

**BLENDED LEARNING READING ASSESSMENT
TYPES AND STRATEGIES: A STUDY ON PRIVATE
VOCATIONAL HIGH SCHOOLS IN BANYUMAS**

A Thesis

**Presented to the Boards of Examiners in partial fulfillment of the
Requirements for the Master Degree in English Education**



By

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Finally, the author ensures that there are many mistakes and shortcomings in this thesis. The author also accepts criticism and suggestions for the perfection of this thesis. Hopefully this thesis can be a motivation and bring benefits to all.

Purwokerto, 29 December 2021



Riyanti Susiloningtyas

DEDICATION

To my beloved parents,

my family

and all who love me in joy and sorrow



MOTTO

“If you are nice to me, I will be nicer to you and so the other way round”



LIST OF TABLES

Table 3.1 The Schedule of the Research.....	33
Table 3.2 Indicator of reading assessment.....	36
Table 3.3 Interview guide for type of reading assessment.....	38
Table 3.4 Interview guide for strategy of reading assessment	38
Table 3.5 Likert scoring categorize of the percentage result.....	40
Table 4.1 The result of the type of reading assessment.....	45
Table 4.2 The result of the strategies of reading assessment.....	46
Table 4.3 Perceptive Reading.....	53
Table 4.4 Selective Reading.....	55
Table 4.5 Interactive Reading.....	56
Table 4.6 Extensive Reading.....	57
Table 4.7 The frequency of reading assessment strategies item no. 1.....	59
Table 4.8 The frequency of reading assessment strategies item no. 2.....	60
Table 4.9 The frequency of reading assessment strategies item no. 3.....	61
Table 4.10 The frequency of reading assessment strategies item no. 4.....	62
Table 4.11 The frequency of reading assessment strategies item no. 5.....	62
Table 4.12 The frequency of reading assessment strategies item no. 6.....	63
Table 4.13 The frequency of reading assessment strategies item no. 7.....	64

