

INTERNATIONAL STANDARD JUNIOR HIGH SCHOOL FLEDGLING TEACHERS' KNOWLEDGE ON AUTHENTIC ASSESSMENT

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Abstrak

Asesmen otentik (*authentic assessment*) adalah penilaian yang dilakukan secara komprehensif berkenaan dengan seluruh aktivitas pembelajaran, meliputi proses dan produk belajar sehingga seluruh usaha peserta didik yang telah dilakukannya mendapat penilaian. Asesmen otentik menuntut peserta didik untuk berunjuk kerja dalam situasi yang konkret dan sekaligus bermakna. Studi ini dimaksudkan untuk mendapatkan pengetahuan guru bahasa Inggris SMPN RSBI Kota Padang (SMPN1 dan SMPN8) tentang penilaian otentik. Guru kelas 7 dan 8 dari kedua sekolah ini dijadikan sumber data. Data dikumpulkan dengan menggunakan angket dan diikuti dengan wawancara. Analisis data dan interpretasi menunjukkan bahwa guru Bahasa Inggris SMPN1 dan SMPN8 Kota Padang mempunyai pengetahuan yang cukup memadai untuk melaksanakan penilaian otentik sesuai dengan standar penilaian.

A. BACKGROUND

Authentic assessment is a process of collecting information by teachers on the learning development and achievement of the students through various techniques intended to indicate the students' mastery of certain topics.

English as the subject taught at junior high school should give emphasis on the use of authentic assessment on the four skills, namely, listening, speaking, reading, and writing. However, many schools tend to focus on reading skill and insufficient time given to listening, speaking, and writing. This is resulted in low competence of students in oral competence (listening and speaking) and writing competence. In short it can be stated that the students are good in reading comprehension but are poor in listening, speaking, and writing.

International standard junior high school fledgling is a public school which have achieved the 8 standards stated at National Standard of Education, namely, standard of content, standard of graduates, standard of process, standard of management, standard of facilities and infrastructure, standard of teachers and education personnel, standard of assessment, and standard of Finance. This paper is intended to discuss the knowledge of international standard junior high school fledgling teachers on authentic assessment.

B. ENGLISH INSTRUCTION AT JUNIOR HIGH SCHOOL

English instruction at junior high school plays an important role in developing intellectual, social, and emotional competence of students. In addition, it is a determining factor in understanding many subjects. English instruction is expected to help students understand themselves, their culture, and culture of others. Standard Body of National Education (BSNP, 2006) states that English instruction is expected to help the learners be able to express ideas and feelings, to participate well in the community, and to make use of their analytical and imaginative competence.

As an international language, English is a means of oral and written communication to understand and to convey information, ideas, and feelings, and to develop science, technology, and culture. The ability to communicate can be stated as the ability to understand and/or produce oral/written text in the four skills, namely, listening, speaking, reading, and writing. Therefore, English instruction is focused on producing graduates with sufficient competence in English at certain level of literacy (Depdiknas 2006).

Literacy level consists of performative, functional, informational, and epistemic level. At performative level, people are able to read, write, listen, and speak about the symbols used. At functional level, people are able to use the language to meet their daily needs, such as, to read newspaper and manuals or directory. At informational level, people are able to access information

with the language competence while at epistemic level, people are able to express the knowledge in the target language (BSNP, 2006).

English instruction at junior high school is expected to enable the students to reach the level of functional, meaning that the students are competent at oral and written communication to cope with daily needs. In more details, the goal of teaching English to junior high school students is to provide the students with:

1. To develop the competence of oral and written communication at the functional level;
2. To understand the nature and the importance of English to improve nation competitiveness in global community;
3. To develop the students' understanding on the relationship of language and culture;

Furthermore, Depdiknas (2006) states that English instruction at junior high school covers the following:

1. Discourse competence, that is the competence to understand and/or produce oral and/or write text shown in the four skills of language, namely, listening, speaking, reading, and writing integratively to reach functional literacy level;
2. Competency in understanding and producing various short functional and monologue text as well as essay in form of procedure, descriptive, recount, narrative, and report. The level of difficulty can be seen in the use of vocabulary, grammar, and rhetorical steps;
3. Supportive competence, namely the linguistic competence (the use of grammar, vocabulary, phonology, and written structure),

C. ASSESSMENT IN ENGLISH INSTRUCTION

Assessment is a process of collecting and analyzing data and information to find out the learning outcome of students (Brown, 2010). Assessment is the use of various ways and instruments to get information on the learning outcome and achievement of students. The assessment is intended to find the answer of how well the students learn certain skills. The findings can be qualitative and quantitative ones.

