

Assessment Test of Receptive Skills: Listening and Reading Comprehension of Recount Text Using AI Platform (Atomic Learning)

Ria Fakhurrriana¹, Griseldis Faden Herdina²

¹Department of English Education, State Islamic Institute of (IAIN) Kediri.
Jl. Sunan Ampel No. 7 Ngronggo Kediri (Kode Pos) 64127 (0354) 689282, Faks. 686564, East Java, Indonesia

Corresponding author

ria.riana@iainkediri.ac.id, griseldisfaden266@gmail.com

Abstract: Receptive skill is the ability to understand language especially listening and reading. From listening and reading, someone can understand the meaning of something that given to them in order to do something or activity as the respond. There are many materials in English one of them is recount text. However, some articles explain about receptive skills in general such as assessment in reading and listening for students or it can be one of method that researcher uses in assessment of listening and reading use AI platform (Atomic Learning). Therefore, this article discusses about assessment test of receptive skills in listening and reading comprehension especially in recount text using Atomic Learning. Moreover, this article limits on assessment for listening and reading of recount text especially for class 10 students of senior high school. In the assessment of receptive skills, there are many differences of assessment between listening and reading comprehension of recount text depending on students' assessment necessity for their understanding about the material. Thus, this article is very important to read by the readers who want to know the assessment test of receptive skills listening and reading comprehension of recount text using AI platform especially Atomic Learning.

Keywords: Assessment, AI Platform, Receptive Skills, Recount Text.

Introduction

Learning receptive skills in English such as reading and listening looks easy but requires precision in carrying out the tasks. Student reading skills are easy skills but require precision in their implementation. Meanwhile, listening skills are difficult for students because they hear a language that is foreign to their ears. However, as time goes by, receptive skills learning activities can be reached by students with increasingly developing technology, one of which is AI. In this case, teachers can also develop assessments that make it easier to take grades and students can also carry out learning activities in a fun way. Teaching listening and reading activities using AI technology is indeed new but many people are already using it. One of them is listening. Listening is the first stage in responding to something into an

action such as speaking or writing. Because receiving information through hearing is followed by storing the information in the human brain (Kuswahyuningsih, 2017). Listening is an effort to interact based on what someone has heard before (Lakhsminarayanan & Murugavel, 2008). Listening can make the brain start to respond to sounds, for example sounds based on the person's gender, male or female, age, intonation, expressions, commands, questions, instructions, and so on.

Before conducting a listening assessment, teachers must know their students' proficiency levels. This can be in the form of a pre-test and treatment to determine students' abilities in listening skills. In fact, listening is difficult to learn. Because usually students cannot hear the words well (Zarwin, 2016). This is the problem students have when learning English. These factors can come from the students themselves, such as a lack

of vocabulary, lack of motivation, and no practice for self-evaluation. In fact, if students want to have good speaking skills, then they must have good listening skills (Diora and Rosa, 2020). So that teachers need to make a pre-test first to classify students' proficiency levels. For example, usually the first material is teaching vocabulary using native speaker phonology and phonemes and providing reading texts that match what is heard. From there, students can think about what native speakers say. Students can understand the meaning of the topic. Topics must be structured so that students are not confused by the material and this method is important to apply at the initial level.

Reading skill is a receptive skill that is quite easy to learn but requires precision in implementation. Reading is the activity of reading a text and understanding its contents and must be mastered by students (Yuliani, Novita, & Suhartono, 2013). Reading comprehension is understanding texts based on reading material and getting new information (Novia and Nery, 2019). From reading, readers can also learn something new or can take action as a response. Reading can also stimulate students' creativity (Sukini, Ningsih, Sari, 2019). From listening and reading, the productive skills that can be done, such as speaking or writing, are the same. However, reading comprehension is more emphasized on the reader's understanding of what he reads. From reading, readers can also conclude the main idea of the text (Hutagalung et al., 2021). As with listening, before conducting a reading assessment, the teacher must know the student's proficiency level. From there, students can be stimulated to develop their speaking skills after reading texts or books. This almost teaches two skills between receptive and productive skills because students' problems in reading comprehension are lack of vocabulary, difficulty identifying texts, and language elements, especially for recount texts (Abbas & Masdelima, 2018, Kasyulita, Antoni, & Safitri, 2020).

