

EFL STUDENTS' ASSESSMENT METHODS FOR READING SKILLS IN MICROTEACHING: A CASE STUDY

A THESIS

**Submitted in Partial Fulfillment of the requirements for the Degree
of *Sarjana Pendidikan* in the English Education Department**



By:

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**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
UNIVERSITAS ISLAM NEGERI
K.H. ABDURRAHMAN WAHID PEKALONGAN
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2026**

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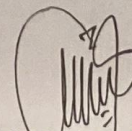
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MOTTO

“Not every step has to be perfect, all it takes is one step born of courage and faith to create an extraordinary story.”

(Anita Aprillia)

*'Cause there were pages turned with the bridges burned
Everything you lose is a step you take
So make the friendship bracelets, take the moment and taste it
You've got no reason to be afraid*

(Taylor Swift)

ABSTRAK

Penilaian membaca merupakan komponen penting dalam pembelajaran bahasa Inggris, khususnya pada mata kuliah *microteaching*, di mana calon guru EFL mengembangkan kompetensi pedagogis dan kompetensi penilaiannya. Namun, penelitian sebelumnya masih memberikan perhatian yang terbatas terhadap jenis-jenis sistem penilaian membaca yang digunakan oleh calon guru EFL serta bagaimana sistem penilaian tersebut diimplementasikan dalam kegiatan *microteaching*. Oleh karena itu, penelitian ini bertujuan untuk mengidentifikasi jenis-jenis sistem penilaian membaca yang digunakan oleh calon guru EFL dan mendeskripsikan bagaimana sistem penilaian tersebut diimplementasikan untuk menilai pemahaman membaca siswa selama *microteaching*. Penelitian ini menggunakan desain studi kasus kualitatif yang melibatkan empat calon guru EFL yang mengikuti mata kuliah *Microteaching* di salah satu universitas di Pekalongan pada tahun akademik 2024/2025. Data dikumpulkan melalui analisis dokumen, observasi kelas, dan wawancara semi-terstruktur, kemudian dianalisis menggunakan model analisis data interaktif. Hasil penelitian menunjukkan bahwa para partisipan menerapkan dua jenis penilaian membaca berdasarkan kerangka penilaian membaca Brown (2004), yaitu penilaian membaca interaktif (*interactive reading assessment*) dan penilaian membaca selektif (*selective reading assessment*). Penilaian membaca interaktif lebih dominan diterapkan melalui berbagai aktivitas pemahaman membaca, sedangkan penilaian membaca selektif diterapkan melalui tugas melengkapi teks yang berfokus pada penggunaan *adverbs of frequency* sesuai konteks. Penelitian ini juga menemukan bahwa para partisipan menerapkan penilaian yang terdiferensiasi sesuai dengan tingkat kemampuan siswa dengan memodifikasi tingkat kompleksitas teks dan format tugas, namun tetap mempertahankan tujuan pembelajaran yang sama. Analisis dokumen, observasi kelas, dan wawancara mendukung temuan tersebut dengan mengonfirmasi praktik penilaian membaca yang diterapkan oleh para partisipan selama proses *microteaching*. Secara keseluruhan, temuan penelitian menunjukkan bahwa para partisipan telah menerapkan penilaian membaca yang selaras dengan tujuan pembelajaran dan kemampuan membaca siswa.

Kata kunci: penilaian membaca, penilaian membaca interaktif, penilaian membaca selektif, calon guru EFL, *microteaching*.