Assessment covers the following activities (BSNP, 2006): (1) To inform the syllabus of the subject consisting of instructional plan and assessment criteria at the beginning of semester. (2) To develop indicator for achievement of competency standard and to choose appropriate assessment technique. (3) To develop instrument and appropriate assessment guidelines. (4) To conduct test, observation, task, and other relevant ways. (5) To analyze the results of assessment to find out the learning outcome and learning difficulties of students. (6) To return the students' work together with educating comments on the paper. (7) To make use of the learning assessment to improve the teaching and learning process.

D. AUTHENTIC ASSESSMENT IN ENGLISH INSTRUCTION

Some experts on assessment have some ideas on authentic assessment. O'Malley and Pierce (1996:4) define authentic assessment as, "an evaluation process that involves multiple forms of performance measurement reflecting the student's learning achievement, motivation, and attitudes on instructionally-relevant activities." In addition, Taufina (2009) defines authentic assessment as the process to describe the changes in the students after teaching and learning process conducted. In short, assessment is not only the instrument measuring the achievement of learning objectives but also a strategy to collect various information regularly, continuously, and totally of the process and product of students' learning.

Haryono (2009) states that there are four general principles of authentic assessment, namely: (1) Assessment process should be a part of, not a part from instruction. (2) Assessment should reflect real world problems, not school work-kind of problems. (3) Assessment should use various measurement, methods, and criteria relevant to characteristics and essential learning experience, and (4) Assessment should be holistic covering all aspects of learning objectives (cognitive, affective, and sensory-motor).

Therefore, authentic assessment uses the principle of assessing process, reflecting the real world, using criteria of learning experience, and holistic in nature.

Furthermore, Imran (2012) states some characteristics of authentic assessment. He states that authentic assessment is an assessment intended for: (1) To measure knowledge and skills of students;

(2) To assess performance; (3) To assess relevant and contextual tasks; (4) To assess using various ways and from various sources; (5) To assess process and product.

So that, authentic assessment is more comprehensive than standardized test.

Moon (2005) further states that in authentic assessment teachers always gives the students opportunity to show their performance and skill well. According to Moon, there are some characteristics of authentic assessment. They are as follows: (1) focused on important topics; (2) comprehensive assessment; (3) easy to conduct in classroom or in environment; (4) focused on quality of learning outcome or performance; (5) can be used for developing strength and topic mastery; (6) has understandable and clear criteria; (6) has various possible appropriate answers; and (7) its score is based on the essence of tasks.

Furthermore, Moon states that some researchers conducted indicate that the development of authentic assessment at school has gained positive responds from teachers and students. The result of authentic assessment can provide information of learning outcome more consistently than the traditional one.

E. RESEARCH METHOD

This study can be stated as qualitative descriptive study for it describes phenomenon happening at school. Subjects of the study were English teachers of SMP 1 and SMP 8 Padang. They teach at grade 7 and 8. Grade 9 teachers are excluded because they were preparing the students for National Exam. Using total sampling, there are 4 teachers of SMP 1 and 8 teachers of SMP 8. So there are 10 teachers used as the subjects of this study. The data of this study were collected by questioner and interview. The questionnaires were administered by a teacher of SMP1 and a teacher of SMP8. Interview was conducted to find out further information on the data collected through questionnaire. The data were analyzed by using qualitative and quantitative descriptive analysis. The qualitative descriptive analysis was conducted to teachers' responses by explaining and interpreting the result of the study.

F. DISCUSSION

This study was intended to answer the question of the understanding of English teachers on authentic assessment. The understanding was focused on six elements, namely, (1) the meaning of authentic assessment, (2) characteristics of authentic assessment, (3) types of authentic assessment, (4) development of authentic assessment syllabus,, (5) ways of scoring, and (6) instruments needed in authentic assessment.

1. The meaning of authentic assessment

Authentic assessment views assessment and instruction integratively, indicating the reflection of real world, not school world, using various ways and criteria, and holistic (Depdiknas, 2006:3).

English teachers of SMPN RSBI Padang give meaning of authentic assessment as general assessment commonly done by teachers, such as, "the students knowledge in understanding materials taught", "to assess performance, personality and motivation of students", assessment of what is tested". Some teachers have touched a little bit about authentic assessment but in a very simple context, such as, "based on cognitive, affective, and psychomotor aspects", "direct assessment", "real assessment relevant to the skills learned, namely the four skills (listening, reading, speaking, and writing). Let's see the responds of the teachers on the meaning of authentic assessment.