Recount text is material that aims to retell the author's story. Recount text tells about someone's experience (Nusri & Syafar, 2017). It could be an unforgettable experience, a sad experience, a happy experience, a holiday, meeting an actor, and

so on. The general structure of recount text is orientation, event, and reorientation. Reading recount text can make students think critically because students can make their own text into a recount text project. Learning English can now be carried out easily using technology based on artificial intelligence, namely AI (Arini, Hidayat, Winarti, Rosalina, 2022). AI-supported platforms and applications can help students improve their ability in English skills such as listening (Rukiati, Wicaksono, Taufan, Suharsono, 2023). The AI platform also provides various features to improve students' reading skills such as comprehension, vocabulary and overall reading skills. By using one of the AI learning platforms, namely Atomic Learning, teachers can carry out assessments easily because there is a wrong and right answer feature for multiple choice reading questions, and for listening there is a text writing feature provided to rewrite the listening material that students listen to. Apart from convenience, it can also have a positive influence on students so that they can become proficient in the ability to use technology (Tulasi, 2023).

Materials and Methods

This paper employs conceptual design for research design, which is the first step in the design process where the general shape and function of an object are expressed. This covers how interactions, encounters, procedures, and tactics are designed. It is anticipated that incorporating current technologies will aid pupils in their study. The appropriate education sector may study this notion in order to produce innovations from current technological upgrades that will help teachers with the assessment test of receptive skills.

Results and Discussion

Assessment of Receptive Skills Test of Recount Text

Assessment is one of teacher evaluation in order to know the students' ability in a course. According to Brown (2003) in order to know the ability of

students in learning English, teachers give the test to the students and take the score to get the results of assessment, whereas assessment and testing are not same. Assessment is important evaluation because that is part of learning management (Winarno, Muhtadi, & Aldiya, 2019). Based on Iriyadi (2021) students often get the difficulties when they are learning, then as the teacher should help the students through assessment that conducting in the class during teaching and learning process especially assessment of test receptive skills.. Assessment of test receptive skill is conduct by test for student comprehension about listening and reading comprehension of recount text. The assessment can be in test or non-test.

Assessment of Receptive Skill Using AI Platform (Atomic Learning)

As technology is being integrated into education, assessments can now be carried out using an AI platform that can be adjusted to suit your needs. To use the AI Platform in reading and listening assessments, teachers can use Atomic Learning. Atomic Learning can be used for several types of reading and listening assessment. Because the use of AI can improve students' understanding abilities (Fitria, 2021).

1. Assessment for Listening of Recount Text

Before assessing listening of recount text, the most important to know the objectives of listening. In many situations, the testing of listening is handled as part of the testing of spoken. In real world, however, there are a number of occasions when listening is not the precursor of speech. For example, listening to lectures, railway announcements, recorded messages or television, and radio programs. It is essential in this case to decide on the context and theory based on criteria which to base decisions on what to include in a test of listening comprehension. To determine what is a satisfactory performance one needs to specify in some detail what is candidate can do (operations), under what circumstances (conditions), and to what level (Weir, 2005). Listening have the objective there. There are stimulate students recognize sound and remember in short-term memory, students can

determine the types of speech (such as dialogue, monologue, transactional dialogue, and so on).

There are many suitable designing assessments for listening recount through AI Platform (Atomic Learning) namely recognizing phonological and morphological elements and paraphrase recognition.

a. Recognition Phonological and Morphological Elements

This test usually gives a spoken stimulus and students identify the right speech with read the sentences (Brown, 2003).

Example:

Students hear : He went to California yesterday

Students read : a. He went to California yesterday

b. She went to California yesterday

Students hear : Is he living?

