Utilization of educational applications in assessing the reading skills of junior high school students

Penggunaan aplikasi pendidikan dalam menilai ketrampilan membaca siswa SMP

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KEYWORDS	ABSTRACT
educational applications, assessment, reading	Globalization and the advancement of technology are giving a new challenge as well as opportunities for English educators around the globe. Indirectly, there are obstacles associated with learning English due to the fact that technology has become an integral aspect of human existence. The teaching of reading skill also faces the same challenge. Nowadays, reading is seen as more important than other skills, considering that reading has become one of the aspects of literacy. With regard to assessment, the availability of an educational application might be advantageous for teachers to assess students' reading skills. The current study investigates the types of application used by teachers in assessing students' reading skill and the type of reading assessment that occur during the implementation of the application. Through open-ended interview and document analysis method, the research result indicates that the implementation of Google Form as an educational application to assess students reading skills demonstrated a reading assessment based on traditional assessment approaches with a focus on intensive reading. This study has shown the appropriate media for assessing students reading skill along with the reading focuses and assessment design that is suitable for it. In addition, in this study, Google Form dominates the most considerable use of media to assess students reading skills. Therefore, teachers could also save more time in assessing students' reading by utilizing educational applications.

KATA KUNCI	ABSTRAK
aplikasi pendidikan, penilaian, membaca	Globalisasi dan kemajuan teknologi memberikan tantangan sekaligus peluang baru bagi pengajar bahasa Inggris di seluruh belahan dunia. Secara tidak langsung, terdapat kendala yang terkait dengan pembelajaran bahasa Inggris karena fakta bahwa teknologi telah menjadi aspek yang tidak terpisahkan dari keberadaan manusia. Saat ini, membaca dipandang lebih penting daripada keterampilan lainnya, mengingat membaca telah menjadi salah satu aspek literasi. Secara khusus, menentukan keterampilan membaca siswa menjadi sangat penting dalam pengajaran dan penilaian bahasa, dengan penambahan aplikasi pendidikan yang mungkin bermanfaat bagi guru untuk menilai keterampilan membaca siswa. Penelitian ini bertujuan mengidentifikasi aplikasi pendidikan yang dimanfaatkan untuk menilai ketrampilan membaca dan jenis-jenis ketrampilan membaca yang dinilai menggunakan aplikasi. Melalui metode wawancara terbuka dan analisis dokumen, hasil penelitian menunjukkan bahwa implementasi Google Form sebagai aplikasi pendidikan untuk menilai keterampilan membaca siswa menunjukkan penilaian membaca berdasarkan pendekatan penilaian tradisional dengan fokus pada membaca intensif. Penelitian ini telah menunjukkan media yang sesuai untuk menilai keterampilan membaca siswa beserta fokus membaca dan desain penilaian yang sesuai dengannya. Selain itu, dalam penelitian ini, Google Form mendominasi penggunaan media yang paling banyak digunakan untuk menilai kemampuan membaca siswa. Oleh karena itu, guru juga dapat menghemat lebih banyak waktu saat melakukan penilaian keterampilan membaca siswa.

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Introduction

English learning has faced new challenges as a result of the advancement of technology. Harmer (2007) expressed that "a word innovation means something new, which means new ideas to change things for the better." The use of new technology in language teaching could be a way to make language teaching and learning better, likewise, with the use of computers in teaching and foreign learning languages which began in 1960 (Warschauer & Healey, 1998).

The education system in Indonesia school has incorporated the teaching of English and the use of various technological media. In line, Ammanni and Aparanjani (2016) suggested that Indonesia's government has applied technology as one of the curricula aspects of education. This allows students to communicate with their peers where knowledge and experience exchange could also happen. Furthermore, in the context of English teaching and learning, technology is believed to facilitate the development of second language skills such as reading, writing, speaking, and listening.