- a. Assessment assessing performance, personality, knowledge, and motivation of students;
- b. Assessment based on the students competence on mastering the materials taught;
- c. Assessment based on all aspects of cognitive, affective, and psychomotor gained during the teaching and learning process;
- d. Assessment in accordance with what is tested;
- e. Assessment for the real one;
- f. Assessment is real in accordance with the four skills learned;
- g. Authentic assessment is the direct assessment;
- h. Authentic assessment is the result of oral and written test on knowledge and skills mastered by the students;
- i. Authentic assessment consists of students competences on the language use and usage related to how the language used in contexts.

The above responds do not yet indicate the meaning of authentic assessment meant by Depdiknas (2004), namely, “viewing assessment and instruction integratively, reflecting the real world, not the school world, using various ways and criteria, and holistic”.

2. Characteristics of Authentic Assessment

Authentic assessment is the assessment reflecting the real world, assessing performance/product, holistic in nature (cognitive, affective, and psychomotor), using the criteria understood by students, and continuously.

The teachers' responds indicate that the characteristics of authentic assessment are as follows:

- a. measurable in accordance with the real condition;
- b. Objective, referring to the materials;
- c. Measurable, continuous, and individual;
- d. Measurable, assessable;
- e. Clear, real, assessable, having format and aspects to be assessed.
- f. Relevant with the students life, in accordance with the language skills learned;
- g. Direct assessment towards the performance and activities of students during the learning process;
- h. Assessment conducted during learning process and continued;
- i. Original assessment in accordance with the students real competence; aspects to be assessed are the use of the language, oral or written, in accordance with the contexts.

The above responds indicate that the teachers only have general understanding on authentic assessment, not the detailed characteristics of the authentic assessment.

When answering the question on what language skills could be assessed authentically, all teachers stated that authentic assessment was oriented to the four language skills. One teacher stated that authentic assessment is used for all skills with the emphasis on speaking and writing. This answer indicates that English teachers have understood to what language skills the authentic assessment is used.

3. Types of Authentic Assessment

According to some experts, authentic assessment is (a) portfolio, (b) performance, (c) short investigation, (d) open response questions, (e) self assessment, (f) affective inventory, (g) project, and (h) attitude.

According to the English teachers, types of authentic assessment are as follows:

- a. Oral interview, retelling story, project, teacher observation, and portfolio;
- b. Objective and subjective test;
- c. Objective, written, and oral assessment;
- d. Written test, unwritten test, portfolio, performance, and project;
- e. Relevant, in accordance with indicators of curriculum;
- f. Test (written and oral), non-test (observation, interview, questionnaire);
- g. Test and quiz
- h. Written test, oral test, performance, and project.

The above responses indicate that some teachers do not yet understand the authentic assessment. It can be seen from the teachers' responses that include all kinds of assessment as authentic assessment.

From the types of authentic assessment known by the teachers, the ones used in the classroom are as follows:

- a. Oral interview, portfolio, and project;
- b. Oral/written test, individual/group tasks, portfolio;
- c. Listening, Speaking (pronunciation, fluency, content), reading (content, idea of paragraph, referring word, synonym, antonym), writing (vocabulary and grammar).
- d. Written, oral, portfolio, performance, and project;
- e. Process, cognitive, affective, and psychomotor (speaking/drama);
- f. Assessment of process, daily test, mid-term, and authentic;
- g. Test;

- h. Written and oral, performance or project.

The above responses indicate that the teachers have done authentic assessment even though their understanding of authentic assessment varies.

4. Development of Authentic Assessment Syllabus

The development of authentic assessment syllabus began by determining the assessment indicator, types of requirement, and domain of assessment. Then it is followed by determining the schedule of activities of assessment for one semester.

How the syllabus developed by the teachers can be seen from their responses below:

- a. made in group teachers of the same grade;
- b. developed by group of every subject teachers;
- c. based on the existing manual, then developed by the teachers of subject teachers group;
- d. developed based the goals and objectives to be achieved in teaching and learning process;
- e. analyzing competency standard and basic competencies and content standard, and the developing the authentic assessment;
- f. determining the competency standard/basic competence, determining types of assessment conducted.

The responses given indicated that there are only 30% who have developed the syllabus almost correctly while other did not give correct responses to the questions given.

5. Scoring

Scoring score of authentic assessment is different from every skill of language assessed. Therefore, giving the score is grouped into listening, speaking, reading, and writing.

