

DEVELOPING INSTRUMENTS FOR EVALUATING THE AUTHENTIC ASSESSMENT FOR WRITING SKILL AT JUNIOR HIGH SCHOOL

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Abstract

Authentic assessment is current assessment used in educational system of 2013 curriculum. It aims to evaluate students' process and product of the learning. A guidance book of authentic assessment for writing skill at junior high school has been developed by the experts from Universitas Negeri Padang. The guidance book needs to be evaluated based on the requirement of 2013 curriculum, the content or material and the authenticity of authentic assessment. The researcher used evaluation formats as the instrument of this study. The evaluation formats were developed by using theoretical based approach and were validated by two experts in language assessment and twelve English teachers at junior high school. In conclusion, the evaluation formats based on the requirement of 2013 curriculum consisted of nine indicators; valid, objective, fair, integrated, transparent, universal and continuous, systematic, criteria-referenced, and accountable; based on the content or material consisted of eight indicators; which is material should be related to goal of learning, assessment source, students' social situation, students' self-confidence, students' opportunity to use English, variety of material, students' easiness to learn, syllabus used; and based on the authenticity consisted of eight indicators; realistic, universal, engaged, applicative, various, transparent, student-centered, and trustworthy. Those indicators developed to evaluate the authentic assessment for writing skill at junior high school.

Keywords: Authentic assessment, writing skill, junior high school

Introduction

Authentic assessment is current assessment used in educational system of 2013 curriculum. This kind of assessment is demanded to be used which purposes to assess students' process and product of the learning in the real-world situation. Mueller (2005: 3) states three reasons to use authentic assessment. First, authentic assessments aim students to be able to use the acquired knowledge and skills in the real-world. Second, authentic assessments ask students to repeat back information they have received, and to demonstrate the constructed meaning about what they have been taught. Third, authentic assessments provide various ways to demonstrate the knowledge and skills that the students have acquired.

The aim of authentic assessment is to measure knowledge, skills, and attitude in various contexts to reflect the real-world life as a meaningful learning. It encourages students to perform real-world tasks to demonstrate meaningful application of essential knowledge, skills, and attitude. It is a comprehensive assessment to cover both process and product of the learning. By applying the authentic assessments, teachers may monitor students' achievement from the beginning until the end of the learning. Teachers are also being helped to make decision about students' achievement toward knowledge, skills, and attitude of the learning.

Unfortunately, the implementation of the authentic assessment has obtained some obstacles in the field. Several researchers found some obstacles in implementing the authentic assessment. First, O'Malley and Pierce (1996) state that 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. Second, in line with the previous research, Fitriani (2014) adds a

number of difficulties in implementing the authentic assessment in 2013 curriculum. The teachers faced 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. Third, Rustaman (2013) reported that some teachers do not use authentic assessment by reason only waste of time. Time became a problem for teachers in implementing the authentic assessment. Fourth, Zaim (2013) found some problems that the implementation of authentic assessment is not good enough in the process of learning and also teachers still need training and guidance book to implement authentic assessment in learning process. Last, Refnaldi et.al (2017) showed that there are several types of authentic assessment needed by the teachers; writing sample, process writing, portfolio, performance assessment, journal, and project/exhibition. Clearly, the teachers need several types of authentic assessment that appropriate to assess students' writing skill.

Thus, the last two experts from Universitas Negeri Padang have been developed a guidance book to implement the authentic assessment for assessing students' writing skill currently. This guidance book is aligned with 2013 curriculum and may be used to assess students' writing skill. It has been designed systematically by the experts through following the standards of designing writing assessment. This guidance book is necessary to be evaluated in order to know whether it is appropriate or not to use for assessing students' writing skill at junior high school. Certainly, the appropriate instruments are needed for evaluating the authentic assessments for writing skill at junior high school developed by those experts.

In order to develop the instruments for evaluating the authentic assessment of writing skill at junior high school, it is necessary to see whether the assessment already meets or not with the criteria of the authentic assessment included; the requirement of 2013 curriculum, the content or material and the authenticity of authentic assessment. First, the authentic assessment for writing skill have to fulfill the requirement of 2013 curriculum. Second, the authentic assessment should align with topics material of the lesson. Third, the authentic assessment should deal with the characteristics needed to claim the assessment is authentic.