ABSTRACT

Reading assessment is an essential component of English language teaching, particularly in microteaching courses where EFL pre-service teachers develop their pedagogical and assessment competencies. However, previous studies have paid limited attention to the types of reading assessment systems employed by EFL pre-service teachers and how these assessment systems are implemented during microteaching. Therefore, this study aimed to identify the types of reading assessment systems employed by EFL pre-service teachers and to describe how these assessment systems were implemented to assess students' reading comprehension during microteaching. This study employed a qualitative case study involving four EFL pre-service teachers enrolled in a Microteaching course at a university in Pekalongan during the 2024/2025 academic year. Data were collected through document analysis, classroom observations, and semi-structured interviews and analyzed using an interactive data analysis model. The findings revealed that the participants implemented two types of reading assessment based on Brown's (2004) framework: interactive reading assessment and selective reading assessment. Interactive reading assessment was predominantly implemented through reading comprehension activities, whereas selective reading assessment was implemented through a text completion task focusing on the use of adverbs of frequency in context. The study also found that the participants differentiated assessment tasks according to students' proficiency levels by modifying text complexity and task formats while maintaining the same learning objectives. Document analysis, classroom observations, and interviews supported these findings by confirming the participants' reading assessment practices during the microteaching process. Overall, the findings suggest that the participants implemented reading assessments that aligned with instructional objectives and students' reading abilities.

Keywords: reading assessment, interactive reading assessment, selective reading assessment, EFL pre-service teachers, microteaching.

PREFACE

All praise and gratitude are devoted to Allah SWT, who has bestowed upon me countless blessings, guidance, health, and patience, enabling me to complete this thesis entitled “Efl Students’ Assessment Methods for Reading Skills in Microteaching: A Case Study.” This thesis is submitted to the English Education Department of UIN K.H. Abdurrahman Wahid Pekalongan as a partial fulfillment of the requirements for obtaining the degree of Sarjana Pendidikan (S.Pd.) in the Faculty of Teacher Training and Education. I realize that this thesis is far from perfect. Therefore, any suggestions and constructive criticisms are highly appreciated to improve the quality of this work. I would like to express my deepest gratitude to:

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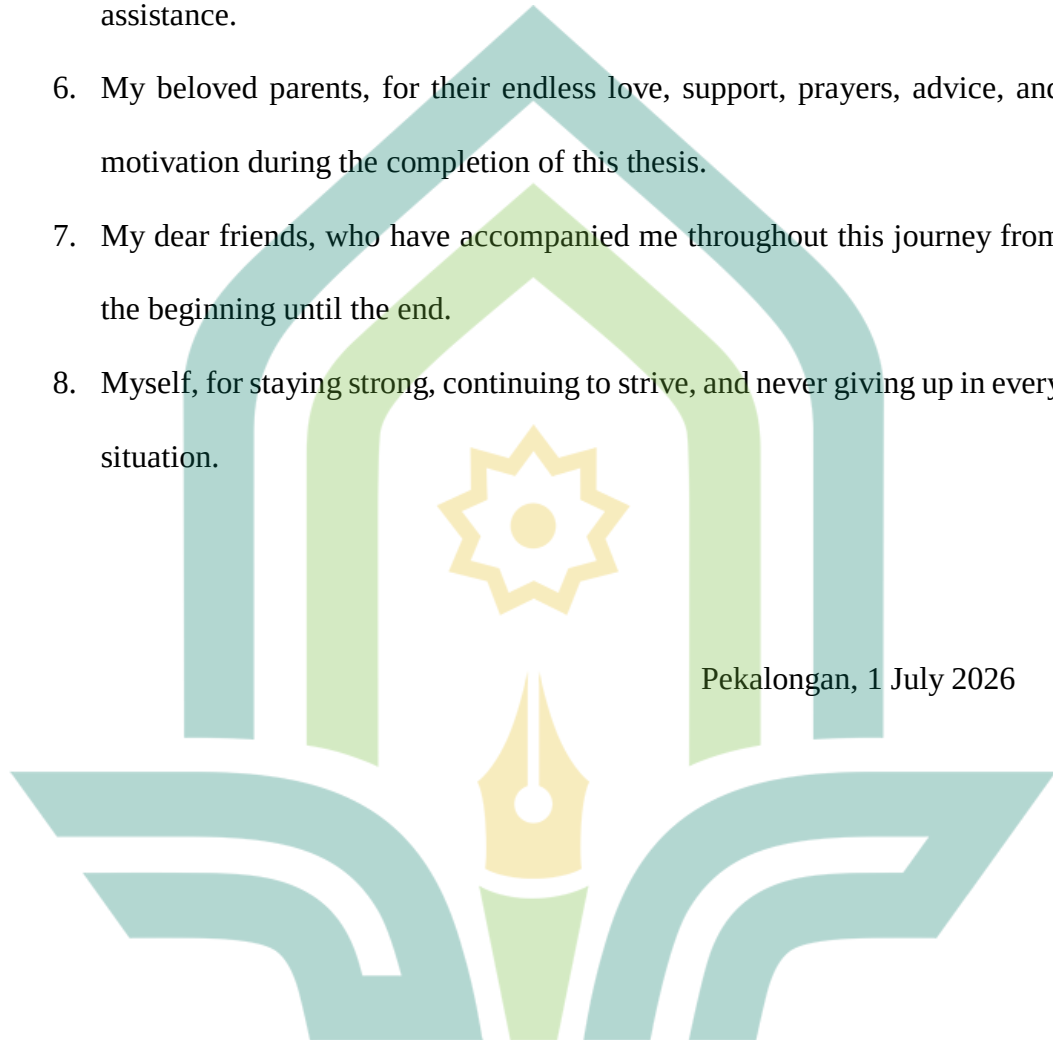