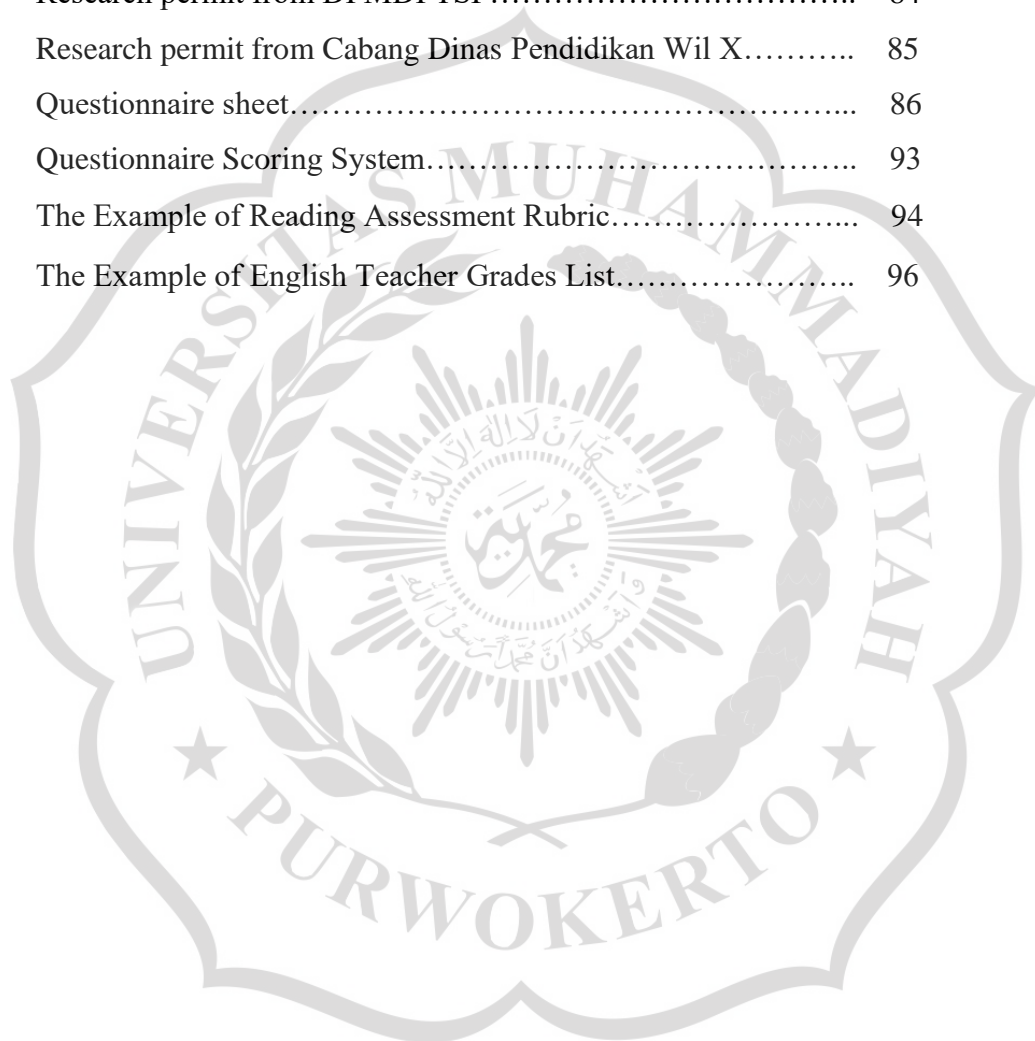
TABLE OF CONTENTS

TITLE	i
SUPERVISORS APPROVAL FORM.....	ii
APPROVAL OF THESIS FOR SUBMISSION	iii
STATEMENT OF AUTHORSHIP.....	iv
STATEMENT OF APPROVAL SCIENTIFIC PUBLICATIONS.....	v
ACKNOWLEDGEMENT.....	vi
DEDICATION.....	vii
MOTTO.....	viii
LIST OF TABLE.....	ix
TABLE OF CONTENT.....	x
APENDIX LIST.....	xii
ABSTRACT.....	xiii
CHAPTER I INTRODUCTION.....	1
A. Background of the Research.....	1
B. Limitation of the Problem.....	5
C. Research Question.....	5
D. Research Objective.....	5
E. Research Contribution.....	6
CHAPTER II LITERATURE REVIEW.....	7
A. Definition of Assessment.....	7
B. The Importance of Assessmen.....	8
C. Reading.....	10
D. Reading Skill.....	12
E. Reading Assessment.....	13
1. Types of Reading Assessment.....	13

2.	Reading Assessment Strategy.....	21
F.	Blended Learning Definitions.....	23
G.	Prevoius Research.....	26
CHAPTER III	RESEARCH METHODOLOGY.....	29
A.	Research Design.....	29
B.	Population and Sample.....	31
C.	Research Setting.....	32
D.	Technique of Data Collection.....	33
1.	Questionnaire.....	34
2.	Interview.....	36
3.	Document Analysis.....	39
E.	The Technique of Data Analysis.....	39
F.	Trustworthiness.....	42
CHAPTER IV	RESULT AND DISCUSSION.....	44
A.	Result.....	44
1.	Questionnaire result.....	44
2.	Interview Result.....	47
B.	Discussion.....	52
CHAPTER V	CONCLUSION AND SUGGESTION.....	77
A.	Conclusion.....	77
B.	Suggestion.....	78
REFERENCES		
APPENDIX		

LIST OF APPENDIXES

Validation of questionnaire approval from judgment expert.....	83
Research permit from DPMDPTSP.....	84
Research permit from Cabang Dinas Pendidikan Wil X.....	85
Questionnaire sheet.....	86
Questionnaire Scoring System.....	93
The Example of Reading Assessment Rubric.....	94
The Example of English Teacher Grades List.....	96



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Riyanti Susiloningtyas, Safurrohman²

ABSTRACT

This research aimed at investigating types and strategies of reading assessment used by English vocational teachers in Banyumas as the main objectives of this research and determining the dominant type and strategy of reading assessment among English vocational teachers and the effect to the student in Banyumas. Thirty-five English Vocational High school teachers were selected as respondents of this research. This research belongs to mixed method, and there were two kinds of data, namely quantitative and qualitative data. Quantitative data was taken from the questionnaire as the main data source and qualitative data were taken from the interview and document. The data collection technique in this study was a questionnaire, the interviews used were open ended questions and documents. The results of the questionnaire were analyzed by making a score and making a percentage. The results of interviews and documents were analyzed by data reduction and data display. The results show that all English teachers use all types of reading assessments with a high average frequency. The types and strategies of reading assessment that are dominantly used by English Vocational High School teachers are perceptive reading 81.57% in the very high category and the strategy using open-ended questions with a percentage of 85.1% in the very high category. The results of the interview also show that the type most used by English teachers is perceptive reading and the dominant strategy used is open-ended questions.

Keywords: Assessment, reading skill, reading assessment, types of reading assessment, assessment strategy in reading, reading in blended learning