

# Prototype Model Authentic Assessment for Indonesian Language Subject in Junior High School

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**Abstract.** This study aims at producing a prototype authentic assessment model in the aspect of skills in grade VIII of Junior High School. This study is divided into 3 steps: 1) find out the assessment conditions at school; 2) knowing the teacher's need for authentic assessment models; and 3) Development of authentic prototype assessment models. This research method is through a qualitative descriptive approach. Data collection techniques through observation, interviews, and document analysis. Data analysis was carried out through triangulation of research data. The data obtained are observations, interviews, and analysis of documents presented complementary. The results of the study show that the conditions of assessment in schools are not paying attention to the principles of assessment. Starting from injustice, lack of transparency, assessment instruments that are poorly understood by students, availability of application time, to complex application assessment systems. Various problems, the teacher stated that it was needed an authentic assessment model that was easier to understand, simple, provide concrete and clear examples. With hope, the authentic assessment model of development results can accommodate the expectations of the teachers.

**Keywords:** *assessment, authentic, skills aspect.*

## Introduction

One of the points in the implementation of 2013 Curriculum is the suitability of the assessment system with the Regulation of the Minister of Education and Culture of Indonesia Number 23 Year 2016 regarding the assessment standard of education. Assessment is the process of collecting and analyzing information to measure students' learning achievements. Assessment of skills are taken through practices, products, projects, portfolios and/or other techniques of assessment suitable with the measured competency. This is carried out to identify how students apply their knowledge.

Teachers' lack of understanding on assessment activities in the class needs to be taken into account. Teachers figure out less deeply about the implementation of assessment during class activities. This is in line with Sunarni's statement (2008) that classical-based assessing system has not been well-comprehended by teachers. They have not clearly understood the assessment system applied in class activities, particularly in applying authentic assessment to their students.

Moreover, the content of classroom assessment guidelines in junior schools seems to be less comprehensive. The guidebook includes three components, namely assessment techniques, assessment steps, and analysis of assessment results. The component of assessment techniques, particularly the forms of assessment, is less specifically described. The illustrations explored have not refer to the field of linguistics. For example, in the guidebook, demonstration technique is provided for Sport subject, affective assessment is provided for Natural Science subject, and project assessment technique is provided for History subject. Therefore, assessment guidelines need to be improved.

### Definition of Authentic Assessment

O'Malley and Pierce (1996) 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. Examples of authentic assessment techniques include performance assessment, portfolios, and self-assessment.

Johnson (2010) has explained that authentic assessment provides opportunities to students to actualize their abilities for what they have learned. This assessment focuses on its goal, involves direct learning, builds up students' interest and their cooperation with others and nurtures higher level of thinking. The tasks given in authentic assessment require the use of those strategies, and therefore, students can demonstrate their mastery of learning objectives and their comprehension, and at the same time, expand their knowledge and find out strategies to make improvement.

#### Speaking Skills

Speaking skills is an ability, which demands evaluation for students through performance assessment of language comprehension (Nurgiyantoro, 2011). In speaking test, students should demonstrate their ability in using language, practice language, and present their targets to apply language competence and knowledge in a dialogue. Moreover, students do not merely choose, create, and construct language, but also practice it. Those abilities have to be mastered since all of them are required for conversation.

Widdowson (1997) has mentioned that speaking is the movements of the speech organs to produce the sound, which is perceived by the ear. In other words, it is the activity of speaking organs in order to create sounds, which our ears can accept. Moreover, Thornbury (2005) has explained that speaking is an interactive and requires the ability of cooperate in management of speaking turns. It is interpreted that speaking is an interactive activity, which requires cooperation in managing the production of speech.

### Method

This study employs descriptive, qualitative approach. This study took place in SMP N 1 Sukoharjo (State Junior High School of Sukoharjo), SMP N 3 Sukoharjo (State Junior High School 3 Sukoharjo), and SMP Islam Al-Azhar 21 Sukoharjo (Al-Azhar 21 Islamic Junior High School Sukoharjo). Two female teachers and one male teacher from those schools participate in this study.

Data for this research were collected through observation, interview, and document analysis. Observation was carried out by directly monitoring the implementation of assessment when teacher applied authentic assessment for speaking skills in the classroom. Interview was done to three teachers from SMP N 1 Sukoharjo (State Junior High School of Sukoharjo), SMP N 3 Sukoharjo (State Junior High School 3 Sukoharjo), and SMP Islam Al-Azhar 21 Sukoharjo (Al-Azhar 21 Islamic Junior High School Sukoharjo). Document analysis was carried out by analyzing syllabi, lesson plans, and documents of assessment.

Data in this qualitative study were analyzed interactively and continuously until all data were saturated. The activities included data reduction, data presentation, and conclusion drawing. The data were further validated by using data triangulation, in which all data obtained through observation, interview, document analysis were brought together. Data validation was carried out by utilizing parameters of other data units.

### Results and Discussion

Model of authentic assessment development for speaking skills will accommodate all teachers' problems and expectations when they conduct assessment in the classroom. It begins

with the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 20 to Number 24 Year 2016. The regulations is concerning about the standard of competence of graduate in elementary and secondary education, standard of content, standard of process, standard of assessment, and core competence and basic competence of materials in 2013 Curriculum for elementary and secondary education.