First, based on the requirement of 2013 curriculum, as declared by Permendikbud No. 23 in 2016 about education assessment standards, there are several principles of assessment. 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. Daily review is done after completing one basic competency (KD) or more, integrated into the learning process in the form of repetition or assignment, (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.

Second, based on the content or material that should align with topics material of the lesson, it needs to make sure that this guidance book is relevant to the content or the textbook used in the learning process. Cunningsworth (1995: 15-17) explains four criteria of textbook evaluation. They are: (1) corresponding to the students' need, deals with the aims and objectives of the textbooks. They can reflect the students' content and communicative needs. Further, the aims and objectives of the books are realized through the content of materials. As the result, materials should match with the students' needs in three major areas namely language items, skills, and communicative strategies, (2) reflecting the present and future language, takes into account the notion of providing the language content and items which are closely related to what students need to learn. The effective use of language for the students varies in at least three situations namely personal, professional, and academic. Thus, textbooks should also take into consideration the language beyond the classroom to equip the students with language use in real life setting, (3) facilitating learning in various ways. As textbook promotes certain learning styles both explicit and implicit, this criterion seeks to answer the question of what they are and how they are put forward. In addition, facilitate students learning can be done through fostering their motivation. In this case, textbooks should have a variety of tasks and topics as powerful factors to boost the students' motivation, and (d) having a clear role as support for learning, is related the support for teacher and students. For teacher, textbooks provide ready-made materials, texts, ideas for teaching, exercises, and tasks. While they provide materials to be taught for teacher, textbooks support the students

in two ways; they include providing teachable language models and providing exercises and tasks supporting the students' learning. Then, Greene and Petty in Yulizar (2012: 28) argue ten criteria that can be considered to analyze a textbook. First, a textbook should be interesting for students. Second, a textbook should motivate students. All material presented in a textbook should motivate students to learn more, to do positive thing. Third, a textbook should present interesting illustration for students. Fourth, a textbook should consider linguistics aspects. Fifth, a textbook should have relation with other subjects. Sixth, a textbook should stimulate students. Seventh, a textbook should avoid ambiguous material that can make students confused. Eighth, a textbook should have clear point of view which includes presented exercise and discussion. Ninth, a textbook should create good attitude for students. Last, a textbook should appreciate individual differences of students as book users.

Therefore, material is one important element that should be included in the textbook. As stated by Tomlinson (1998: 2), 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. The impact will be gained by four ways. First, by providing unusual topics, illustrations, and activities. Second, by giving variety activities in the classroom. Third, by using attractive colors and photographs. Fourth, by using topics which are interesting for students and offer the possibility of learning something new, (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 must involve all components in the classroom (i.e. teachers and students).

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. It should be rich in features which are characteristic of authentic discourse in the target language, (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. Properly, teaching materials should provide opportunities for such interaction in a variety of discourse modes, (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. Those criteria are simplified and then adapted from Yulizar (2012: 34) about content or material of textbook. It can be seen in the table below:

Table 1. Indicators of Material in Analyzing Textbook

Material	1. The content is suitable with the textbook objective
	2. The authenticity and currency of the material
	3. Materials should have tight relationship with students' social situation
	4. Materials should help learners to develop confidence
	5. Materials should provide the learners with opportunities to use the target language to achieve communicative purposes
	6. Materials should be in various
	7. Materials should help learners to feel at ease
	8. Materials should match with the syllabus provided

Source: Yulizar (2012: 34)

Third, based on 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. As Bachman and Palmer (1996: 23) argue that authenticity is the degree of correspondence of characteristics of a given language test task to the feature of a target language task. It is defining authenticity essentially considers the extent to which the test performance replicates some specified non test

language performance. Wiggins (1989: 22) 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. Authentic assessment examines balanced between honoring achievement, progress, native language skills and prior fortunate training.

