AN ANALYSIS OF THE IMPLEMENTATION OF ASSESSMENT TECHNIQUES IN ENGLISH SUBJECT BASED ON *KURIKULUM 2013* IN SMPN 1 2X11 KAYUTANAM

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Abstract

Penelitian ini dimaksudkan untuk menjawab pertanyaan penelitian (1) Apa saja teknik penilaian yang digunakan guru Bahasa Inggris di SMPN 1 2X11 Kayutanam berdasarkan kurikulum 2013, dan (2) Bagaimana guru Bahasa Inggris di SMPN 1 2X11 Kayutanam menerapkan teknik penilaian berdasarkan kurikulum 2013. Penelitian ini merupakan penelitian deskriptif. Data dikumpulkan melalui telaah dokumen serta angket guru dan siswa. Data dari hasil penelitian menunjukkan bahwa: (1) Teknik penilaian yang digunakan adalah tes tertulis, tes lisan, penugasan, unjuk kerja, proyek dan portofolio. Meskipun seluruh teknik penilaian digunakan oleh guru, akan tetapi tidak semuajenis teknik penilaian yang digunakan. Untuk teknik tes tertulis guru hanya menggunakan jenis soal pilihan, isian ganda dan esai. Untuk penugasan, guru memilih penugasan secara berkelompok. Sementara untuk unjuk kerja, guru sering meminta siswa untuk berbicara daripada menulis, dan (2) Implementasi teknik penilaian berdasarkan angket guru dan siswa masing-masing adalah 80,16% dan 65,94% dengan kategori baik.

Kata Kunci: Implementasi, Teknik Penilaian, Bahasa Inggris, Kurikulum 2013

A. INTRODUCTION

As a part of learning, assesment becomes an important thing in teaching learning process. Assessment is ongoing process that provides information about the students' improvement in learning (Hoy, 1994:4). The information resulted by the assessment is precious to be the source in determining the students achievement after teaching learning process is undertaken. By knowing what has been reached by the students, it is also benefit the teacher to raise the effectiveness in teaching in the future by doing some improvement. The information from the

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assessment is also demanded by the teacher to make decision to place the students in appropriate level (Fook and Sidhu: 2010). In brief, assessment is a tool to determine the student achievement toward what the teacher have taught. Therefore, the way the teachers asses the students should get serious attention.

According to Permendikbud no 23(Kemendikbud, 2016), assessment is the process of information gathering to measure the students achievement during the learning process. There are three aspects of the students achievement which are assess in *Kurikulum 2013* according to the regulation: attitude, knowledge and skill. The first aspect is to gain descriptive information about the attitude of the students. The second one is to measure the students mastery on knowledge. The last is to assess the skill of the students in implementing the knowledge they have in doing certain task. Different with two other aspects, the indicator of the assessment on attitude aspect for subject other than religion and nationality can be separated from the substance of the basic indicator. For general subjects including English, the indicators of achievement in attitude are not mandatory to be linked directly to the subject. Therefore, assessing the knowledge and skill is mainly source to determine the students achievement on English.

In detail, the techniques to assess the students achievement are observation, self-assessment, peer assessment, written test, oral test, task, performance, project and portfolio (Kemendikbud, 2015). The observation, self assessment and peer assessment are not directly to assess the students achievement on English since those techniques are to assess the attitude aspect. While the rest techniques are mainly to assess the students ability in knowledge and skill aspects about English. Besides they are the important, assessing knowledge and skill aspects cannot be done separately since they are related each other. The knowledge in English which consists of factual, conceptual and procedural is related to the skill in listening, speaking, reading and writing (Kemendikbud: 2016). As the result, it also gives impact to the way in assessing those aspects that can be done in the same time. Therefore, it is necessary to identify the implementation of the techniques to assess the knowledge and skill aspects.

Written test is a form of test in which questions are given in written form and answers are collected in written form (Kunandar, 2015: 165). The wrtitten test is used to measure the cognitive ability which include recall, comprehension, analysis, synthesis and evaluation. The written test consists of objective and subjective from the way on scoring the answer (Kunandar, 2015: 175). Objective test is a form of written test which the the question is close-ended so that the answer is definite and short. The forms for objective test are true false, multiple-choice, matching, gap-fillling and short answer. The way to score the test by giving 1 for the right answer and 0 for the wrong answer. On the other hand, subjective test is written test which the question is open-ended so that the answer is in form of longer description. The form of subjective test is only essay. The way to score essay is by making rubric as the guidance for teacher in deciding the students' answer.