Framework of prototype resulting from the development of authentic assessment for speaking skills includes three parts, namely: 1) introduction, 2) content, and 3) closing. The introduction of the draft comprises preface, table of content, and appendices. The content includes materials related to authentic assessment for speaking skills. The results in this part comprise introduction, exploration results, learning assessment, authentic assessment for speaking skills, analysis, and follow-up of assessment results. The closing includes references, appendices, and curriculum vitae of the author.

Prototype resulted from authentic assessment for speaking skills were evaluated by the teachers of Indonesian language subject in Sukoharjo. The evaluation was carried out through Focus Group Discussion (FGD). The discussion was done on Tuesday, 31 July 2018. The representative teachers in Sukoharjo participated in the discussion. They represented SMP N 1 Sukoharjo (State Junior High School 1 Sukoharjo), SMP N 3 Sukoharjo (State Junior High School 3 Sukoharjo), SMPN 4 Sukoharjo (State Junior High School 4 Sukoharjo), SMP N 5 Sukoharjo (State Junior High School 5 Sukoharjo), SMP Al-Azhar 21 Solo Baru Sukoharjo (Al-Azhar 21 Islamic Junior High School Sukoharjo), SMP N 3 Tawang Sari (State Junior High School 3 Tawang Sari), SMP N 1 Gatak (State Junior High School 1 Gatak), SMP N 2 Gatak (State Junior High School 2 Gatak), SMP Mutiara Insan Sukoharjo (Mutiara Insan Junior High School Sukoharjo), and SMP Darul Hidayah Sukoharjo (Darul Hidayah Junior High School Sukoharjo).

All the contributing teachers were asked to give their responses, criticism, and suggestion for the prototype. Their responses were based on three aspects of assessment, namely the aspects of feasibility of content, presentation, and language.

The results of observation to Indonesian language teachers in junior high schools reveal that in terms of content feasibility, the suitability of basic competence and core competence, which will be developed by the researchers, is emphasized. In the prototype of the development of authentic assessment for speaking skills in junior high school, there is inappropriateness between the core competence and the Regulation of the Minister of Education and Culture Number 23 Year 2016.

Besides underlining on basic competence and core competence, Indonesian language teachers in both state and private junior high schools in Sukoharjo accentuate accuracy in selecting illustrations. Basic competence and core competence mentioned in earlier chapter are not in line with 2013 curriculum, and the examples provided do not meet the expectations. Accuracy in choosing sample cases need to be improved; samples should be matched with basic competence and core competence stated in the Regulation of Minister of Education and Culture Number 24 Year 2016.

Dealing with content feasibility, Indonesian language teachers also underline the accuracy of concept and theory. A teacher from SMP N 3 Sukoharjo (State Junior High School 3 Sukoharjo) points out the regulation, which will be used for the guidelines in developing this text book. The Regulation of Minister of Education and Culture Number 20 Year 2007 used by the researchers is no longer effective. In other words, the regulation is replaced by the Regulation of Minister of Education and Culture Number 23 Year 2016.

A teacher, moreover, suggests that the result of authentic assessment model development is considered unclear. Evaluation instruments in Chapter V is not well-explained, specifically the

sample of assessment rubric provided. The instruments of assessment, which will be used, need to be more thoroughly and clearly described. The assessment rubric should be described in more detail.

Dealing with the feasibility of presentation, average teachers provide good evaluation results, particularly in the presentation techniques. Consistency in using terms is the only part that requires improvement. For instance, there are the terms 'siswa', 'pesertadidik', and 'murid'. Those three terms frequently appear in reading passages. Some teachers recommend to use one single term. If 'peserta didik' is used, the use of 'siswa' and 'murid' should be avoided.

Further, in the aspect of learning presentation, documents for teaching and learning activities, particularly the references, should be re-checked. Teachers from SMP N 1 Sukoharjo (State Junior High School 1 Sukoharjo), SMP N 3 Sukoharjo (State Junior High School 3 Sukoharjo), and SMP N 5 Sukoharjo (State Junior High School 5 Sukoharjo) highlight this. Some quotations and citations have not been put in the References. There are some citations from experts and other resources used in the book. Moreover, some sources are written in the References, although the theories or words do not appear in the book.

Indexes and Glossary have not been put in the textbook prototype of authentic assessment model for speaking skills. All teachers remind the researchers to complete the book with Indexes and Glossary, even though it is still a prototype.

The other component underlined is the language feasibility. Some grammatical errors occur. Furthermore, some words are mistyped, and therefore, rechecking should be done. Several ideas in paragraphs are not both coherent and consistent. A paragraph seems to have more than one main sentences. In this case, editing and proofreading are highly important.

## **Conclusion**

The prototype of authentic assessment for speaking skills starts from problems faced by the teachers in implementing 2013 Curriculum. The problems include ineffective duration of learning, incomplete book of assessment model, less detailed assessment guidelines, and complex implementation of assessment system. Thus, the presence of authentic assessment model for speaking skills developed by the researchers is expected to give solution for teachers, in applying authentic assessment model for speaking skills in junior high schools. Parts of the prototype include the opening, content, and closing.

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