



EVALUATION OF AUTHENTIC ASSESSMENT FOR WRITING SKILL AT JUNIOR HIGH SCHOOLS IN WEST SUMATERA

EVALUASI ASESMEN OTENTIK UNTUK KETERAMPILAN MENULIS DI SEKOLAH MENENGAH DI SUMATERA BARAT

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Abstract

Authentic assessment as an evaluation system in 2013 curriculum is needed in assessing students' process and product of the learning. Yet, teachers need a guidance book in implementing the authentic assessment for assessing students' writing skill that have been developed by the experts from Universitas Negeri Padang. This research aimed to evaluate these authentic assessment products for writing skill at junior high schools at the seventh and eighth grade based on the requirement of 2013 curriculum, the content or material, and the authenticity of authentic assessment. The research was designed to the evaluation research. The participants were twelve English teachers at junior high schools in West Sumatera and one expert in the language assessment. They were chosen purposively because they have applied the authentic assessment and they have implemented the authentic assessment in teaching and learning process. The research findings showed that the authentic assessment for writing skill at junior high school have fulfilled the requirement of 2103 curriculum, the content or material of authentic assessment, and the authenticity of authentic assessment quantitatively by achieving average score 60% to 80% with "good category and 81% to 100% with category "very good". However, the types of authentic assessment have many revisions should be done by the experts to improve the quality of those products qualitatively.

Keywords: *Evaluation, Writing Authentic Assessment, 2013 Curriculum, Content or Material, Authenticity*

Abstrak

Penilaian otentik sebagai sistem evaluasi dalam kurikulum 2013 diperlukan dalam menilai proses dan produk pembelajaran siswa. Namun, guru memerlukan buku panduan dalam menerapkan penilaian otentik untuk menilai keterampilan menulis siswa yang telah dikembangkan oleh para ahli dari Universitas Negeri Padang. Penelitian ini bertujuan untuk mengevaluasi produk penilaian otentik ini untuk keterampilan menulis di sekolah menengah pertama di kelas tujuh dan delapan

berdasarkan persyaratan kurikulum 2013, konten atau bahan, dan keaslian penilaian otentik. Penelitian ini dirancang untuk penelitian evaluasi. Pesertanya adalah dua belas guru bahasa Inggris di sekolah menengah pertama di Sumatera Barat dan satu ahli dalam penilaian bahasa. Mereka dipilih secara sengaja karena mereka telah menerapkan penilaian otentik dan mereka telah menerapkan penilaian otentik dalam proses belajar mengajar. Temuan penelitian menunjukkan bahwa penilaian otentik untuk keterampilan menulis di SMP telah memenuhi persyaratan 2103 kurikulum, konten atau bahan penilaian otentik, dan keaslian penilaian otentik secara kuantitatif dengan mencapai skor rata-rata 60% hingga 80% dengan "baik kategori dan 81% hingga 100% dengan kategori "sangat baik". Namun, jenis penilaian otentik memiliki banyak revisi yang harus dilakukan oleh para ahli untuk meningkatkan kualitas produk tersebut secara kualitatif.

Kata kunci: *Evaluasi, Assesmen menulis otentik, kurikulum 2013, isi atau Materi, otentisitas*

A. INTRODUCTION

Evaluation is a whole process for gathering students' progress in the learning. It uses methods and measures to judge students' learning and understanding of the material for purposes of grading and reporting. Evaluation is feedback from the teacher to the students about their learning. By doing the evaluation, the students may know how far they have understood the learning given by the teacher. It is important to do in education system which purposes to make a final decision about students' achievement and the success of educational programs.

In the case of evaluation, authentic assessment as a current method of assessment used in 2013 curriculum has been set by the government. As declared by Permendikbud No. 65 in 2013, the evaluation system in 2013 curriculum uses authentic assessment which aims to evaluate students' readiness, the learning process, and the result as a whole. By applying the authentic assessment, teachers are being helped to see students' development before, during, and after the learning. The teachers are not only assessing students' product of the learning, but also students' process of acquiring the learning. It is a comprehensive assessment to cover both process and product of the students' learning.

According to Mueller (2005), there are three reasons to use authentic assessment. First, authentic assessments are direct measures. Students are aimed to be able to use the acquired knowledge and skills in the real-world. It will provide the most direct evidence. Second, authentic assessments capture the constructive nature of the learning. Students cannot only ask to repeat back information they have received, they must also be asked to demonstrate that they have accurately constructed meaning about what they have been taught. Third, authentic assessments provide multiple paths to demonstrate the learning. Students may use various ways to demonstrate the knowledge and skills they have acquired. It is recommended that multiple and varied assessments to be used.