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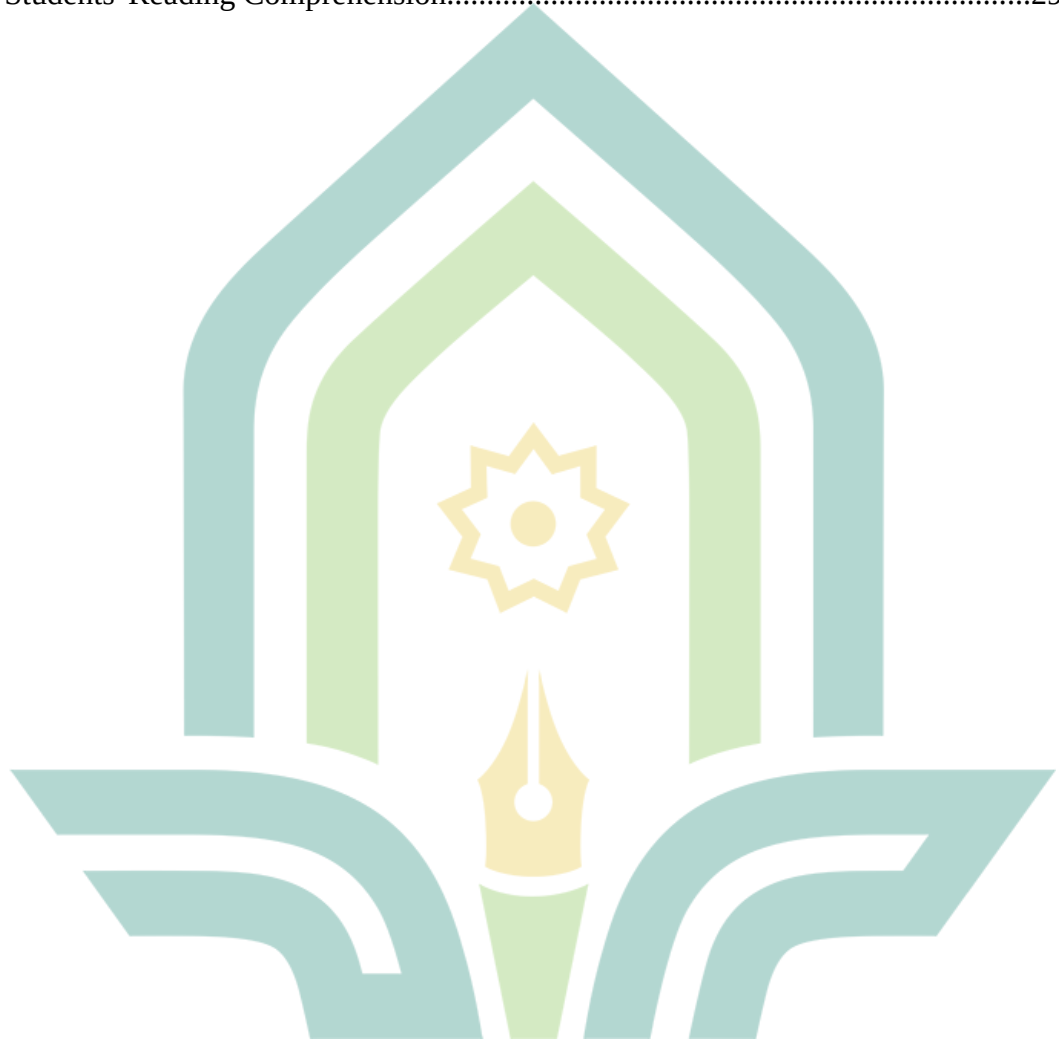