Students read : a. Is he leaving?

b. Is he living?

b. Paraphrase Recognition

Paraphrase recognition is the next step to know the students' comprehension of listening recount in words, phrases, and sentences. Usually, the test can be audio and students choose the right answer based on speech that heard before.

Example:

Sentence paraphrase

Students hear : Ray went to Dubai for work last month

Students read : a. Ray went to Dubai last month

b. Ray work in Dubai

c. Ray go to Dubai for

work

d. Ray travelling in Dubai

Dialogue paraphrase

Students hear : Man : Hi Ana!

How are you?

Woman : Hi Tony! I

was meet actor yesterday.

Man : Wow!

That's great moment.

Students read : a. Ana meets her favorite actor

b. Ana meets famous actor

c. Tony meets actor

d. Tony meets his favorite

actor

2. Assessment for Reading of Recount Text

In education, there are types of reading for assessment. There are perceptive, selective reading, interactive reading, and extensive reading (Brown, 2003). For recount text, there are some suitable types of question that teacher can take for assessing reading recount text using AI Platform (Atomic Learning).

a. Perceptive reading of recount text

Multiple Choice

Multiple choice in perceptive reading recount text can be true/false answer in statement based on recount text. In this task, there are many statements as question and student must choose one of correct answer based on their reading comprehension. This task provides two answer namely true and false. This is used in many tasks of student senior high school to strengthen their understanding of recount text.

For example:

1. Mr. Ahmad and family went to Dubai for vacation about a months.(T/F)
2. Mr. Ahmad booked the visas first before enter Dubai. (T/F)
3. Mr. Ahmad and family feel comfortable with the cabins' service. (T/F)
4. Mr. Ahmad stayed at the fourth stars hotel during vacation. (T/F)
5. Ahsan and Bilal hurry up to back home after went to Dubai. (T/F)

b. Selective reading of recount text

Selective reading test designed focus on formal aspects of language. Selective reading recount text is more towards testing students' vocabulary and grammar. The task for selective reading recount text can be multiple choice of recount text

comprehension especially in vocabulary or grammar.

For example:

1. Mr. Ahmad and family ... to Dubai for vacation last month.
 - a. Went
 - b. Go
 - c. Gone
 - d. Going
 - e. Are going
2. Before went to Dubai, Mr. Ahmad and family ... visas to enter United Arabic Emirates.
 - a. Book
 - b. Booked
 - c. Booking
 - d. Is booking
 - e. Are booking

c. Interactive reading of recount text

Interactive reading is more focus on top-down. The types of interactive reading can be short narrative, short description, and so on. Interactive reading recount text usually the text is little longer one paragraph can be a page. Also, it can be two paragraphs with longer text in a paragraph. For interactive reading recount text usually the teacher use impromptu reading plus comprehension question and short answer task for students' comprehension about reading recount text.

Impromptu reading plus comprehension questions

Impromptu reading plus comprehension questions usually used in final examination, the material usually can be many types of reading text especially recount text. In this test, usually teacher give one or two paragraph of recount text then there are many questions under the text. The question is no more than 10 questions.

For example:

On Thursday, we visited the temples in Prambanan. There are three big temples, the Brahmana, Syiwa and Wisnu temples. They are really amazing. We visited only

Brahmana and Syiwa temples, because Wisnu temple is being renovated. On Friday morning we went to Yogya Kraton. We spent about two hours there. We were lucky because we were led by a smart and friendly guide. Then we continued our journey to Borobudur. We arrived there at four p.m. At 5 p.m. we heard the announcement that Borobudur gate would be closed. In the evening we left for Jakarta by *wisata* bus.