Moreover, English learning today is considered more focused on reading than other abilities. Bhooth et al. (2015) argue that since the 21st century, English has become needed for learners to keep their knowledge updated. Nowadays, reading is considered representative of English language literacy, where language and literacy can be applied in both school and home (Toohey, 2016; Clark & Medina, 2016; Fola-Adebayo, 2019).

As a result, reading has become an urgent literacy in the middle of this technological era. Faoziah et al. (2020) believe that technology is not new to the educational realm; however, applying technologies in teaching and learning may be new to some teachers and students. The same condition also happens to the utilization of technology in conducting assessments. The primary function of technology in this context is to facilitate the relationship between assessment, teaching, and the learning process. Cheng and Fox (2017) depicted assessment as a key to assessing student learning and providing educators with essential information, which is considered a cyclical process since educators' instruction supports students through evaluation and teaching.

Similarly, Khan (2012) perceived assessment as a key component of the teaching and learning process, with the objectives of collecting, evaluating, and analyzing information regarding students' performance. The two statements above indicated that the quality of assessment techniques in the classroom determines the quality of teaching and learning. With regard to assessing students' reading skills, Ardianti and Mauludin (2017) argue that constructing an English reading test is also included as a teacher's part in assessing their students' skills. However, Hawanti (2014) conclude that teachers still believe in using a textbook for their English learning, including the traditional approach. Meanwhile, Boubris and Haddam (2020) found that several teachers might use evaluative practices to assess their students' reading skills based on teacher concepts. As a result, teachers still prefer to use traditional approaches rather than implement educational applications to assess students' reading skills.

Chzhen et al. (2018) and OECD (2018) found that the implementation of technology such as application in reading research and assessment becomes a tool for extensive

data collection that could become the replication of the lab result scale (positive and negative). Furthermore, technology could quickly assess the research finding result through the pre-test and post-test design. Notably, Taxitari et al. (2020) presented the impact of educational application use on the reading assessment; paper and pencil test is considered traditional assessment approaches for reading assessments. Recently with the popularity of technology, a system such as assessment tools has been available to increase the validity of protocols to assess students' reading. Helmers (2017) described the benefit of technology in assessing reading skills; by utilizing the unlimited number of topics and texts on the internet, students could relate some topics or texts to their background knowledge while utilizing Internet access.

What has been done by several educational scientists, such as Ingram (2020) and See et al. (2021), only emphasized the promise that technology, such as educational applications, could be delivered as an assessment that could facilitate reading. However, there is no evidence of a specific technology system that works to increase students' intellectual attainment. In other words, the previous research only mentioned one or two educational applications that are effective for assessing students' reading; they do not specify the type of reading assessment applied to the use of educational applications. Therefore, this current research intended to investigate the teachers' practices in assessing students' reading skills by focusing on the type of reading assessment applied through educational applications. Hence, to ensure the aim, the present study is guided by two research questions: (1) What is the educational application that English teachers use in assessing students' reading abilities? (2) What type of reading assessment occurs during the implementation of the educational application? Data were collected from 10 junior high school teachers using specific documents and semi-structured interviews to get responses to these study questions. The findings will help the researchers find the type of educational applications junior high school teachers uses to assess students' reading skills.

Method

Research design

The research was conducted through qualitative case studies to show the phenomenon based on the occurrence experienced by groups of different people. Research cases are persons, programs, groups, and policies that are special to the researchers, according to Meriem (1998; as cited in Alwasilah 2015). To collect information from the research, the researchers employed document analyses and interviews to answer the questions related to the use of educational applications in assessing students' reading abilities. The interview session was held in Indonesian to help the teachers comprehend the question more efficiently. In addition, to obtain comprehensive research data, the researchers used a literature study approach for the document analysis regarding the type of reading assessment by focusing on the educational applications used by the teachers in assessing students' reading.

Participants

This research was conducted at three junior high schools in Cirebon: (1) SMPN 1 Lemahabang, (2) SMPN 2 Lemahabang, and (3) SMPN 1 Karang Sembung. The study

involved 10 junior high school students to be interviewed and 3 English reading assessments as document analysis because 1 school represents 1 type of reading assessment.