The aim of authentic assessment is to measure knowledge and skills in various contexts to reflect the real-world life as a meaningful learning. As stated by Mueller (2005), authentic assessment is a form of assessment in which students are asked to perform real-world tasks which demonstrate meaningful application of essential knowledge and skills. Authentic assessment encourages students to perform real-world tasks to demonstrate meaningful application of essential knowledge and skills.

What the students have acquired in the learning, they have to perform it in the real-situation. Unfortunately, the implementation of authentic assessment has obtained some obstacles in the field.

Several researchers reported the obstacles found in implementing the authentic assessment. First, O'Malley and Pierce (1996) state the authentic assessment is likely to encounter three difficulties concerning the purpose, the fairness and the grading process. The purpose of the assessments affects whether or not the students receive special language-based instruction, the type of instruction, and the duration over which the instruction held. Additionally, the purpose of the assessment determines the design of the assessment. With limited sources, time and partners, the teachers were not able to develop the assessment appropriately. The teacher faces some difficulties in determining the purpose of the assessment, taking students' fairness and making an objectivity and reliability of scoring of students' work. It takes longer time since the teacher has to assess many aspects as authentic as possible. Next, Zaim (2013) found some problems related to the implementation of the authentic assessment, especially in the high schools level. He affirms that the implementation of authentic assessment is not good enough in the process of learning. Further, teachers still need training and guidance book to implement the authentic assessment in learning process. Thus, currently, the last two experts, Zaim and Refnaldi from Universitas Negeri Padang, had developed a guidance book to help teachers to implement the authentic assessment for assessing students' writing skill especially at junior high school level. This guidance book was aligned with 2013 curriculum and may be used to assess students' writing skill. It has been designed systematically by following the standards of designing writing assessment. It consists of various ways to assess students' writing skill, they are; the teachers of seventh grade may use writing sequences procedure, writing bubble, personal report, arranging the sentences, describing picture, writing diary, and mini classroom observation. Then, the teachers of eighth grade may use writing with purpose, writing prompts, integrated language assessment, writing summary, project/exhibition, picture description, narrating sequences, daily journal, peer-assessment, and portfolio.

After developing the guidance book, the experts continue the study to implement the authentic assessment in the teaching and learning process. To get the appropriate authentic assessment for assessing students' writing skill, the evaluation is needed to be conducted toward this guidance book. Thus, this research is a part of that research which aims to describe to what extent the authentic assessment for writing skill at junior high schools in West Sumatera developed by the experts fulfill the criteria of authentic assessment. It can be evaluated from three aspects include the requirement of 2013 curriculum, the content or material of authentic assessment, and the authenticity of authentic assessment. Thus, the researcher was interested to conduct this research in order to get the deep description about the fulfillment criteria of authentic assessment for assessing students' writing skill which was based on the three aspects above to complete the previous researches.

In order to evaluate its products, there are three points to be discussed included the requirement of 2013 curriculum, the content or material, and the authenticity of authentic assessment. First, the requirement of 2013 curriculum, there are nine indicators declared by Permendikbud No. 23 in 2016 about education assessment standards, they are; (1) valid, the assessment is based on data reflecting the measured ability. Assessment is categorized as valid when students are assessed what they have to be assessed, (2) objective, the assessment is based on clear procedures and criteria. There is no subjectivity's influenced by the assessor, (3) fair, the assessment is

unprofitable judgment or disadvantage of students due to special needs and differences in any backgrounds such as religious, ethnicity, culture, customs, socioeconomic status, and gender, (4) integrated, the assessment is one of the integral components of learning activities. An assessment is conducted continuously during the learning takes place and after the end through various types of test (daily test, semester midterm test and semester test). It is conducted to gain a complete picture of the students' development of learning outcomes, monitoring the process, progress, and improvement of the results, (5) transparent, the assessment's procedure, criteria, and decision-making basis can be known by the stakeholders, (6) universal and continuous, the assessment covers all aspects of competence by using appropriate assessment techniques, to monitor and to assess the development of students' abilities, (7) systematic, the assessment is done in a planning and phases by following the standard steps, (8) criteria -referenced means the judgments are based on the defined competence attained, and (9) accountable means the judgment can be accountable, either from mechanism, procedure, technique, or outcome.