1. The text above mainly discusses about.....
 - a. the writer's trip to Yogyakarta
 - b. the writer's first visit to Prambanan
 - c. the writer's impression about the guide
 - d. the writer's experience at Yogya Kraton
 - e. the writer's impression about Borobudur
2. The text is written in the form of a/an...
 - a. Recount
 - b. Narrative
 - c. Report
 - d. Anecdote
 - e. Spoof
3. The purpose of the text is to..
 - a. tell past event
 - b. entertain reader
 - c. describe the smugglers
 - d. report an event to the police
 - e. inform readers about events of the day
4. What are the big temples in Prambanan?
 - a. angkor wat, syiwa, and sudra temples
 - b. paria, brahmana, and temples brahmana, syiwa, and wisnu temples
 - c. brahmana, syiwa, and wisnu temples
 - d. wisnu, syiwa, and borobudur temples
 - e. borobudur, syiwa, and brahmana temples

5. When did they go home?
 - a. On Saturday morning
 - b. On Friday evening
 - c. On Thursday evening
 - d. On Friday afternoon
 - e. On Saturday evening

From the many types of the test above, there are many suitable tests of receptive skills of listening and reading comprehension about recount text. Not all types of tests can be served for assessment of students listening and reading comprehension. The teacher should know the suitable assessment with give the suitable test. From that, the students also can improve their English skills especially for receptive skills listening and reading comprehension about recount text.

Conclusions

Listening and reading are important English skills because from listening and reading, students can know new information, knowledge, command, question, instruction, and comprehension about material. Teaching strategies must be implemented because there are difficulties for receptive skills especially listening ability skills. Teacher can use AI Platform (Atomic Learning) in order to make assessment easy. Listening is the difficult skills for student when learning English. To reduce it, teacher must give the learning that comfortable and give the suitable assessment for listening skills such as give the basic material of listening first, and then the teacher can make assessment from the basic listening task. In AI Platform (Atomic Learning), teacher can use intensive listening such as recognizing phonological and morphological recognition and paraphrase recognition. After from basic, teacher can increase difficulty for listening test. From it, students can improve their listening skills start to easy do the task. For reading, it is not difficult like listening, but students reading comprehension needs material strengthen to improve their reading skills ability. Because there is student that still not understand about recount text and other text material. So that they still difficult when do the exam about reading especially reading recount text. In assessment

reading, teacher must know the suitable task for students reading comprehension. Whereas for reading, teacher can use AI Platform (Atomic Learning) with kind of assessment for reading such as perceptive reading with multiple choice, selective reading, and interactive reading with impromptu reading and comprehension questions.

