

# **ARTIKEL**

## **IMPLEMENTATION OF AUTHENTIC ASSESSMENT BASED ON 2013 CURRICULUM BY ENGLISH TEACHER IN TEACHING WRITING IN SMAN 1 PAPAR**



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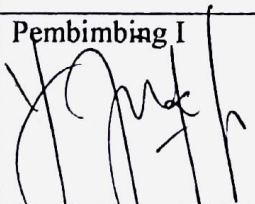
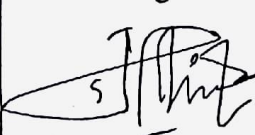
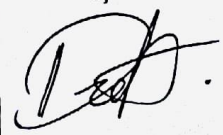
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# IMPLEMENTATION OF AUTHENTIC ASSESSMENT BASED ON 2013 CURRICULUM BY ENGLISH TEACHER IN TEACHING WRITING IN SAMAN 1 PAPAR

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## ABSTRACT

This study aims to describe the types of authentic assessment, the implementation of authentic assessment and the strength and weaknesses of the authentic assessment in teaching writing by English teacher in SMAN 1 Papar. The writer uses qualitative approach by using case study to describe the data. To collect the data the writer uses some techniques such as observation checklist, interview, and documentation, and analyzed it using qualitative models of Miles and Huberman. The data then validated with triangulation data. Based on the research result, it can be reported that; (1) the teacher implemented 4 types of authentic assessment in teaching writing they are, portfolio assessment, performance assessment, peer assessment and observation; (2) the teacher applied 4 steps from 6 steps in implementing the authentic assessment; (3) the teacher faces more weaknesses that strengthen in implementing the authentic assessment. Thus the writer suggests to English teacher to practice and spend more time in preparing, and developing the rubric scoring of the authentic assessment before it was brought into the classroom.

**KEYWORDS:** Authentic Assessment, 2013 Curriculum, Teaching Writing

## I. BACKGROUND

In 2013, the Ministry of Education and Culture published the 2013 curriculum to replace the implementation 2006 curriculum. Along with the replacement of the 2006 curriculum into the 2013 curriculum, there is also significantly changing in assessing students' skill. Based on Government Regulation No. 81a Year 2013, mentioned that the assessment of the learning process uses an authentic assessment approach (authentic assessment) that assesses the readiness of students,

processes, and learning outcomes. In this case, the replacement of the assessment technique in curriculum changing has something to do with the traditional form of assessment in a standardized English test were considered less precise to measure students ability.

Standardized English test mainly assesses students' reading and vocabulary knowledge and ignored progress in written and oral language which becomes the important component of foreign language, and it caused teachers unable to plan

instruction effectively to make an accurate decision about what students' have learned and needed during the learning process. Doran et al (2002:254) in Glossary stated "Authentic assessment: Assessment tasks that use "real-world" and "real-life" contexts and are aligned with the assessment and content standards in use by your school or district. Students are challenged to demonstrate their achievement and skills within these domains of knowledge". It can be said, that authentic assessment use assessment task that based on a natural event from what students' have learned in the classroom.

O'Malley and Pierce (1996: 4) said "Authentic assessment is the multiple forms of assessment reflecting students' learning, achievement, motivation, and attitudes toward classroom instructional activities". In line with that, Government Regulation Number 104 Year 2014 said that authentic assessment includes observation, fields, assignment, Portfolio, projects, product, journals, laboratory work, performance, and self-assessment. From the theories above, it can be said that authentic assessment is multiple forms of assessment, which is mean that it more than ones or it has several types of assessment that includes in authentic assessment, those are such as portfolio assessment, performance

assessment, project assessment and many more.

Further, authentic assessment in 2013 curriculum has a function to describe the progress of students' learning process in learning English. There are four skills that should be assessed by the teacher in teaching English they are listening, speaking, writing, and reading. In learning English writing considered as the important skill that students' need to matter. Harmer (1998:80) said that students need to know how to write letters, how to put written reports, how to reply to advertisements, and increasingly, and how to write using electronic media, they need to know some of the writing's special conventions (punctuation, paragraph construction etc. From the statement above, it can be concluded that writing skill is one of the competencies that important for student to master and teacher to teach.