Tomlinson (1998) adds that, materials are primarily aimed at helping students to improve their knowledge and providing them such opportunities to experience language use. Thus, he highlights several basic principles of good instructional materials should have these following criteria; (1) material should require and facilitate learner self-investment. Students will gain profit when they invest attention, interest, and effort in the learning activity. This investment can be run providing materials. Provided materials can help students to achieve investment by providing them with choices of focus and activity, giving learning topic control and inviting students to make students-centered activities, (2) material should achieve impact students will achieve impact when materials give effect to the students and attract students' interest, curiosity, and attention, (3) materials should help students to develop confidence. Providing many activities can help students to develop their confidence. By providing several activities, students can use their brain and help them experience the language. Those activities aim to achieve the students' successful and confidence, (4) materials should expose the students to language in authentic use. Materials can facilitate exposure to authentic input through the advice given by them, the instructions for activities, and the suggested activities. Exposure to the authentic input should vary in style, mode, medium, and purpose, (5) materials should provide the students with opportunities to use the target language to achieve communicative purposes. Students should be given opportunities to use language for communication. By providing these opportunities, students will determine the content, strategies, and expression of the interaction in using language for communication, (6) materials should help students to feel at ease. There are three ways to help students feel easy with materials. First, by presenting several blank spaces, so students will get more comforts better than presenting several activities in the same page. Second, by presenting text and illustration that is related to students' culture, so they have background knowledge what materials talk about. Third, by creating the material like their need, so they get something from the material. Material has important role in order to help students feel easy in teaching and learning process.

Third, related to the authenticity, in order to claim the authenticity of a test, it can be seen from the task is likely to be enacted in the real world. Wiggins (1989) proposes eight criteria to define the authenticity of an assessment, they are; (1) the authentic assessment is realistic. The authentic assessment is expected students to perform their task in the real-world context. Students must act their task in the real

situation, (2) the authentic assessment requires students to make good judgments and be creative and innovative in performing a task in new situations. Students need to be competent and confident in using a repertoire of knowledge, attitude, and skills to complete authentic tasks, (3) the authentic assessment enables students to deeply engage in subject through critical thinking and inquiry, (4) in authentic assessment, teachers give chance for students to rehearse, practice and give feedback to improve their quality, the students have chances to present their work, (5) the authentic assessments look for multiple evidences of student performance over time and the reasons or explanations behind the success and failure of a performance, (6) the authentic assessment proposes transparent scoring system which enables students to understand and internalize the criteria of success. To ensure fairness and equity, the teacher must be provided with informative data of students' strengths and weaknesses at the end of each assessment. It will ensure that the teachers' feedback is aimed at helping all students to make progress toward the standards, (7) student self-assessment plays a pivotal role, (8) the authentic assessment is defensible. The reliability or defensibility of teachers' professional judgment or scoring of student performance or work is achieved through social moderation, in which the teachers of the same subjects gather to set criteria and standards for scoring, and to compare their scores. This kind of assessment do not focus to judge on right or wrong answer, the aim tends to enable the students to show off what they can do.

Based on the theories proposed by the experts above, this research was conducted to answer these three research questions:

1. To what extent does the authentic assessment for writing skill at junior high schools in West Sumatera fulfill the requirement of 2013 curriculum?
2. To what extent does the authentic assessment for writing skill at junior high schools in West Sumatera fulfill the requirement of the content or material of authentic assessment?
3. To what extent does the authentic assessment for writing skill at junior high schools in West Sumatera fulfill the requirement of the authenticity of authentic assessment?

B. METHOD

This research was an evaluation research which focuses on making decision and judgment about the quality, effectiveness, merit, or value of educational program, product, or practice as argued by Gay and Airasian (2009). This research was focused on evaluation of guidance book or products of authentic assessment for writing skill at junior high schools in West Sumatera, included SMPN 1 Padang Panjang, SMPN 5 Padang Panjang, SMPN 1 Bukit Tinggi, SMPN 2 Bukit Tinggi, SMPN 8 Padang, and SMPN 12 Padang. These schools were chosen by the researcher purposively because the schools have applied 2013 curriculum in the learning process and they implemented the authentic assessment the learning process.

The data in this research were in two forms of data. They were quantitative and qualitative data. The quantitative data was gotten from the score of the evaluation given, while the qualitative data was gotten from the comments given by the English teachers and the expert. The data was collected through evaluation format. The evaluation format used Likert scale and completed with evaluators' comments in each point of statements. The Likert scale options are Very Poor has the score 1, Poor is scored 2, Fair is scored 3, Good is scored 4, and Very Good 5 (Riduwan, 2004).