Based on the explanation above, those theories lead the researcher to develop the instruments for evaluating the guidance book of authentic assessment developed by the experts. Therefore, this study aimed to develop the instrument which includes the requirement of 2013 curriculum, the content or material, and the authenticity of authentic assessment. Thus, the research question was formulated into "*How do the instruments for evaluating the authentic assessment for writing skill at junior high school?*"

Method

The development of the instrument was based on theoretical based approach of the requirement of 2013 curriculum, the content or material, and the authenticity of authentic assessment. After conducting the literature review, it was decided that the instrument was in the form of evaluation format which purposes making decision and judgment about the quality, effectiveness, merit or value of educational programs, products, or practices (Gay and Airasian, 2009: 17). The indicators were developed from the theory of the requirement of 2013 curriculum, the content or material which was adapted and developed from Yulizar (2012: 34), and the authenticity of authentic assessment. The indicators were developed into sub-indicators to be more specific and precise to evaluate the authentic assessment for writing skill. Afterward, they were validated by two experts in language assessment and twelve English teachers at junior high school.

Results and Discussion

The findings discussed in this research were related to the instruments used for evaluating the authentic assessment in assessing students' writing skill. The instruments used were the evaluation format. There are three kinds of evaluation format used for evaluating the authentic assessment for writing skill, they were evaluation format of the requirement of 2013 curriculum, evaluation format based on the content or material and evaluation format based on the authenticity of authentic assessment. Based on the validation from the experts and the English teachers, it can be concluded that there are nine indicators consisted of evaluation format based on the requirement of 2013 curriculum, eight indicators consisted of evaluation format based on the content or material, and eight indicators of evaluation format based on the authenticity of authentic assessment that can be used for evaluating the implementation of authentic assessment for writing skill at junior high school.

1. The evaluation format based on the requirement of 2013 curriculum

There are nine indicators need to be considered in fulfill the criteria of authentic assessment based on the requirement of 2013 curriculum as declared by Permendikbud No. 23 in 2016 about education assessment standards. The indicators of evaluation format based on the requirement of 2013 curriculum can be seen in the table.2.

Table 2 . The Indicators of Evaluation Format Based on the Requirement of 2013 Curriculum

No	Indicators	Sub-indicators
1	Valid	The authentic assessment assesses what it is meant to be assessed.

2	Objective	a. The authentic assessment has a clear and standardized procedure. b. The authentic assessment has clear criteria of what is being assessed.
3	Fair	The authentic assessment considers students' background (<i>religion, ethnic, culture, custom, economy status and gender</i>).
4	Integrated	The authentic assessment includes what students have in the teaching and learning process.
5	Transparent	a. The evaluation process of the authentic assessment is acknowledged by parties involved. b. The criteria what being assessed in the authentic assessment is acknowledged by parties involved. c. The principle in making judgment of the authentic assessment is acknowledged by parties involved.
6	Universal and Continuous	a. The authentic assessment covers all the competencies to be assessed. b. The authentic assessment uses appropriate technique to monitor and assess students' progress.
7	Systematic	a. The authentic assessment is systematically planned b. The authentic assessment is done in phases of systematic rules.
8	Criteria-referenced	The authentic assessment is based on the defined competency achieved.
9	Accountable	a. The authentic assessment can be guaranteed by mechanism. b. The authentic assessment can be guaranteed by procedure. c. The authentic assessment can be guaranteed by technique. d. The authentic assessment can be guaranteed by results.

These indicators were developed to help seeking the evaluation of authentic assessment for assessing students' writing skill which was based on the requirement of 2013 curriculum. These indicators were supported by some experts. First, O'Malley and Pierce (1996) propose that in assessing students' writing in authentic assessment, the teachers are selecting rubrics which students can use then sharing rubrics with the students. Second, in line with the research above, Gielen, Dochy and Dierick (2003) argue that the construction of tasks, the development of criteria for assessment and the scoring performance may be shared or negotiated among teachers and students. When teachers are sharing the rubrics to the students, the students may know the criteria being assessed to them in doing authentic assessment. Third, Guliekers et al (2014) say authentic assessment is an assessment system that fair and free from bias so it does not advantage or disadvantage any group of students.

2. The evaluation format based on the content or material

In order to make sure that the authentic assessment are relevant to the content or the textbook used in the learning process, it is necessary to adjust the guidance book of writing assessment to the textbook. The indicators are adapted and developed from Yulizar (2012: 34). It can be seen in the table.3.