Moreover, the authentic assessment is an alternative assessment that can be used to evaluate the writing skill. As stated by Chusing (2002:197) "Portfolio assessment is seen by many as an alternatives approach to writing an assessment that can allow broader inferences about writing ability than are possible with single-shot approaches to evaluating writing, both in the individual classroom and on a large scale". In line with that, Brown (2004:225)

said “Performance-based assessment implies productive, observable skills, such as speaking and writing, of the content-valid task.” Portfolio assessment and performance assessment are one of the authentic assessment as mentioned in the Government of Regulation Ministry above. Therefore, it can be said that the implementation of authentic assessment in writing is highly relevant to use and recommended, and authentic assessment can be used as an approach to assess writing ability.

In addition, a research had been conducted by Rukmini (2017) she found out that the teacher used six steps out of eight steps suggested by Barker (1993) in planning and designing authentic assessment for each skill. Further, she also found out that teacher faced problem during the implementation of authentic assessment, especially in portfolio assessment.

To specify, this study focuses on the implementation of authentic assessment by the English teacher in teaching writing to the eleventh grade students in SMAN 1 Papar. The writer examined the types of the implementation such as portfolio assessment, self and peer assessment, project assessment, and performance assessment that applied by the English teacher in teaching writing, the implementation of the authentic assessment.

It means she focused on describing the process of implementation of authentic assessment in teaching writing and investigates the strength and weaknesses in implementing the authentic assessment.

## **II. RESEARCH METHOD**

In this study, the writer used a qualitative approach. As state by Marczyk (2005:17) “Qualitative research involves studies that do not attempt to quantify their results through statistical summary or analysis”. It means the data used was non-statistical, in order to find the data the writer collected the information descriptively. Along with the qualitative approach was used, a case study is selected for classifying this research. As state by Ary et al. (2010:29) “A case study is a type of qualitative research study that focuses on a single unit, such as one individual, one group, one organization, or one program”. This research has classified as a case study because the research focused on a single unit that is the implementation of authentic assessment

In collecting the data, the writer used observation, interview, and documentation. In observation, the writer conducted 3 times observation to gather information about types of authentic assessment in writing activity. In interview, the writer collected data such as, the kind of authentic

assessment, the stages of authentic assessment that applied by the English teachers, the strength, and weakness in implementing the authentic assessment. While in documentation, the writer collected all written and non-written such as observation checklist notes for interview with the teacher, students' portfolio, records, and photographs that relevant with the use of the authentic assessment during the assessments process.

In analyzing the data the writer uses qualitative analysis which provided in some stages. Milles and Huberman (1994:10) defined analysis as consisting of three concurrent flows of activity: data reduction, data display, and conclusion drawing/verification.

After analyzing the data the writer checks the validation of the data using triangulation data. According to Ary et al. (2010:499) "In data triangulation, the researcher investigates whether the data collected with one procedure or instrument confirm data collected using a different procedure or instrument". In similar, this study uses differences and various instrument or data collection such as observation, interview, and documents to compare whether any similar information from the data source to prove that the data is indeed accurate and valid.

### III. RESULT AND DISCUSSION

#### A. Result

##### 1. Types of Authentic Assessment in Teaching Writing.

###### a. Portfolio Assessment

In implementing the portfolio assessment the activities can be divided into some steps as follow:

1) Stating the goals of the portfolio assessment.

In this step, the teacher explained to the students were able to follow the presentation, they must complete their writing start from the rough draft which consists from stages 1 until 3 and the product which would be the final stages.

2) Determining authentic task.

After stating the goal, the teacher explained the format for the students writing task, such as what types of paper that would be used or how the students' final writing would be compiled for one class and writing sample of the correct writing.

3) Decided the criteria of the portfolio assessment.

The teacher explained to the students that they need to pay attention to several writing criteria such as the grammar, text structure, developing idea and mechanics.

4) Developing the portfolio.

In this step, the teacher explained to keep the work and discussed it outside the



class. She gave the students chance to finish it in two days after her class ended and told the captain of the class to gather all the students writing a sample and put it the next two days on her desk until the time break.

5) Reflecting on students' portfolio.