The three schools are located in the countryside, which is far from Cirebon city center. In other words, this area is considered a rural area. This situation strengthens the novelty of this research since most of the previous research of this kind was done in urban areas. Therefore, the researchers could see this as a new thing where teachers in rural areas are able to utilize technology to assess students' reading.

There are three variables in the research, the first variable is the implementation of educational applications, the second is an assessment of reading skills, and the third is junior high school students. Based on the identified problems, the researchers formulated 8 questions for the English teachers. Regarding the research instrument, Creswell (2012) defined that open-ended interview questions could probe further information and elaborate the information in a qualitative research design.

The interview is about the implementation of educational applications that teachers use to assess students' reading skills, the focus of the reading they try to assess, and the reasons they use it rather than other applications. In addition, the researchers used document analysis of the reading test provided by the teacher. From the interview and document analysis results, the researchers could determine how the teachers implement educational applications to assess reading skills at the junior high school level.

Results

This section provides the results of this study, which were gained from an interview with English teachers of Junior High Schools and document analysis results. As previously mentioned above, the study asked 8 questions in the interview session and 10 themes of item analysis of the document. The responses are presented below as research results:

Interview result

The first question was to ask participants' confirmation about the implementation of educational applications that they used in assessing reading in English subjects. All 10 English teachers confirmed that they had already implemented the educational application to assess students reading skills. It is claimed that educational applications can be a solution to achieve learning effectiveness.

The second question was designed to know the frequency of implemented educational applications that English teachers use to assess students' reading skills. The study found 3 kinds of media commonly used by teachers that have been interviewed. Those are Google Forms, WhatsApp, and Canva. The participants were asked to mention the media they usually used to assess students reading.

Table 1. Educational applications used by the teachers in assessing students' reading

No	Educational application	Frequency
1	Google Form	10
2	WhatsApp	6
3	Canva	1

Table 1 shows the frequency of the educational applications used by the teachers in assessing students' reading. The participants revealed that Google form was voted by 10 out of 10 participants, WhatsApp 6 out of 10, and Canva 1 out of 10. Based on the data above, the study found that the most frequent educational application used to assess students reading was Google Forms, followed by WhatsApp. Canva was the least frequently used application.

The third question was about the focus of the reading assessment based on the teachers' experience. The result from the 10 responses was simplified and categorized into two groups, and below are some of their answers:

Table 2. Reading assessment focus used by the teachers in assessing students' reading

Reading assessment focus	Frequency
Analysis Language Structure	8
Fluency and Performing Skill	2

The researchers then asked the teachers about the category of reading assessment focus that they adapted while assessing their students. The first is the reading assessment that targets students to understand the language structure and grammar of the text, which also inferences an analysis of language structure. The second is fluency and performing skills as another target of reading assessment. Based on the interview, 8 teachers adapted the reading assessment that focuses on students' understanding of the language structure and grammar of the text. Meanwhile, the other 2 teachers adapted the reading assessment strategies focusing on students' reading fluency and performing skills. Additionally, the teachers consider that focusing on students reading fluency in assessing students' reading helps teachers to understand the students' reading skills in a personal way.

The fourth question to teachers was about the other possible options to assess students' reading. Each teacher interviewed has shown a different way to assess students' reading in addition to using the educational application, for instance, the school English coursebook, throw the ball, and translation project. Participants were requested to mention other media they used to assign students reading based on their own experiences. Based on the interview result, 8 teachers used the school English coursebook as another option to assess students reading. Meanwhile, 1 teacher used throw-the-ball strategies, and 1 teacher used a translation project as another option to assess students' reading.