Table 3. The Indicators of Evaluation Format Based on the Content or Material

No	Indicators	Sub-indicators
1	The appropriateness between the material of assessment and the goal of learning	The material of authentic assessment is appropriate with the goal of learning
2	The authenticity of assessment source	The material of authentic assessment comes from magazine, newspaper, book, or other authentic sources
3	The appropriateness between assessment and students' social situation	The material of authentic assessment is appropriate with the social situation of students

4	The relatedness between material and students' self-confidence	The material of authentic assessment helps students to build self-confidence
5	The contribution of assessment and students' opportunity to use English	The material of authentic assessment gives opportunity to students to use English in communication
6	The variety of material	The material of authentic assessment is various
7	The relatedness between the material of assessment and students' easiness to learn	The material of authentic assessment help students to learn easily
8	The appropriateness between the material of assessment and syllabus used	The material of authentic assessment is appropriate with syllabus used

These indicators were developed to help seeking the evaluation of authentic assessment for assessing students' writing skill which was based on the content or material. Pellegrino et al(2001) assert that authentic assessments provide multiple paths to demonstration of learning. Authentic assessment material's tends to provide various activities to demonstrate students' competencies. Then, Steven and Levi (2013) confirm that learning outcome is considered in developing marking criteria for authentic assessment. In other words, the learning outcome should be related to the material and the syllabus used. So that, there is a guidance in marking the students' learning outcome. Moreover, those indicators were used by Yulizar (2012) in analyzing the English course book. She 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*". So, this indicators might use for evaluating the authentic assessment for writing skill at junior high school.

3. The evaluation format based on the authenticity of authentic assessment

Wiggins (1989: 22) proposes nine criteria to define the authenticity of an assessment. Those criteria are useful to judge or claim the assessment is authentic or not. Those nine indicators of evaluation format based on the authenticity of authentic assessment can be seen in the table 4.

Table 4. The Indicators of Evaluation Format based on the Authenticity of Authentic Assessment

No	Indicators	Sub-indicators
1	Realistic	The task on authentic assessment is appropriate with a real world.
2	Universal	a. The authentic assessment assesses students' knowledge. b. The authentic assessment assesses students' attitude. c. The authentic assessment assesses students' skills.
3	Engaged	The authentic assessment engages students to think critically and analytically.
4	Applicative	a. The authentic assessment requires students to investigate their work. b. The authentic assessment requires students to present their work
5	Various	The authentic assessment provides various activities.
6	Transparent	a. The authentic assessment provides clear of scoring system. b. The authentic assessment provides clear of successful criteria.
7	Student-centered	The authentic assessment supports students' to assess their own ability.
8	Trustworthy	The authentic assessment has a standardized scoring.

These indicators were developed to help seeking the evaluation of authentic assessment for assessing students' writing skill which was based on the authenticity of the authentic assessment. These indicators were supported by some experts. First, Marzano (1994) describes criteria for authentic assessment, which are involvement of students, requiring students to find and analyze information as well as draw conclusions about it, and requiring students to

work or perform. So that, authentic assessment leads students to be involved in the learning process which requires them to investigate about the learning until they can perform and demonstrate what they have got in the learning. Second, in case of scoring system, Comer (2009) reports that rubrics can be used to provide valid and reliable assessments. Rubric or scoring system provided clearly in the authentic assessment for assessing students' writing skill might provide valid and reliable assessments. Third, Stevens and Levi (2013) affirm that the development of effective rubrics and marking criteria aligns with standards and learning outcomes. The scoring criteria of authentic assessment should be developed based on standards and what students have to be achieved of the learning.

Conclusions

In conclusion, the instrument for evaluating the authentic assessment for writing skill at junior high school developed by the researcher namely evaluation format was divided into three kinds, they are the evaluation format based on the requirement of 2013 curriculum, the evaluation format based on the content or material, and the evaluation format based on the authenticity of authentic assessment. Based on the validation from the experts and the English teachers, it can be concluded that the evaluation format based on the requirement of 2013 curriculum consisted of nine indicators; valid, objective, fair, integrated, transparent, universal and continuous, systematic, criteria-referenced, and accountable; based on the content or material consisted of eight indicators; which is material should be related to goal of learning, assessment source, students' social situation, students' self-confidence, students' opportunity to use English, variety of material, students' easiness to learn, syllabus used; and based on the authenticity of authentic assessment consisted of eight indicators; realistic, universal, engaged, applicative, various, transparent, student-centered, and trustworthy. These instruments used to evaluate guidance book of authentic assessment for writing skill at junior high school.

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