After collecting the students' portfolio for stage 1 until stage 3 the teacher was checking and correcting the students writing before telling them to make the final stage. The teacher created notes on students writing task, the notes consist of the correction of the grammatical, the use of unfamiliar vocabulary, and the mechanics.

b. Performance Assessment

In implementing performance assessment the teacher was following several stages, the description as follows:

1) State the goal of the performance task.

In this activity, the teacher explained to students that the performance task would be included in their final scores and to take the scores individually she needs to evaluate the students by seeing them perform their writing result in front of the class.

2) Specify objective (criteria).

After stating the goal of performance task, the teacher explained that presentation was conducted over two days, one day consists of 4 until 5 group

presentation. Each group was given 15 to 20 minutes duration to present their explanation text.

3) Prepare students for performance.

The teacher mentioned to the students that they need to prepare the presentation well in advance. Thus, she explained how the student started their presentation. The teacher allowed the students did simulation first before they were actually doing the presentation.

4) Use reliable form.

To record the students' evaluation during the presentation, the teacher already prepared the system record to measure students' ability in doing the performance. However, she evaluated the students using attendance checklist which contains students name and specifying the assessment criteria.

5) Treat performance for giving feedback systematically.

In giving the feedback, the teacher often interrupts the students during the presentation when the students did not follow the rule that the teacher has explained before. It means she did not provide the feedback systematically.

6) Use other assessment (Peer Assessment)

At the end of the presentation, the teacher gave an opportunity for other students to give their opinion about the

presenting group. In this case, the teacher also uses another assessment that is peer assessment. In implementing the peer assessment of the activities as follow:

- a) Correcting work of peers or peer group

The teacher asked the students to evaluate other groups by giving them a suggestion, comment, critic, and evaluation of the whole performance.

- b) Assessment of performance (direct assessment)

The direct assessment here was when the students directly assessed their friend by giving them the opinion and comment on students' performance in front of the class.

- c) Encourage impartial evaluation

During the peer assessment was implemented, the teacher makes a confirmation and strengthening the students' opinion at the end of the students' opinion session.

- d) Ensure beneficial evaluation

The teacher also gives a final evaluation, she evaluates students' performance and gives them a suggestion to make a better performance at the next opportunity. She explains to the group presentation, to become more confident in explaining their material.

- c. Teacher's Observation

In implementing the observation, the process of how the teacher observed the students can be explained as follow:

- 1) Observing students at once.

The teacher observed the students during the writing process and group presentation. In the writing process, the teacher monitoring the students whether they have responsible or not in doing the writing task. While, during the presentation, the teacher observed both groups presentation and the audience.

- 2) Making an unnoticed observation.

The teacher also observes the students during the time when the students were not aware of teacher presence. During the group discussion, she walking around from one group to another group to see the activity of each student. She observed and evaluating students activeness and, discipline in the group.

- 3) Criteria observation.

The teacher observed how students do the students feel motivates in doing the writing task in the group and how their sincerity to complete the task.

## **2. The Implementation of Authentic Assessment in Teaching Writing.**

- a. Planning

In planning, the teacher creates a lesson plan. Through lesson plan, the teacher can gather information and conduct a procedure of assessment by knowing



which skill she would teach to the students so she can decide how she would assess the skill correctly, and which competence that the students should master and learned.

b. Communicating

In communicating step, the teacher explains to the students such as, deciding the writing task, the purpose of the assessment, determine the assessment criteria, and explaining the assessment procedure.

c. Collecting

Collecting here means that the teacher gathered information and the evidence related to the students' competence during the learning process, specifically during the writing process and presentation.

d. Reflecting

Reflecting step referred to the feedback or response from the teacher given during the implementation of the authentic assessment in teaching writing and presentation.

### **3. Strength and Weaknesses in Implementing Authentic Assessment in Teaching Writing.**

a. The strengths of authentic assessment in teaching writing.

In implementing the authentic assessment in teaching writing the teacher found a positive effect. The teacher said that in implementing the authentic assessment in teaching writing that the

teacher can saw the progress of students writing concretely and it motivates students to be more active.

The implementation of authentic assessment in teaching writing makes the teacher managed to see the concrete result of the students' writing skill. Further, the implementation of the authentic assessment in teaching writing highly motivated students to be more active during the learning process

b. The weaknesses of authentic assessment in teaching writing.