The format in oral test ability according to Hughes (2003: 122), are: interview, interaction with fellow candidates, and responses to audio or video recording. In interview, he suggest about how to elicit the students answer in several suggessted ways: (1) asking questions and request for information, (2) giving pictures to be explain, (3) giving a role in particular situation, and (4) giving situation to be interpreted to gain comprehension and production. In interaction with fellow candidates, the number of candidates is no more that two in order to avoid the fail in showing the ability for some candidates. Then, the way to do the interaction is by having discussion and role play. Furthermore, in responding to audio or video recording the students can be asked the student abou situation, remark in isolation and simulated conversation. Type of oral test suggested in *Kurikulum 2013* is similar to interview as described above. It is because the activity of oral test done by the teacher should give the question in oral form to the students which will be answered verbally during the teaching leraning process. (Kunandar, 2015: 225).

The assessment by task is done by giving the students with additional assignment to be done at home or also known as homework (Kunandar, 2015: 231). The homework is intended to deepen the students' mastery about what they have learned in the class related to the achievement in knowledge aspect. The homework can be given induvidually or in group. In addition, teacher must give the student limit of time in which the homework should be collected.

O'Malley (1996:4) states that performance assessment consists of any form of assessment that the students may respond orally or written. In addition Brown (2004: 255) also reveals about the performance assessment which implied that the skills are the productive skill such as speaking and writing. The benefit that will be achieved by doing performane is mentioned by Abedi (2010:1) in which the performance result is able to give information for analyzing what the students have known to help the teacher determines which group of students need special attention. In *Kurikulum 2013,* the purpose of performance assessment is to assess the learning achievement in form of skill process or product (Kemendikbud, 2015). Thus, the aspects to be assessed are the quality of process in performing certain task or the result of the performance in form of the product or both of the process and the product.

Project as stated by Mansoor (1997:10) is collaborative approach where the students situated in authentic language athmosphere to achieve certain objects. In short, the process of the project assessment will requires the students to plan, work on complex task and assess their performance. Therefore, the activity will be completed by the students in certain period of timein order to give the students opportunity to show their mastery to apply the skill. The assessment can be used to assess one or several basic aspect. To give the score of student project, O'Malley (1996: 12) suggests to use rubric or rating scale. In *Kurikulum 2013,* there are four things that considered to be evaluated in assessing the students' project (Kemendikbud, 2015). It begins with management that is the students' ability in choosing the topic, gaining information, managing the time and writing

the report. After that, the relevance that is the appriateness of the topic, data and product based on basic competence. Then, the originality of the product, for example the report, after considering the the teacher contribution toward the students' project. Lastly, the inovation and creativity in which the students' product has novelty from the previous product.

According to O'Malley (1996:4), portfolio is the students' task accumulation to show the progress to instructional objectives. In other words, portfolio is known as continuously assessment that is based on reflective-integrative information that show the students' development in particular period. The content in portfolio can be in various form such best essay, written reports or research project, sample of evaluation of performance, video tapes, records of practical procedures, letter of recommendation, CVs, written reflection (David, 2001:6). In *Kurikulum 2013* for junior high school, type of portfolio used is showcase portfolio (Kemendikbud, 2015) in which the students are demanded to collect their best work. From the previous description about three techniques in assessing the knowlege aspect, it can be inferrred that what to be include by students in the portfolio are only their best result of written test and task.

Based on informal interview toward one of the English teacher in SMPN 1 2X11 Kayutanam, the implementation of assessment techniques based on *Kurikulum 2013* could not successfully be done by her. It is because several changes of the techniques to assess the students achievement. The teacher gets confussion about the right technique to be used to assess each aspect. Therefore, it signs that there must be some problems about the implementation of the assessment techniques based on *Kurikulum 2013*. After finding that condition, the teacher is informally interviewed to gain the information about the problem. The cause of the problems were in several ways. The first is lack of knowledge about how to implement the techniques. Eventhough it has been more than three years of the regulation, the teacher does not completely know all assessment techniques can be used to assess the students achievement. The other reason is lack of time available to do various techniques to assess those students' achievement because of the consideration about her main job in teaching the students rather than assessing them.

In fact, assessing the students by using various assessment techniques is important to assure that the students have obtained the expected achievement during the instruction. As the consequence of the carelessness in conducting the assessment can also lead to inaccurate identification, improper program placements and long term failure of the learning process (Cumming in O' Malley: 1996:3). In short, the implementation of the assessment in *Kurikulum 2013* should be done comprehensively following the demand of the curriculum to meet with the goal of the instruction..