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CHAPTER I

INTRODUCTION

1.1 Background of The Study

Assessment plays a vital role in teacher education, particularly in the context of microteaching classes, where pre-service teachers practice and refine their instructional skills. In this simulated learning environment, assessment is not only used to measure students' learning outcomes but also serves as a tool to improve teaching performance and foster self-reflection. According to Harmer (2007), effective teaching requires teachers not only to focus on content delivery but also to conduct evaluations that can motivate and guide students toward continuous improvement. Therefore, microteaching classes provide a safe and structured platform for pre-service teachers to integrate assessment literacy with pedagogical competence, allowing them to explore various assessment strategies that align with learning objectives and real classroom contexts (Kpanja, 2001).

In this context, reading assessment becomes a crucial component since reading is a fundamental skill that reflects learners' overall language proficiency and comprehension. As explained by Brown (2004) in *Language Assessment: Principles and Classroom Practices*, assessing reading involves understanding the interactive process between the reader and the text. This means that reading is not merely about recognizing written words but also about interpreting, understanding, and connecting textual meaning with one's prior knowledge. This process includes both microskills and macroskills necessary

for comprehension. Brown categorizes reading assessment into four types: *perceptive*, *selective*, *interactive*, and *extensive*, each addressing different aspects of comprehension and cognitive engagement. When applied in microteaching, this framework enables pre-service teachers to design diverse reading tasks, ranging from recognizing linguistic structures to comprehending ideas and messages within the text. In line with Anderson (1999) and Grabe (2009), when pre-service teachers design reading assessment systems, their choices of test formats, criteria, and rubrics reflect their understanding of reading concepts as well as their pedagogical assessment competence.

Furthermore, both Brown (2004) and Harmer (2007) emphasize that assessment in EFL microteaching should not only serve to measure learning outcomes but also to support the learning process itself. Harmer asserts that teachers act as facilitators who help students understand their learning progress through clear and constructive feedback, while Brown highlights the importance of designing systematic and principle-based assessment procedures. These perspectives help pre-service teachers realize that assessment is not merely an evaluative tool but an integral component of effective teaching. By applying these two perspectives, pre-service teachers in microteaching classes can learn how to assess fairly, meaningfully, and in ways that genuinely contribute to students' learning development.

Several previous studies have discussed assessment practices and pedagogical competence development among pre-service teachers in the context of microteaching. Mafulah and Febrianti (2024) found that assessment

remains one of the most challenging aspects for pre-service EFL teachers, as they often struggle to design instruments aligned with learning objectives. Similarly, Purwanti and Suhargo (2024) emphasized that microteaching helps pre-service teachers enhance their pedagogical competence, particularly in reflection and evaluation of students' learning outcomes. Meanwhile, Maharsi (2023) highlighted that through *critical incidents* in microteaching, pre-service teachers learn to connect theoretical knowledge with real classroom practice.

In addition, Muroda, Munir, and Setiawan (2020) found that microteaching is effective in fostering teachers' reflection and classroom interaction through the evaluation of *teacher talk*. Likewise, Amaelia and Prastikawati (2022) discovered that the form of assessment used in microteaching can influence how pre-service teachers design and implement their actual teaching practices.

Based on the researcher's preliminary observation, although pre-service teachers often use similar teaching elements such as reading and viewing skills, there are visible variations in the assessment systems they employ to evaluate students' reading skills. These differences can be seen in the instruments used, the design of rubrics, and the ways students interpret assessment results. This condition indicates that even within the same curriculum and learning environment, assessment approaches can differ significantly, suggesting that pre-service teachers may not share a unified understanding of how to assess reading skills effectively.