Along with the strength of the implementation of the authentic assessment in teaching writing, the teacher was also facing the limitation. They are, time-consuming, class management, and complex scoring rubric.

The implementation of authentic assessment in teaching writing took a lot of time. She explained conducting the assessment in such a short period in every meeting was really something that she struggles with.

Further, the authentic assessment required a lot of effort especially, in performance assessment, not all students were paying attention in front of the class. The other students or group, who wait for their turns sometimes do their own activity and make some noise.

Then, the complex rubric score in authentic assessment became the tough thing the teacher found during the implementation of the authentic assessment in teaching writing.

## B. Discussion

Based on the result about the implementation of authentic assessment in teaching writing it can be interpreted into 3 main points. The first point is the types of authentic assessment in teaching writing of explanation text. In implementing the portfolio assessment, the teacher conducts 5 steps which followed the 7 steps proposed by Brown (2004:257). However, Rukmini (2017) founds 8 steps in conducting the portfolio instead of 5 steps.

In line with that, Putri (2015) mentioned that the different teacher and institution was expected to show different situation and strategies of the implementation of authentic assessment. It can be said, that the different number of the subject and different place in implementing the authentic assessment would show a different result.

Further, in implementing the performance assessment the teacher only followed 4 steps from 6 steps proposed by Brown (2004:257), she did not apply the 4<sup>th</sup> and 5<sup>th</sup> step which proposed to use reliable rubric evaluation and provide systematical feedback. In line with Rukmini (2017), she found the teacher also did not use the reliable

rubric instrument to assess the students. It means, the teachers face the same problem in conducting the rubric assessment.

Moreover, during the implementation of the performance the teacher implemented peer assessment. But, in implementing the peer assessment the teacher only covers 3 procedures that proposed by Brown (2004:270) that specifically mention 4 stages in conducting the peer assessment, she did not clearly explain the purpose of the peer assessment.

Next is the implementing of the authentic assessment in teaching writing. In implementing the authentic assessment the writer comparing the steps that implemented by the teacher with the steps proposed by O'Malley (1996). In this case, the teacher only followed 4 steps from 6 steps. She did not implement the 2<sup>nd</sup> and 3<sup>rd</sup> step which is selecting and sharing the rubric. In line with Rukmini (2017) finding in performance assessment that mentioned the teacher did not use the reliable rubric scoring.

During the implementation of authentic assessment, the teacher faced strength and weaknesses. In implementation of authentic assessment in teaching writing it motivates the students to be more active during the teaching and learning process and the teacher can see concretely ability of students in writing. Brown (2004:257)

mentioned that one of the benefits of the portfolio assessment that is it provides the tangible evidence of students work.

In other hands, the weaknesses of the implementation of authentic assessment in teaching writing that it quite consuming time, management class and complex rubric scoring. First is in implementing the authentic assessment it took a lot of time to make all the students managed to perform within a day.

The teacher also admitted it's rather a difficulty in managing the class and tell the students to pay attention to the group presentation. Similarly, Rukmini (2017) in her study also find similar weaknesses in implementing the authentic assessment that the allotted time was inadequate to cover all students to perform in one meeting.

Further, the teacher also struggling in applying and designing the rubric assessment to meet the standard of the authentic assessment. In contrast to Adnyayanti (2013) in her study, she found that the teacher did not have difficulty in designing the rubric but the lesson plan. It means different teacher encounter different problem in implementing the authentic assessment.

#### IV. CONCLUSION

Based on the result above, the conclusion in this study followed the research question which is consist of 3

points types of the authentic assessment implemented by the English teacher, the implementation of the authentic assessment, and strength and weaknesses in authentic assessment.

First is about the implementation of types of authentic assessment in teaching writing. From the research result and the discussion, it can be concluded that authentic assessment in teaching writing has many ways of stages of implementing depends on the references uses by the teachers to adjust with the students' need and availability of time.

Second, is about the implementation of authentic assessment. It can that the rubric scoring in authentic assessment in teaching writing have a complexity that caused the teacher faced problem in developing the rubric scoring.

Third, is about the strength and weaknesses in implementing the authentic assessment in teaching writing. It can be concluded that the teacher did not have good preparation and understanding about authentic assessment, which caused her faced more weaknesses than strengthening.

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