assessment is necessary because the students [at the end] will need the grade. The grade that we release also shows the students’ quality. Because this is a class, assessment is, of course, necessary) – Participant 1

“Kalau menurut saya sih memang harus ada assessment. Kalau nggak ada assessment kan kita juga bingung bagaimana mengeluarkan nilai akhir, kan?”
(I think there should be assessment [in Extensive Reading]. If there is no assessment we [the teachers] will get confused how to release the final grade, right?) – Participant 2

“Saya tidak bilang assessment harus dihapus, ya? Karena mau ndak mau kita harus menilai mereka”
(I’m not saying that we have to remove the assessment, [because] whether the teachers like it or not, we [the teachers] have to assess them) – Participant 7

From the above answers, the participants clearly argue that assessment is necessary because they need to give grades to the students. Unlike them, however, two other participants noted that assessment is necessary in Extensive Reading to check the students’ comprehension about their readings that can be seen from several kinds of assessment. Most of the teachers give several kinds of assessment such as
make a summary of the books that the students read, make a poster presentation, and ask the students to choose one character in a book that they have read and explain (in written form or oral) their reason for their choice. Below are the participants’ answers and explanation:

“Perlu. Karena saya pikir assessment itu untuk mengecek siswa, paham nggak yang mereka baca.”
([Assessment] is necessary because I think assessment can be used to check [the students’ comprehension], whether they understand their readings or not) – Participant 3

“Penting, karena dari apa yang mereka tulis..apa yang mereka bicarakan akan ketahuan bagaimana comprehension..pemahaman mereka akan bacaan yang sudah mereka baca sebelumnya.”
([Assessment] is important, because from what [the students] write or what they talk, [the teachers] can found out [the students’] comprehension, [the students’] understanding toward the readings that they have read before) – Participant 4

The last three participants gave a bit different reasons behind the necessity of assessment in Extensive Reading:

“Penting, karena mau nggak mau itu kan cerminan penampilan siswanya juga, kita harus tahu ini sudah seberapa jauh sih memenuhi goal dari ext.read, seberapa jauh sih menguasai materinya? Jadi sangat perlu assessment.”
([Assessment] is important because like it or not, it is the students’ performance reflection too. We [the teacher] should know to what extent [the students] can reach the goal of Extensive Reading itself, to what extent they [the students] have mastered the materials so assessment is very necessary) – Participant 5

(If it [Extensive Reading] is a course, I think there should be assessment. So when the students entered the class for the first time,
how was their condition? When the class ends, there must be several achievements. There are some progress [too]. All of it can be reached when there are [several] assessment in class. If there are no assessment, I cannot measure their progress) – Participant 6

(It is important [to give assessment to the students] because if there is no assessment, the students tend to do nothing. So there must be an encouragement first, then there will be a reward. If it is not being assessed or there are no assessment, I’m afraid that the students will do nothing) – Participant 8

Based on the above answers, there were several reasons for using assessment in Extensive Reading class such as to check whether the goal has been reached (or not), to see the progress of the students before and after joining the class, and as a tool to give encouragement to the students. The answers were based on their different background knowledge about Extensive Reading, for example participant 5. This participant thinks that the goal of Extensive Reading is to familiarize students with English texts and literature. Therefore, the participant use the assessment as a media to see and to check whether the students have reached the goal of Extensive Reading or not.

Unlike participant 5, participant 6 and participant 8 have different idea about Extensive Reading. Participant 6 thinks that reading is a process and the assignments in Extensive Reading according to the participant are process too, means that they are not the typical of assignments in which the students should memorize the story, but how the students read and how the students enjoy the reading. As for participant 8, based on the experience as a teacher, he / she believes that students usually neglect the subject if there is no assessment. Therefore, the existence of assessment in class,
especially for Extensive Reading, is important to build students’ encouragement to do something, in this context is reading extensively.

From the interview results, it is true that all participants think and believe that assessment in Extensive Reading is still necessary. However, they have different reasons behind the necessity of assessment in Extensive Reading. The different ideas about the necessity of assessment for Extensive Reading depend on several factors such as the participants’ experience as an Extensive Reading teacher and the participants’ own belief about assessment.

**Types of Assessment**

Two previous findings explained about the characteristics of testing and the reason why assessment is still necessary. Throughout the study, the researcher came to the last finding, which is types of assessment. It is related to the previous findings since the teachers believe that assessment is still necessary, but they have to arrange it in a different form from testing. Therefore, this finding explains about several kinds of assessment that might be appropriate in Extensive Reading according to the teachers.