B. RESEARCH METHOD

The design used in this research was descriptive research in order to describe about the implementation of assessment techniques in English subject based on *Kurikulum* 2013 in SMPN 1 2X11 Kayutanam. Descriptive research mentioned by Gay and Airasian (2009: 299) is to describe the existence of certain condition. The study of the research would determine about the phenomenon on the implementation of the assessment techniques employed by the teachers.In this research, the subjects were English teachers and students who studied with them in grade VII, VIII, and IX in SMPN 1 2X11 Kayutanam. The instruments were used in this research consisted of document checklist and questionnaire.The data which were obtained from the document checklist, questionnaire, interview were analyzed by qualitative and quantitative method. The questionnaire were analyzed by using descriptive-quantitative to measure the level of achievement of the implementation of the assessment techniques.Meanwhile, the document checklist result are analyzed by descriptive-qualitative. The steps are suggested by Gay and Airasian (2009:467) as reading/memoing and classifying.

C. RESULT AND DISCUSSION

After checking on some documents, it was found that the techniques used by the English teachers were: written test, oral test, task, performance, project and portfolio. Therefore, the result of spreading the questionnaire and conducting interview shown that the implementation of assessment techniques was good from both teachers and students questionnaire by 80.16% and 65.94%.

For details, the findings were explained in some points below:

Assessment Techniues in English Subject used to Assess the Students achievement

The assessment techniques used by the teachers were identified by the document gave by the teacher. The result was in the table below:

No	Assessment Techniques	Document	Teacher		
			A	B	C
1.	Written test	Question sheet of True False	-	-	-
		Question sheet of Multiple-choice	√	√	-
		Question sheet of	-	-	-

		Matching			
		Question sheet of Gap Filling	√	-	√
		Question sheet of Essay	√	-	√
2.	Oral Test	List of Question	√	√	√
3.	Task	The Instruction of doing task	√	√	√
4.	Performance	Rubric	√	√	√
5.	Project	The instruction to do the project	√	√	√
6.	Portfolio	Table of assessing the portfolio	√	√	√

The table above shown the document handed by the teacher. It can be seen that generally all assessment techniques were used by the teachers. However, not all documents related to each techniques were found. TeacherA handed question of written test on multiple choice, gap filling and essay. Teacher A gave the question of gap filling from students book published by the education ministry about asking permission. However, the form of gap filling he gave was too long. As the result, the form was similarly to essay. In essay, he handed document which asked the students to make the ability the students can do. Teacher B handedthe question of written test in form of multiple choice in the board than she asked the students to write on their paper. Teacher C handed document on written test in form of completion and essay. In completion, she asked the students to complete several sentence which missed one or two words. In essay, she asked the students to complete certain conversation with short answer of yes or no answer.

The documents given by the teacher related to oral test is in form of lists of question. All of the teachers handed the questions from students book. Teacher A gave the document which contained of pictures and clues about stating ability. Therefore, the students were asked to answer the questions based on the clue given in each picture. Teacher B handed document which contain of questions to be answered by the students orally about responding what to do and what not to do. Teacher C gave the list of question about the subjects the students have in every week to be answered orally by them. Type of activities on oral test according to Hughes (2003) are interview, interaction with fellow candidates and response to audio or video recording. From the finding, it can be said that teacher A and Cused interview while teacher C used interaction with fellow candidate.

In task, the teacher handed document about the instruction to do the task. Teacher A gave the students a sheet which contained of picture that has blank space to be completed with the expression of willing to do something. Teacher B gave the document about the instruction to make some statements related to the activity of some people surrounding them. Teacher C handed document which asked the students to present the fact about themselves. In addition, the task given by the teachers were done in group. As it is mentioned by Vatterot (in Carr, 2013: 174) about the characteristic of good task, the task given by teachers have been meaningful for the students since the topics teachers used were familiar to the students daily life.

Documents found for performance were in form of rubric and the text to be performed by the students. Teacher A gave the text about giving compliment taking from students book and the rubric from teacher book. Teacher B handed over the rubric in speaking skill to assess the students in performing the expression of necessity and suggestion which the text was made by the students. Teacher C gave a document taken in students book which contained of conversation to be acted by the students. To assess it, the teacher used rubric which also she took from teacher book. In short, all teachers used the available rubric from teacher book.

In project, the documents handed by the teacher were in form of rubric and project sheet. Teacher A handed a format to be made with invitation card by the students the taken from student book. The students did the project in group. Teacher B gave the document about some topic which should discuss by the students in group. Teacher C handed document which asked the students to report their own daily activities and report their classmates about the daily activities. In conducting the project, the teachers were suggested to give the student chance to choose the project (Mansoor, 1997: 15). However, it was not done by the teachers since they gave the ready project to the students without discussing the project with the student at first.