Considering that previous studies have mostly focused on general aspects

of assessment and teaching performance, few have explored how EFL pre-service teachers design and implement reading assessment systems based on Brown's (2004) *assessing reading* framework. Preliminary observations also reveal differences in the use of assessment types among pre-service teachers, indicating an inconsistency in their understanding of effective reading assessment. Therefore, this study aims to fill this gap by investigating the types and implementation of reading assessment systems used by EFL pre-service teachers in microteaching classes.

1.2 Formulation of the Problems

This research provides 2 research questions:

1. What types of assessment systems are used by EFL students to evaluate reading skills during microteaching classes?
2. How are these reading assessment systems implemented in the microteaching process?

1.3 Aims of the Study

This study aims to explore and describe the types of assessment systems employed by EFL pre-service teachers in evaluating reading skills during microteaching, and to understand how these assessment systems are implemented to assess students' reading comprehension in the microteaching process.

1.4 Operational Definition

To avoid any misunderstanding about the terms used in this study, the researcher provides some definitions related to the study as follows:

1. **Assessment Methode in Reading Skills:** It refers to the techniques or systems used by EFL pre-service teachers to evaluate students' reading comprehension, including the types of tasks, test formats, and rubrics designed to measure various levels of understanding (Brown, 2004).
2. **Microteaching:** A simulated teaching practice in which pre-service teachers plan, teach, and assess short lessons in a controlled classroom environment to develop their pedagogical and assessment skills (Remesh 2013).
3. **EFL Students (Pre-service Teachers):** It refers to English as a Foreign Language pre-service teachers who participate in microteaching classes as part of their teacher education program to prepare for real classroom teaching (Fitriani & Apriyanti, 2023).