References

- Abbas, M. Fadhly Fahry, Masdelima. (2018). USING READING IN DETAIL TECHNIQUE TO IMPROVE STUDENTS' SKILL IN READING RECOUNT TEXT. *Lectura: Jurnal Pendidikan*. 9 (2). Pp. 115-122.
- Arini, Dini Noor, Hidayat, Fahmi, Winarti, Atiek, Rosalina, Elsa. (2022). Artificial intelligence (AI)-based moile learning in ELT for EFL learners: The implementation and learners' attitudes. *INTERNATIONAL JOURNAL OF EDUCATIONAL STUDIES IN SOCIAL SCIENCE*. 2 (2). Pp. 88-95. DOI: 10.53402/ijesss.v2i2.40
- Brown, H. Douglas. (2003). *LANGUAGE ASSESSEMENT Principles and Classroom Practices*. Longman.
- Diora, Lini, Rosa, Rusdi Noor. (2020). AN ANALYSIS OF STUDENTS' DIFFICULTIES IN LISTENING COMPREHENSION: A DESCRIPTIVE STUDY AT ENGLISH LANGUAGE AND LITERATURE DEPARTMENT FBS UNP. *Journal of English Language Teaching*. 9 (1). Pp. 87-98. ISSN: 2302-3198.
- Fitria, Tira Nur. (2021). THE USE TECHNOLOGY BASED ON ARTIFICIAL INTELLIGENCE IN ENGLISH TEACHING AND LEARNING. *ELT Echo: The Journal of English Language Teaching in Foreign Language Context*. 6 (2). Pp. 213-233. DOI: 10.24235/eltecho.v%vi%.92990
- Hutagalung, Febri Nila Rosaria, Hutagalung, Dervine, Simanjuntak, Veronika, Tampubolon, Putri Delima Yanti. (2021). AN ANALYSIS OF STUDENTS READING COMPREHENSION ON RECOUNT TEXT AT SMK DHARMA BAKTI 1 MEDAN. *Jurnal Ilmiah Mandala Education*. (1). Pp. 298-303. E-ISSN: 265-6-5862.
- Iriyadi, Deni. (2021). DIAGNOSTIC TEST INSTRUMENTS FOR THE BASIS OF REMEDIAL LEARNING. *JISAE (Journal of Indonesian Student Assesment and Evaluation)*. 7 (1). Pp. 45-54. E-ISSN:2597-8934
- Kasyulita, Evi, Antoni, Rivi, Syafitri, Nur. (2020). THE EFFECT OF USING VIDEO LISTEN-READ-DISCUSS STRATEGY TOWARDS STUDENT'S READING COMPREHENSION OF RECOUNT TEXT AT THE SECOND GRADE OF SMP MUHAMMADIYAH RAMBAH. *Journal of English Education*. 6 (1). Pp. 29-36. E-ISSN: 2597-7091.
- Kuswahyuningsih. (2017). IMPROVING LISTENING SKILL OF REPORT TEXT THROUGH LEARNING CELL AND PINACOY. *JURNAL BAHASA DAN SASTRA*. 2 (1). Pp. 77-85. E-ISSN: 2527-807X
- Lakhsminarayanan, K.R., Murugavel T. (2008). *Communication Skills for Engineers*. Chennai: Scitech Publication Pvt. Ltd.
- Novia, Fitri, Nery, Ratna. (2019). TEACHING READING RECOUNT TEXT BY USING THIEVES STRATEGY. *Language and Education Journal*. 4 (1). Pp. 21-29. Doi: 10.52237/lej.v4i1.23.
- Nusri, Febrina, Syafar, Dian Noviani. (2017). STUDENTS' READING ABILITY IN RECOUNT TEXT AT SMPN 4 BATANG ANAI. *TELL-US Journal*. 3 (2). Pp. 82-86. E-ISSN: 2502-7468.
- Sukini, S., Ningsih, Nuri Ati, Sari, Dwi Rosita. (2019). The effect of using reciprocal teaching towards students' reading ability in recount text in the eight grade of SMPN 1 Sine. *English Teaching Journal: A journal of English Literature, Linguistic, and Education*. 6 (1). Pp. 38-45. DOI: 10.25273/etj.b6i1.4453.
- Rukiati, Enik, Wicaksono, Julien Arief, Taufan, Gullit Tornado, Suharsono, Degita Danur. (2023). AI on Learning English: Application, Benefit, and Threat. *JLCT*. 1 (2). Pp. 32-40.
- Tulasi, Ms. Laxmi. (2023). Integration of AI-Technologies into ELT: A Brief Study. *Journal of Research Scholars and professionals of English Language Teaching*. 7 (38). Pp. 1-7. ISSN: 2456-8104.
- Weir, Cyril J. (2005). *Language Testing and Validation An Evidence-based Approach*. Palgrave Macmillan.
- Winarno, Muhtadi, Yudi, Aldiya, Much Alvin. (2019). Application of Learning Management Using Non-test Instrument to Improve the Quality of Education. *ATM*. 3 (1). Pp. 46-56. e-ISSN: 2622-6804
- Yuliani, Eka, Novita, Dewi, Suhartono, Luwandi. (2013) TEACHING READING COMPREHENSION ON RECOUNT TEXT THROUGH HEADING INTO QUESTION. *Jurnal Pendidikan dan Pembelajaran Khatulistiwa*. 2 (5). Pp. 1-11. ISSN: 2715-2723.
- Zarwin. (2016). IMPROVING STUDENTS' ABILITY IN LISTENING TO A RECOUNT GENRE THROUGH SONG ANALYSIS TECHNIQUE. *Journal of Applied Linguistic and Literature*. 1 (1). Pp. 103-113. ISSN: 2503-524X