For portfolio, teacher A handed some maps that contained of students work which contained of written test, task, and project. Similarly to teacher A, teacher B also made the map for written test, task and project in the same map. On the other hand, teacher C handed the collection of students work from students book and pile of papers that contained students' work because she did not document the task in map. Furthermore, all teachers also handed the document about the example of table to assess the portfolio taken from teachers book. According to Kemendikbud (2015) the characteristic of portfolio for junior high school was showcase portfolio. It meant that besides the students works were collected, they also should be exhibited. What have been done by teacher A and B were only collecting it in a map. However, teacher C also did not completely did the portfolio since she was only exhibiting the students works but not documenting it

The Implementation of Assessment Techniques

Written test

To use this technique, Brown (1971), Kunandar (2015) and Kemendikbud (2015) suggested to do some stages. Through the points stated in questionnaire, teacher A got 92% with very good category for overall implementation of the written test. Teacher B got 85% which also categorized as very good category. However, teacher C only got good category with 75% achievement. What have been done by teacher in written test from the students questionnaire was varied. Teacher A was scored lower but teacher B and C were scored higher.Teacher A score was 87% belonged to very good category. Teacher B and C score in sequence were91% categorized as very good achievement and 79.19% categorized as good achievement.

Oral Test

In conducting oral test, there are some stages should be done by the teachers according to Hughes (2003), Kunandar (2015) and Kemendikbud (2015). Teacher A obtained 95% with very good category in implementing the assessment techniques was the highest score than other teacher. Teacher B was the second with 81% and teacher C as the last with 77% achievement. Unfortunately, the score given by the students questionnaire on oral test for all teachers was quite lower than the teacher questionnaire. Teacher A got 73% achievement which categorized as good. However, teacher B scored by the students only as fair with 62.25% achievement. However, teacher C got quite higher score from the students questionnaire with 72,31% achievement categorized as good.

Task

There were some steps suggested to be done by the teachers according to Vatterot (in Carr, 2013), Kunandar (2015), and Kemendikbud (2015). Teacher A, as always, got the highest score from other teachers with 96% achievement with very good category. It was followed by teacher B with 78% and teacher C with 75%, both categorized as good. The score from the students questionnaire toward the implementation of task was different from the teachers'. The highest score was obtained from the students of teacher B with 80.31%. It was followed by teacher A with 77.81% and teacher C with 70.69% achievement. All of them was categorized as good achievement.

Performance

To do this technique, there were several steps suggested by O'Malley (1996), Brown (2004), Kunandar (2015) and Kemendikbud (2015). The score obtained by the teacher A was 96% categorized as very good. Teacher B and C got 78% and 75% which categorized as good achievement. However, the result of students questionnaire said that teacher B was the highest score by 71.88% achievement. Teacher A score was the only suitable toward The second place was

obtained by teacher B with 60.68% and the third place was teacher C with 57.63%. Teacher B was categorized as good. Unfortunately, both teacher A and C was categorized as fair.

Project

There were some steps suggested to do the technique according to O' Malley (1996), Mansoor (1997), Kunandar (2015) and Kemendikbud (2015). The score obtained by teacher A was always the highest with 91% achievement categorized as very good. Teacher B was the second with 81%, and teacher C as the third with 80%. The score obtained from the students questionnaire was said that teacher B was the highest with 80.69% categorized as good. Teacher C as the second score obtained 63% categorized and teacher A as the third obtained 50.88%. Both teacher A and C categorized as fair achievement.

Portfolio

To do the porfolio, the steps suggested by O'Malley (1996), David (2001), Kunandar (2015) and Kemendikbud (2015). Teacher A got 86% and as the highest achievement with very good category. Teacher B as the second rank got 72% with good category. As the lowest, teacher C only got 60% with fair category. The score given by the students toward the portfolio was much lower than the teachers. All of the score obtained was categorized as poor. Teacher A, B and C in accordance got 31.4%, 34.06% and 43% achievement.

D. CONCLUSION AND SUGGESTIONS
   1. Conclusion
   The techniques used by the teacher were written test, oral test, task, performance, project and portfolio. It was meant that all of the assesment techniques suggested by the curriculum were used by the teachers. However, the teachers did not use all the instruments in written test and task. In written test, the instruments used by the teachers were multiple-choice, gap filling and essay while true-false and matching never used by them. In addition, the instrument used in task was commonly group task. Individual task was rarely used because of some reason. In performance, the skill mostly assessed by the teacher was speaking. Writing skill was seldom assessed by the teachers because of the students ability.

   In the implementation of assessment techniques, the teachers have implemented all of assessment techniques to assess the students achievement. The overall percentage and category gained from the teacher questionnaire was 80.16% achievement included as good category. However, the implementation of the techniques to assess the knowledge aspect from students questionnaire was 65.94% achievement which still categorized as good.

2. Suggestions

Based on the research done, the researcher wants to deliver the suggestion related to the implementation of assessment techniques that the English teachers in SMPN 1 2X11 Kayutanam are supposed to use all assessment techniques to all classess without any exception to maximize the learning output.moreover, it is expected to the next researcher who wants to analyze the implementation of assessment techniques to dig deeper on the problem faced by the teachers.

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