Ways of scoring on assessing the listening skill done by teachers are as follows:

- a. Every response is given weight in accordance with the completeness of answer, the better the answer, the higher the weight.
- b. Every answer is given weight based on the level of difficulties.
- c. By answering: true-false, fill-in, completing the paragraph.
- d. Depends on some aspects to be assessed. True 1, False 0;
- e. Based on the rubric of listening skill, including spelling and response, if the answer is correct, the score is 1 or 2 (depending on the number of items);
- f. Looking at the types of listening activities, the range of score is 10 – 10.
- g. Giving weight to true – false answer;
- h. The students are usually asked to answer the questions in accordance with the materials listened through listening activities, filling-in the gap, and responses;

Most of the answers are on the domain of multiple choices where the correct answer is 1 or 2 and the incorrect answer is 0.

Ways of scoring on assessing the speaking skill stated by teachers are as follows:

- a. Using rubric scoring (rating);
- b. Every answer is weighed in accordance with the completeness of the answer. The better the answer, the higher the weight;
- c. Using the assessment rubric and giving weight;
- d. Expression, pronunciation, intonation, and fluency;
- e. Pronunciation, vocabulary, content, and fluency;
- f. Pronunciation, fluency, and content;
- g. Based on the speaking rubric: pronunciation, intonation, body language, the assessment range is 3 – 1;
- h. Using the speaking rubric including the aspect of intonation, fluency, and diction;
- i. Giving weight of assessment on fluency, pronunciation, and content/conclusion; and
- j. The assessed ones are intonation, content, and pronunciation.

In terms of speaking skill, all teachers were able to state the assessment based on the speaking skill rubrics. Even though the assessment component is different, all them are the components used for speaking skill assessment.

In terms of reading skill assessment, the teachers used the following ways:

- a. assessment is based on the ability to find the correct answer referring to the text;
- b. assessment is based on the correct answer base on the text given;
- c. Reading aloud (pronunciation) referring word, synonym & antonym, the idea of paragraph, and the title of the text;
- d. Depends on the number of items. If the reading items is 10, the score of each item is 1;
- e. Through rubric of reading skill: accurate grammar and content;
- f. Using scoring manual (if reading comprehension);
- g. Giving weight to speed and accuracy of correct answer;
- h. Every reading text is followed by some questions based on Taxonomy Bloom, beginning from the easy level up to the most difficult one.

Most of the teachers' responses refer to the way of scoring multiple choice items. A small number of teachers state the way of scoring reading aloud skill.

The ways used by the teachers in scoring writing skill are as follow:

- a. Assessment should consider the accuracy in using elements of language, such as, grammar, spelling, and punctuation;
- b. Based on the accuracy of the language element and correct grammar;
- c. The relevance of content and types of text, grammar, and vocabulary;
- d. Depends on topic whether functional text or monologue;
- e. Through writing skill rubric: content, organization, and language with the range of 30 – 100;
- f. Through writing assessment rubric with aspects of content, organization, and language;
- g. Giving assessment weight to grammar accuracy and content; and
- h. The accuracy of the choice of word, accuracy in writing with correct grammar.

The answers above indicate that teachers have used writing assessment rubric in assessing writing skill even though the assessment component varies, from the simplest one, such as, grammar, spelling, and punctuation, up to the most complicated one, such as, content, organization, and language.

6. Instruments needed in authentic assessment

According to the English teachers, the instruments needed for authentic assessment are as follows:

- a. Scoring rubric;
- b. Assessment format related to the aspects to be assessed;
- c. Assessment format;
- d. Assessment format;
- e. Depends on the language skill;
- f. Assessment rubric of each skill;
- g. Portfolio, tasks, and performance;
- h. Test instrument and test type; and
- i. Depends on the skill assessed, each skill is different.

The answers above indicate that teachers have known what format to be used to assess certain language skill, because each skill has different instrument.

Some problems faced by English teachers in developing authentic assessment instruments are:

- a. Authentic assessment rubric is complicated, many things should be developed;
- b. No references for developing authentic assessment instruments.
- c. Insufficient assessment manual for guidance;
- d. Insufficient knowledge on the assessment;
- e. No manual on authentic assessment;
- f. Insufficient time for developing instrument; and
- g. Some materials only need listening and speaking assessment but some materials also need the assessment of the four skills. Some materials are too difficult for listening and vice versa;

The problems stated by the teachers above indicate that the teachers are lack of competence in developing assessment instrument.

G. CONCLUSION

This study was intended to find out the knowledge of English teachers of international standard junior high school fledgling of Padang about authentic assessment. The data analysis and interpretation indicate that the teachers generally have sufficient knowledge on developing authentic assessment instrument in accordance with the standard of developing authentic assessment in English subject. However, about 60% of them could not explain clearly the definition, characteristic, types, developing syllabus of authentic assessment, and instruments of authentic assessment.

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