Table 3. Other media used by the teachers in assessing students' reading

Reading assessment focus	Frequency
School English coursebook	8
Throw the ball	1
Translation project	1

The researchers then asked the fifth question related to teachers' preference in implementing media for assessing students' reading, such as educational technology and traditional media such as paper or books. Based on the interview result, 7 out of 10 teachers prefers to implement educational technology to assess students' reading skill, considering the educational technology undoubtedly helps them to assess students' final scores and determine the average score in the class. In addition, the most crucial educational technology has a track record. Therefore, teachers or educators could see the progress of students reading skills. On the other hand, the remaining 3

teachers prefer to use traditional media such as paper or books rather than implementing educational technology in assessing students' reading, considering that the device for the assessment has not yet been provided. Moreover, teachers who were interviewed claimed that the students' digital literacy level was relatively poor. Therefore, to apply the educational technology to assess students' reading, teachers and educators will need to put in additional work to facilitate them and then help them comprehend reading assessment or reading text.

The sixth question was about participants' opinions about the drawbacks of the implementation of educational technology in assessing students' reading. Again, participants were asked to share their opinion based on their own experiences, and the result showed various samples of responses, and below are some of their answers.

Table 4. Teachers' opinion of the drawbacks of the implementation of educational technology in assessing students' reading

Participants (P)	Drawbacks
P1	The score that we get from the Google Form is not a whole number, and sometimes, students fill it twice or three times. This makes teacher should do another crosscheck. *"Skor yang kami dapatkan dari Google Form itu tidak bulat atau genap, dan terkadang siswa mengisi Google Form berkali-kali sehingga 1 siswa dapat 2 nilai yang berbeda, hal ini membuat guru harus melakukan pengecekan ulang kembali."*
P2	Not all of the English assessment especially reading, can be covered only by using the educational applications. At the end of the day, I need to read the students answers in Google Form then I assess it manually, so I use Google Form, only to collect the students' reading assignment. *"Tidak semua penilaian bahasa Inggris dapat di handle dengan menggunakan educational applications, terutama reading. Pada akhirnya saya menggunakan Google Form hanya untuk mengumpulkan tugas reading siswa saja. Kemudian hasil dari Google Form saya nilai secara manual."*
P3	Educational technology needs money for the Internet data package. Meanwhile not all students can afford it. *"Penerapan educational technology membutuhkan uang untuk siswa membeli kuota, sedangkan tidal semua siswa mempunyai uang untuk membeli kuota."*
P4	First of all, in this school, most of the students do not have their own mobile phones, so they borrow it from their parents or siblings. Second, for some students who already have a mobile phone, not all of them understand how to use the applications there. Some of them even still struggle to log in to Google. *"Pertama, di sekolah ini hampir semua siswa tidal memiliki handphone sendiri, jadi mereka pinjam hp milik orang tua mereka atau sodara mereka. Kedua untuk beberapa siswa yang sudah punya hp, mereka belum paham cara menggunakan aplikasi disana, bahkan mereka masih kesulitan untuk Login ke Google."*

Finally, the seventh question asked was about participants' opinions about the benefits of implementing educational technology in assessing students' reading. Again, participants were asked to share their opinion based on their own experiences, and the result below showed various samples of responses.

The interview data above has answered the first research question regarding the educational application that English teachers implemented to assess students' reading abilities. The researchers found the educational application implemented by the participant in this study was Google Form, WhatsApp, and Canva. However, the most frequently used educational application was Google Forms. Furthermore, the participant also mentioned that they also implemented other media to assess students' reading, namely the school English coursebook, throw the ball, and translation project. This leads the researchers to ask the teachers' opinions about their preferences in educational technology for assessing students' reading. Most of them supported the use of educational technology to assess students' reading skills.