After collecting the data, the researcher analyzed the result of the evaluation format to deliver description about to what extent does the authentic assessment fulfills the criteria of authentic assessment for writing skill which was based on three aspects included the requirement of 2013 curriculum, the content or material, and the authenticity of authentic assessment. The data was analyzed quantitatively to get the average and result of percentage. After that, the researcher converted the result based on the table below:

Table 1. Conversion of Average Score into Description

| Percentage | Category |
|------------|-----------|
| 0-20 | Very Poor |
| 21-40 | Poor |
| 41-60 | Fair |
| 61-80 | Good |
| 81-100 | Very Good |

(Source: Riduwan, 2004: 88)

Qualitatively, the data collected was analyzed by using some techniques suggested by Miles & Hubberman (1994). They are data reduction, data display and conclusion. In data reduction, all of data from the evaluation format were reduced and organized. Thus, in data display, all of data were displayed into several words. The data were followed by clear explanation about how the authentic assessment fulfills the requirement of 2013 curriculum, the content or material, and the authenticity of authentic assessment. The last is drawn conclusion and verification in order to make judgment until the answer of the research questions obtained.

C. RESULT AND DISCUSSION

Result

1. The Fulfillment of Authentic Assessment for Writing Skill with the Requirement of 2013 Curriculum

This part explained to what extent the authentic assessment for writing skill at seventh and eighth grade have fulfilled the requirement of 2013 curriculum. It can be seen in the following table:

Table 2. Evaluation Summary of Types of Authentic Assessment Based on the Requirement of 2013 Curriculum

| No | Types of Authentic Assessment | Percentage of Average Score |
|----|---------------------------------------|-----------------------------|
| 1 | <u>Personal Report</u> | 90.55 |
| 2 | <u>Writing Diary</u> | 82.2 |
| 3 | <u>Arranging the Sentences</u> | 80.69 |
| 4 | <u>Mini Classroom Observation</u> | 80.69 |
| 5 | <u>Describing Picture</u> | 83.58 |
| 6 | <u>Integrated Language Assessment</u> | 79.98 |
| 7 | <i>Project/Exhibition</i> | 94.84 |
| 8 | <i>Picture Cued Description</i> | 93.48 |
| 9 | <i>Writing Prompts</i> | 92.58 |
| 10 | <i>Writing Diary</i> | 90.71 |
| 11 | <i>Daily Journal</i> | 89.65 |
| 12 | <i>Integrated Language Assessment</i> | 85.57 |

The requirement of 2013 curriculum had fulfilled by the types of authentic assessment quantitatively by achieving average score of 61% to 100% with category of “good” at the seventh grade and average score of 81% to 100% with category of

“very good” at the eighth grade. Qualitatively, the types of authentic assessment at the seventh grade have not fulfilled the requirement of 2013 curriculum for several reasons, included (1) writing diary. This authentic assessment was poor valid to measure what is meant to be measure related to the basic competence, (2) arranging the sentences. This authentic assessment was poor valid to assess what is meant to be assessed, and it provided an inappropriate the assessment procedure and technique. The requirement of 2013 curriculum included the indicator of valid, transparent, universal, and accountable had not fulfilled by this authentic assessment, (3) mini classroom observation and describing picture. Mini classroom observation and describing picture (specifically, in the basic competence of function of people, animal, and thing), could not cover all competences that should be assessed. These two authentic assessments not provided the assessment for animal and thing. The requirement of 2013 curriculum included the indicator of universal had not fulfilled by these types of authentic assessments. Vice versa, the requirement of 2013 curriculum had fulfilled by the types of authentic assessment at the eighth grade both quantitatively with achieving average score of 81% to 100% with the description of “very good” and qualitatively.

2. The Fulfillment of Authentic Assessment for Writing Skill with the Requirement of the Content or Material

This part explained to what extent the authentic assessment for writing skill at seventh and eighth grade have fulfilled the requirement of the content or material. It can be seen in the following table:

Table 3. Evaluation Summary of Types of Authentic Assessment Based on the Requirement of the Content or Material

| No | Types of Authentic Assessment | Percentage of Average Score |
|----|---------------------------------------|-----------------------------|
| 1 | <u>Personal Report</u> | 95.41 |
| 2 | <u>Writing Diary</u> | 78.75 |
| 3 | <u>Arranging the Sentences</u> | 66.66 |
| 4 | <u>Mini Classroom Observation</u> | 84.36 |
| 5 | <u>Describing Picture</u> | 87.07 |
| 6 | <u>Integrated Language Assessment</u> | 85.61 |
| 7 | <i>Project/Exhibition</i> | 95 |
| 8 | <i>Picture Cued Description</i> | 92.41 |
| 9 | <i>Writing Prompts</i> | 95.20 |
| 10 | <i>Writing Diary</i> | 89.79 |
| 11 | <i>Daily Journal</i> | 88.95 |
| 12 | <i>Integrated Language Assessment</i> | 84.36 |