In educational field, there are many types of assessment that can be used by teachers. The assessment here is used to check and to measure to what extent the students have reached the goal of a lesson. From the interview that the researcher has done, there are several types of assessment that the participants mentioned. All of the participants shared similar answers about the kinds of assessment for Extensive Reading such as writing a reading journal, making a bookmark, and presentation.
Here are some examples of assessment in Extensive Reading based on the participants’ answers:

“Untuk kurikulum lama (2004), dalam 1 semester membaca 2 novel, lalu diberikan tes sesuai apa yang mereka baca (tes dalam bentuk comprehension). Untuk kurikulum baru (2009), ada reading journals, make a nice bookmark, mini drama, presentation)”

(For the old curriculum (2004), in a semester [the students] read 2 novels and then the test based on what they have read will be given (the comprehension test). For the new curriculum (2009), there are reading journals, make a nice bookmark, mini drama, presentation) – Participant 1

“Journal review tentang bacaan itu, several activities (pembatas buku berisi quote, menyelesaikan cerita dengan ending yang berbeda, memilih satu karakter kemudian kalau mereka jadi karakter itu seperti apa). Tugasnya bervariasi, bisa individu atau grup”

(Make a journal review about their readings, [there are also] several activities such as make a bookmark that contains a quote [from a book], finish the story with the different ending, choose one character [from the book] and if they become that character what will they do. The assignments are also varied; it can be done individually or in a group.) – Participant 4

“Membaca setiap minggu, membuat semacam diary yang berisi judul buku, pengarang, penerbit, ini untuk membiasakan referencing. Menuliskan summary dan perasaan mereka ketika membaca itu, apakah senang, tidak senang, teringat pada siapa, atau mungkin jadi belajar sesuatu, memberikan opini terhadap apa yang dibaca.”

“Reading every week, make a diary that contains the title of the book, the author, the publisher and it can teach them on referencing. Write a summary and their feeling when they read the book whether they are happy or not, remind them on who, or perhaps they learn something), [so] they can give their opinion toward their readings.” – Participant 6

“Membuat bookmark, berisi quotes yang mereka suka / yang paling berkesan bagi mereka. Presentasi, mengapa mereka milih itu, diambil dari bagian mana dari suatu buku, membuat poster, resensi buku, summarize, dan setiap minggu ada journal.”
“Make a bookmark that contains their favorite quotation or memorable quotation Presentation [that explains] why they choose certain books [and some parts] are taken from which part of the book, make a poster, write a book review, summarize, and there is a journal every week.” – Participant 7

According to eight participants, there are several kinds of assessment for Extensive Reading. The data displays above only show a half of the interview results because all participants stated the same answers. All of the participants mentioned about making journals, making bookmark, doing presentation, finishing a story with different ending, or even asking the students to choose a character from the book. It can be referred that there are many types of assessment that can be used in Extensive Reading class.

From the interview with the participants, some of them not only mentioned about the several kinds of assessment in Extensive Reading. Take an example from participant 6 who stated that some kinds of assessment such as write their feeling when they read a book and choose one character that they like in the story with their reason why they choose or sympathetic to that character can give the opportunity to the students to express their opinions. Therefore, the researcher found that there are many types of assessment which the teacher can use in Extensive Reading.

DISCUSSION

In this section, the researcher wants to discuss the findings from the interviews. As already mentioned in the previous section that there are three findings and here, the researcher will explain the connection between those headings from one to another.
The first result from the interview was several characteristics of testing that were mentioned by the participants such as:

1. Testing means memorizing
2. Testing is more formal, because there are right and wrong answers
3. Testing sounds “scary”, because of the memorizing reason
4. Testing is a tool for assessment
5. Testing is more emphasized on the product or the result rather than on process

Those characteristics of testing clearly describe that testing may not be an appropriate form of assessment for Extensive Reading. The reason why it may not be appropriate for Extensive Reading is because of the effect. As Krashen (1992) stated, testing is likely to result in anxiety which has been argued can have a negative effect on the acquisition process. It is supported with some reasons from the participants during the interview. Participant 1 and participant 5, for example, stated that testing sounds “scary” because in their view, in a test the students should memorize the materials or the previous lessons.

Another participants’ reason why testing is not appropriate for Extensive Reading is because of the main goal of Extensive Reading is not an examination, but for habituating the students so that they can get accustomed with reading, as participant 6 mentioned. By those statements, the participants, who are the teachers, believe that it will be better if assessment for Extensive Reading is not in a form of testing.
According to the teacher, one thing that supports the idea of why testing may not be an appropriate form of assessment in Extensive Reading is the principle of Extensive Reading itself. This is supported by Day and Bamford (1998) who mentioned the top ten principles of Extensive Reading and it includes (i) the purpose of reading is usually related to pleasure, information and general understanding, and (ii) reading is its own reward. One participant from the research also mentioned that testing is not appropriate for Extensive Reading because it is related to examination whereas Extensive Reading is supposed to be related to pleasure of the readers and the main goal of Extensive Reading is not for examination. Sakai & Kanda (2005) supported this statement that the ER precepts include the prescription “No tests”.