Table 6. Teachers' opinion of the benefit of the implementation of educational technology in assessing students' reading

Participants (P)	Benefits
P1	The use of Whatsapp really helps us to collect the reading assignment, and it also decreases the use of paper in our school
P2	Technology provides us with many kinds of text materials that we could use for the reading assignment, so we don't have to be afraid of the lack of material
P3	For scoring, Google Form is very helpful for teacher, because we don't need to check it one by one. Through google form we could get an instant result of the students' score
P4	Through the use of technology in assessing students, the teacher will always have a track record of their previous or last assignment, which could be accessed anywhere. So, teacher don't have to worry about losing the students' scores.

Document analysis result

The document analysis was employed to find the frequency of the type of reading assessment used by English teachers by implementing educational applications, such as reading assessment types that focus on intensive reading and extensive reading. The researchers proposed 10 item analysis based on reviews of the previous literature to analyze the type of reading assessment documents teachers used. These are Format, Time, Score, Focus, Foundation, Reading difficulty, Reading text selection, the Main target of Reading, Reading material, and Reading comprehension. The documents were analyzed based on the reading assessment criteria adapted from Boubris and Haddam (2020) and Nation and Waring (2019). The response to the 10-item analysis is presented as follows:

Table 7. Criteria of reading assessment

No	Aspect	Indicators and Criteria		Sources
		Traditional Assessment	Alternative Assessment	
1	Format	Multiple-choice format	Free response format	Boubris &
2	Time	Scheduled tests	Continuous assessment	Haddam
3	Score	Scored feedback	Individualized feedback	(2020)
4	Focus	Correct answer	Creative answer	
5	Foundation	Recall/Recognition	Construction/Application	
		Intensive Reading	Extensive Reading	
6	Difficulty	Difficult	Very Easy	Nation &
7	Reading text selection	Teacher select	Learners select	Waring (2019)
8	Main target of Reading	Analysis of the Language	Fluency and skill performing	
9	Material	All learners read the same material	All learners read different things (based on their interests)	
10	Comprehension	Checked by specific questions	Checked by reports/ summaries	

The responses were recorded, and document analysis revealed that the multiple-choice format was used by 7 participants and the Essay format was used by 3. Scheduled tests were used by 9 participants and 1 for Continuous assessment. Scored feedback was used by 8 participants, and Individualized feedback by 2. The correct answer was used by 8 participants, and the Creative answer was used by 2 participants. Recall/Recognition was used by 5 participants, and Construction/Application was used by 5 participants.

Moreover, when it comes to reading difficulties, all 10 participants of this study rated the reading assessment as Very Easy. For reading selection, 7 participants chose the texts. Meanwhile, the other 3 participants allowed the students to choose the reading selection for their reading assessment. The main target of reading also showed the same result, where 8 participants revealed the analysis of the language structure as their main target of reading, while the other 2 stated fluency and skill

performance as their main target of reading. Furthermore, for reading material, all 10 participants used the same material for all of the students. Finally, for reading comprehension, all 10 participants of this study assessed the students' reading comprehension by the specific questions.

Table 8. Teachers' opinion of the benefit of the implementation of educational technology in assessing students' reading.

No	Item analysis	Type of assessment	Frequency
1	Format	Multiple-choice format	7
		Essay format	3
2	Time	Scheduled tests	9
		Continuous assessment	1
3	Score	Scored feedback	8
		Individualized feedback	2
4	Focus	Correct answer	8
		Creative answer	2
5	Foundation	Recall/Recognition	5
		Construction/Application	5
6	Reading Difficulty	Difficult	0
		Very Easy	10
7	Reading Text Selection	Teacher select	7
		Learners select	3
8	Reading Main target	Analysis of the language structure	8
		Fluency and skill performing	2
9	Reading Material	All learners read the same material	10
		All learners read different things (based on their interests)	0
10	Reading Comprehension	Checked by specific questions	10
		Checked by reports/ summaries	0

The document analysis data above has answered the second research question regarding the type of reading assessment that occurs through the implementation of the educational application. The researchers found that the frequency of traditional assessment and intensive reading items is much higher than the frequency of alternative assessment and extensive reading items. Therefore, the researchers concluded that the implementation of educational applications demonstrated a reading assessment based on traditional assessment approaches with a focus on intensive reading.