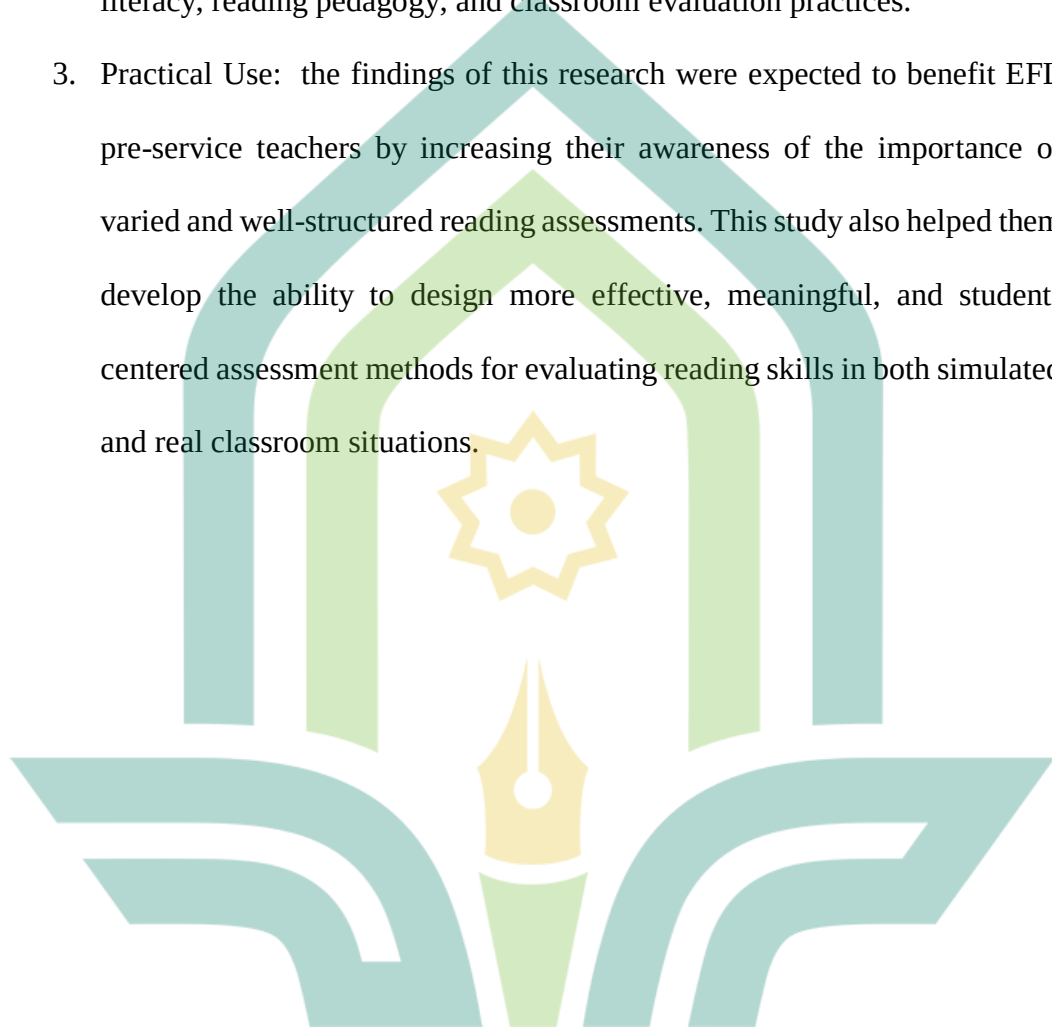
1.5 Significance of the Research

The importance of this research is elucidated as follows:

1. **Theoretical Use:** This study was expected to support and further develop Brown's (2004) theory of reading assessment by providing an overview of how EFL pre-service teachers applied the four types of reading assessment perceptive, selective, interactive, and extensive during microteaching classes. The findings were also expected to enhance understanding and awareness of how assessment principles such as validity, authenticity, and practicality were implemented in simulated learning situations.
2. **Empirical Use:** This study provided data-based evidence on how EFL pre-service teachers designed and implemented reading assessment systems

during microteaching. The results could serve as a reference for future research in teacher education, particularly in areas related to assessment literacy, reading pedagogy, and classroom evaluation practices.

3. Practical Use: the findings of this research were expected to benefit EFL pre-service teachers by increasing their awareness of the importance of varied and well-structured reading assessments. This study also helped them develop the ability to design more effective, meaningful, and student-centered assessment methods for evaluating reading skills in both simulated and real classroom situations.



CHAPTER V

CONCLUSION AND SUGGESTIONS

5.1 Conclusion

This study concludes that EFL pre-service teachers in microteaching classes employed two types of reading assessment, namely interactive reading assessment and selective reading assessment. Interactive reading assessment was the predominant type and was implemented through various tasks requiring students to comprehend whole texts, including identifying main ideas and specific information, recognizing text organization and communicative purpose, and transferring information through mind mapping. Meanwhile, selective reading assessment was identified in one participant's practice and was implemented through tasks requiring students to recognize grammatical features in context, particularly the use of adverbs of frequency within a daily routine text. Overall, there was a strong alignment between the planned assessments in the RPP and their classroom implementation. The findings indicate that pre-service teachers were generally able to implement reading assessments as intended, although the dominant focus remained on literal comprehension and language feature recognition rather than higher-order reading skills.

5.2 Suggestions

The researchers provides several recommendations for readers and future researchers, including the following:

Based on the findings of this study, several suggestions are proposed.

5.2.1 For EFL Pre-Service Teachers

Pre-service English as a Foreign Language (EFL) teachers should explore various reading assessments, such as perceptive and extensive reading assessments, to better evaluate their students' reading abilities. Pre-service English Teachers should also implement differentiated assessment practices that accommodate students' diverse proficiency levels and learning needs.

5.2.2 For Teacher Education Programs

Teacher education programs should provide more opportunities for pre-service teachers to develop assessment literacy, particularly in designing and implementing various types of reading assessments. Additional training and microteaching activities focusing on assessment practices may help pre-service teachers apply assessment principles more effectively in classroom settings.

5.2.3 For Future Researchers

Future studies with larger participant groups and in different educational contexts may provide broader insights into reading assessment practices. Further research could examine the implementation of the four types of reading assessments proposed by Brown (2004). Two of these types were not identified in the present study: perceptive and extensive reading assessments.

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