The requirement of the content or material had fulfilled by the types of authentic assessment quantitatively by achieving average score of 61% to 100% with category of “good “at the seventh grade and average of 81% to 100% with category of “very good” at the eighth. Qualitatively, the requirement of the content or material of types of authentic assessment at the seventh grade had not fulfilled for some reasons, included (a) writing diary. This authentic assessment not provided opportunities for students to use the target language in their communication. The requirement of the content or material for the contribution of the assessment material with the students’ opportunities to use English had not fulfilled by this authentic assessment, (b) arranging the sentences. This authentic assessment have not fulfilled in providing the material based on the basic competence demanded. It means when the material was not appropriate to the basic competence that should be achieved by the students, the

goal of learning could not be achieved; it was included to the appropriateness of the assessment material to the learning goal.

3. The Fulfillment of Authentic Assessment for Writing Skill with the Requirement of the Authenticity of Authentic Assessment

This part explained to what extent the authentic assessment for writing skill at seventh and eighth grade have fulfilled the requirement of the authenticity of authentic assessment. It can be seen in the following table:

Table 4. Evaluation Summary of Types of Authentic Assessment Based on the Requirement of the Authenticity of Authentic Assessment

| No | Types of Authentic Assessment | Percentage of Average Score |
|----|---------------------------------------|-----------------------------|
| 1 | <u>Personal Report</u> | 91.65 |
| 2 | <u>Writing Diary</u> | 77.41 |
| 3 | <u>Arranging the Sentences</u> | 70.51 |
| 4 | <u>Mini Classroom Observation</u> | 85.72 |
| 5 | <u>Describing Picture</u> | 86.37 |
| 6 | <u>Integrated Language Assessment</u> | 79.92 |
| 7 | <i>Project/Exhibition</i> | 92.31 |
| 8 | <i>Picture Cued Description</i> | 90.91 |
| 9 | <i>Writing Prompts</i> | 95.35 |
| 10 | <i>Writing Diary</i> | 92.91 |
| 11 | <i>Daily Journal</i> | 91.87 |
| 12 | <i>Integrated Language Assessment</i> | 83.99 |

The requirement of the authenticity had fulfilled by the types of authentic assessment quantitatively by achieving average score of 61% to 100% with category of “good” at the seventh grade and average of 81% to 100% with category of “very good” at the eighth. Qualitatively, the requirement of the authenticity of authentic assessments at the seventh grade had not fulfilled optimally yet, included, (a) writing diary. This authentic assessment provided a task which was irrelevant to the students’ real-situation; there were no various activities provided; the scoring system and the criteria of success was not clear; this assessment could not help students to explore their ability; and the scoring system was not in standardized one, (b) arranging the sentences. This authentic assessment have not fulfilled to fulfill the the authenticity of authentic assessment.

Discussion

The requirement of 2013 curriculum have not been met overall by the types of authentic assessment at the seventh grade of junior high school, included writing diary, arranging the sentences, mini classroom observation, and describing picture. Whereas, the types of authentic assessment at the eighth grade of junior high school, had fulfilled the requirement of 2013 curriculum as declared by Permendikbud No. 23 in 2016, about education assessment standards.

Then, the requirement of the content or material of authentic assessment had not been optimally met by the types of authentic assessment at seventh included the contribution of the assessment material with the students’ opportunities to use English in the authentic assessment of writing diary, and the appropriateness of the assessment material to the learning goal in the authentic assessment of arranging the sentences. The requirement of the content or material by the types of authentic assessment at the seventh and eighth grade was not various yet. The task provided was not appropriate to the students’ real-life situation as stated by Imran (2012) that

the task in the authentic assessment should be close to the students' life. In addition, Yulizar (2012) who conducted a research for analyzing the English course book, found that the criteria of good content or material have fulfilled by English course book at senior high school entitled "*Look Ahead English Course for Senior High School Students Year X*". She was used the criteria proposed by the experts related to the content or material.

Last, the requirement of the authenticity of authentic assessment included realistic, various, transparent, and trustworthy had not fulfilled by the authentic assessment of writing diary. While, authentic assessment of arranging the sentences have not fulfilled the the authenticity of authentic assessment proposed by Wiggins (1989).

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D. CONCLUSIONS

Based on the research findings and discussion above, the requirement of 2013 curriculum, the content or material, and the authenticity of authentic assessment have fulfilled by the types of authentic assessment at seventh and eighth grade quantitatively. However, qualitatively, the requirement of 2013 curriculum, the content or material, and the authenticity of authentic assessment have fulfilled by the types of authentic assessment at seventh and eighth grade, but it needs some revisions in order to improve the quality of the products of authentic assessment for assessing students' writing skill.

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