Discussion

Teaching, learning, and assessment in English language teaching are always connected to each other. For instance, when teachers and students have discussed/negotiated intended learning outcomes, indirectly, teachers lead students to have substantial opportunities for well-structured assessment throughout the learning process (DeBoer & Leontjev, 2021). Furthermore, assessment could stimulate, accelerates, and significantly deepens the learning (Fullan et al., 2018). Assessment is also seen as a critical component of the teaching and learning process, with the objectives of collecting, evaluating, and analyzing information regarding student performance (Cheng & Fox, 2017; Khan, 2012). Teaching, learning, and assessment are always connected to each other. However, not all of the assessment is appropriate to support the teaching-learning process. Therefore, it is fundamental for teachers to understand and match the relationship between assessment and learning. This study showed that educational application is considered one of the media that teachers could utilize to as-

sess students' reading skills, and this educational application is also suitable to support language teaching and learning.

The participants of this research have implemented educational applications in assessing students' reading since the beginning of 2021. Wijayanti (2020) claimed that learning applications as a medium of assessment are beneficial to be implemented for reading skills. It is because, in the digital era, reading text materials are both printed and available digitally. Regarding this, Fučeková and Metruk (2018) asserted that mobile applications have the potential to encourage students to create their learning environments, which gives advantages to the learners. If the teacher could implement educational applications for the students' reading assessment, it would be very beneficial for the students and the teacher. Utilizing educational applications not only introduces the digital environment to the students but also encourages them to personalize their learning environment. According to the interview responses mentioned in the previous section, Google Form, WhatsApp, and Canva are the three most used educational applications for reading assessment purposes.

Google Form is perceived as a new medium to assess students' reading skills. This is supported by the current situation where the world of education cannot be separated from the development of digital penetration. According to Fitriani (2021), Google Form is a service on the Google platform that enables the creation of surveys, questions, and replies using customizable online form components. Therefore, by utilizing Google Forms, the teacher may receive immediate responses from students. The reading assessment created using Google Forms also reduces paper waste in the school (Yunita, 2019). In addition, Fitriani (2021) argued that the implementation of Google Forms in assessing students' reading could make students disciplined because students need to submit the assessment on time to get a score.

WhatsApp has a practical feature for English teachers and students in teaching, learning, and assessing the English language, especially in reading skills. Based on the result of this study, students use WhatsApp to submit their reading assignments, then the teacher assesses them manually. The teacher sees that as practical use of WhatsApp, because compared to Google Form, WhatsApp is considered to be easier for teachers and students to exchange information at the same time. Therefore, WhatsApp helps students overcome their fear of using the language through sharing information and discussion (Nuraeni & Nurmalia, 2020). Furthermore, WhatsApp does not require a stable network to keep it running (Nihayati & Indriani, 2021). This study showed that one of WhatsApp's best features is that it allows a teacher to give helpful feedback and responses while communicating with students. WhatsApp is very easy to access for everyone, including students (Djamdjuri & Kamilah, 2020). WhatsApp also had become a social media supporting distance learning (Maulidya et al., 2021). In addition, other features such as WhatsApp groups could be used to evaluate class discussions, since students are expected to understand the learning material (Afsyah, 2019).

Canva, as a drag-and-drop format website, provides a source of visual media that gives users access to over a million images, graphics, free icons and shapes, and hundreds of fonts (Yundayani et al., 2019). The interview responses showed that Canva could help teachers assess students' reading by asking them to design short reading

text in the form of a Canva visual template. This is in line with the statement from Anshari and Alas (2015) which said that Canva is an application-based type of technology that may be used to design, implement, and assess a specific learning process. it regard to reading skills, Canva allows the teacher to monitor student participation, share multimedia, and assesses student reading performance (Himawan, 2018). In addition, Canva, as an application-based media in the 21st century, is considered a reliable, customizable, easy-to-use media that helps teachers reduce their time assessing students' reading.