The main goal of reading in Extensive Reading is not one hundred percent comprehension. The learners' experience of reading the text is the center of the Extensive Reading, just as it is in reading in everyday life. For this reason, Extensive Reading is not usually followed by comprehension questions. By looking at the explanation above, the teachers support the experts’ beliefs that testing may not be appropriate because of the nature of Extensive Reading.

The second finding, the teachers stated that Extensive Reading still needs assessment, especially when it serves as a course. Grading and checking the students’ comprehension are two things that the teacher should do in a course and they cannot do that without assessment. In order to compose appropriate assessment for Extensive Reading course, teachers need to plan it first. This kind of action can be achieved if the teachers have their beliefs which are based on their experience. By looking at their experiences, then the appropriate assessment for Extensive Reading can be created.
Teachers may ask students to complete follow-up activities based on their reading and it leads to the third finding. Day and Bamford (1998) also stated the reasons of completing the activities such as: to find out what the student understood and experienced from the reading; to monitor students' attitudes toward reading; to keep track of what and how much students read; to make reading a shared experience. For such reasons, students may be asked to do such things as writing about their favorite characters, writing about the best or worst book they have read, or doing a dramatic reading from an exciting part of a book. Such activities, while respecting the integrity of students' reading experiences, extending them in interesting and useful ways. Therefore, the participants of this research also mentioned and stated several types of assessment for Extensive Reading such as writing a reading journal, making a bookmark, finishing a story with different ending, or even asking the students to choose a character, pretending that they are the character of a book and what will they do with that character, and also presenting in front of class. Those kinds of assessment, both in written and oral form are considered as the appropriate assessment for Extensive Reading according to the teachers.

Overall, it can be referred that the teachers believe that assessment in Extensive Reading is still necessary. The participants have mentioned that assessment in Extensive Reading delivers several purposes such as to give grades and to check the students’ comprehension toward their readings. The assessment in Extensive Reading can also be used as a class evaluation or teacher’s evaluation. Biggs (1999) as cited by Jabarifar (2009) stated that there are two major functions which can be pointed out for classroom assessment: one is to show whether the learning has been successful or not and the other one is to clarify the expectations of the teachers from
the students. While for students, the purpose of classroom assessment is to give the students the opportunity to show what they have learned. In other words, an assessment can be used as a medium to give the opportunity for the students to express their opinion toward their readings.

**CONCLUSION**

This study aimed to find out the teachers’ view toward assessment in Extensive Reading. The significance of the study was to create awareness about teachers’ beliefs toward assessment in Extensive Reading. The question for this study was: “What is the teachers’ belief toward the assessment in Extensive Reading course?”

From the study, the researcher found out the teachers’ view toward assessment in Extensive Reading. First, testing has its own characteristics and it is different from assessment because testing belongs to assessment. Based on the characteristics of testing, the teachers noted that testing is not an appropriate assessment for Extensive Reading. Second, the teachers had a view that assessment is still necessary for Extensive Reading as a course. Third, the teachers mentioned some types of assessments that might be appropriate for Extensive Reading.

During the research, the limitation of the study came from the number of participants. The researcher only successfully gathered eight participants. The number of lecturers in English Teacher Education Program was limited due to several factors such as several lecturers had moved from the university and one lecturer did not agree to be interviewed because she was too busy at that time. Since this study only
involved eight participants, their answers could not be generalized into broader area such as educational area, teaching area, and so on. For further research, the researcher hopes that the study can discuss about the students’ view toward assessment used in Extensive Reading and their opinions about it.

The findings of the research may affect the teaching and learning process in the context of this study. All participants who were gathered stated implicitly that assessment for Extensive Reading should not be in testing forms. Therefore, in the future all assessment in Extensive Reading course should not be in form of testing but more or less in the form of projects. The projects are also varied and they can be done either individually or in a group. From the findings, this study can suggest that the assessment’s form for Extensive Reading also more or less should be related to other skills such as writing and speaking. The reason is because those two skills are also related to reading, for example on presentation. In order to deliver a successful presentation, the students need to read the materials before the presentation. By applying several kinds of assessment such as journals writing, write a review, and presentation, it can be assumed that the goal of Extensive Reading in a course context can be reached.

From the findings, this study seems to suggest that the form of assessment for ER should be more or less related to other skills such as writing and speaking. The reason is that because those two skills are also related to reading, for example, on a presentation. In order to deliver a successful presentation, the students need to read the materials before they do the presentation. By applying several kinds of assessment such as writing journals, writing a review or summary, and doing presentation, it can be assumed that the goal of ER in a course is reached.
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