The implementation of the educational application in assessing students' reading in this study has demonstrated a reading assessment based on traditional assessment approaches with a focus on intensive reading. Traditional assessment approaches are considered helpful to make students understand the instruction from the text they have to read (Boubris & Haddam, 2020). According to Boubris and Haddam (2020), the reading represents a systematical and procedural approach to explaining certain aspects of reading, such as what it is, how it is taught, how it relates to other cognitive and perceptual abilities, and how it interacts with memory. Furthermore, the traditional assessment strategies are considered very objective, reliable, and valid (Dikli, 2003). This is in line with the result of this study, where participants designed a reading assessment in the specific question formats; therefore, it could show that the reading assessment was valid. In addition, Simonson et al. (2015) asserted that traditional examinations frequently concentrate on students' capabilities to memorize and recall information. In reading, the term memorizing and recalling information are strongly related to students with extrovert personality learning styles and those with introvert personality learning styles (Sylvia & Widiati, 2017).

Meanwhile, the reading assessment focus demonstrated by the implementation of the educational application in this study concentrates on intensive reading. According to Waring (2011), intensive reading emphasizes the development of language knowledge and specific reading skills, which are presented as a combination in a reading text. Similarly, Padilla et al. (2019) disclosed that intensive reading is carried out more frequently for teaching a second language at any level, considering the fact that the intensive reading text has relatively short texts with the central objective of learning specific vocabulary and grammatical aspects depending on the understanding of meaning. In sequence with the document analyses of this study, the formats of the reading assignment mostly started with the short text, followed by multiple-choice questions with specified questions connected with the short text. Boudah (2018) argued that intensive reading often takes attention to students to translate the text to get a specified focus. Through the implementation of the educational application in assessing reading, the teacher not only assesses students but also introduces students to understand the text through the process of extraction of precise information or the main idea of the paragraph and defining possible idiomatic phrases, or finding some unknown words as the intensive reading assignment question (Padilla et al., 2019; Díaz-Ducca, 2015). In addition, Calvin (2022) argued that before the reading assignment is conducted, the teachers could always remind and motivate their students to review learning materials outside the class and study materials seriously before taking a reading test. Furthermore, the teacher can meet them to discuss learning materials that are difficult to comprehend.

Conclusions

The utilization of an educational application to assess students' reading skills has shown a promising future. The educational applications in this research might be originally designed for a more general purpose, but they have proven to be beneficial for educational purposes as well, including for assessing students' reading skills. Assessing students' reading skills has always been known as the most time-consuming activity for teachers. However, by utilizing educational applications, teachers could save more time funded with valid and trustable student reading skills assessments. Meanwhile, it is also necessary to equip English teachers with skills in utilizing technology in their teaching (Hidayat et al., 2022). In the current study, Google Form dominates the use of media to assess students' reading skills. The application was initially designed as one of the Google services that enable users to create surveys, questions, and replies using customizable online form components. Google Form is an educational application used by all of the participants in this study because Google Form helps teachers save more time while assessing students' reading. Furthermore, Google Forms could make students more disciplined because they must submit the assignment on time to earn a score. In addition, implementing educational applications in assessing students reading skills, such as Google Form, also introduces students to the use of digital technology.

The result of this study also showed that participants designed a reading assessment in the specific question formats, showing that the reading assessment was valid. Furthermore, the study also showed that the formats of the reading assignment mostly started with the short text, followed by multiple-choice questions with specific questions related to the short text. Therefore, the validity of the reading assignment is one of the main targets of the traditional approach. Meanwhile, the intensive reading text is a relatively short text with the central objective of learning specific vocabulary and grammatical aspects from the text. In conclusion, this study's results indicate that the utilization of an educational application (Google Forms) to assess students' reading skills demonstrated a reading assessment based on traditional assessment approaches with a focus on intensive reading.

Acknowledgments

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