

DEVELOPING INSTRUMENTS FOR EVALUATING VALIDITY, PRACTICALITY, EFFECTIVENESS OF THE AUTHENTIC ASSESSMENT FOR WRITING SKILL AT JUNIOR HIGH SCHOOL

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Abstract

Authentic assessment assesses real students' ability as closely as their real life experience in a subject. It is a comprehensive assessment of all instructional activities covering both process and product of learning. A guidebook to implement authentic assessment for writing skill for junior high school has been developed by some experts. The authentic assessment instrument has to fulfill the requirements of being valid, practical and effective to make it a good device. This research focuses on evaluating the validity, practicality and effectiveness of the authentic writing assessment for grade 7 and 8 of junior high schools. Moreover, the appropriate instruments are needed to evaluating validity, practicality, and effectiveness of the authentic assessment for writing skill. This study aimed at developing instruments for evaluating validity, practicality, and effectiveness of authentic assessment for writing skill at junior high school. The instruments were developed by using theoretical based approach and were validated by the expert in language assessment and English language teachers at Junior High School. The developing instruments were in the form of the questionnaire. The questionnaire based on the validation from the experts and English teachers, it can be concluded that the instruments are valid and can be used for evaluating validity, practicality, and effectiveness of the authentic assessment for writing skill at junior high school.

Keywords: Developing Instruments, Validity, Practicality, Effectiveness, Authentic assessment

Introduction

One of the forms to evaluate the students' ability is test. A test is an evaluation education tool that have an important role in measuring student achievement. As a measure of the students, test is used to measure of the development grade or progress that have achieve by students after they take the teaching learning program in a give period of time. The test also have the functions as a measure of the teaching program, because through the test will be know how far the teaching program that have set and have achieve. In assessing a teaching learning process, teacher need some aspects and techniques to measure the student's achievement. A test is the part of assessment that have function to measure the student's achievement. Brown (2004) states that test is a method of measuring a person's ability or knowledge in a given domain. Assessment is the evaluation of learning activities where assessment do by the teachers to measure student's competence. According to Brown (2004) assessment is a process ongoing that encompasses a much wider domain. Assessment is the sequence of teaching-learning process including performance assessment, portofolio, and student self-assessment.

A test should have authentic assessment. Authentic assessment reflects student's learning, achievement, motivation and attitude on instructionally relevant classroom activities as stated by O' Malley & Valdez (1996). According to the demands of the 2013 Curriculum, the aim of authentic assessment is to measure skills in various contexts that reflect real world situations. Authentic assessment in the implementation of the 2013 curriculum expected to assess three aspects of the students which are attitude, knowledge and skill. In principle authentic assessment, not only when 2013 curriculum become a new topic in education world, but authentic assessment applies in assessing writing composition. There are numerous characteristic of

authentic assessment. According to Lund (1997), he states that there are eight characteristics of authentic assessment, they are (1) exhibit harmony with a shared aim, (2) involve the presentation of meaningful or worthwhile tasks, (3) require higher levels of thinking, (4) be judged using criteria known by students in advance, (5) assessments are firmly embedded in instruction, (6) give students multiple opportunities to demonstrate competence, (7) involve the public presentation of students work and (8) assess process as well as the product. Assessing the students' writing achievement is necessary to do in order to know how far the students' ability in writing. O'malley and Pierce (1996) propose three purposes of writing assessment. They are ; writing assessment used for identification and program placement , writing assessment also used to monitor students progress and determine if changes in instruction are required to meet students needs and also for accountability.

The aim of authentic assessment is to measure skills in various contexts that reflect real world situations. It assesses real students' ability as closely as their real life experience in a subject. This kind of assessment will assess students' achievement based on the reality they get in the learning process. It is a comprehensive assessment of all instructional activities covering both process and product of learning. By measuring the process and product during the learning, from the beginning to the end of the learning process, it is expected to help the teachers monitoring the students' progress, achieving the learning purpose and making decision toward students' knowledge, attitude and skill.

Then, a guidebook to implement authentic assessment of writing skill for junior high school has been developed by some experts. This product aligns with the 2013 curriculum and suitable to assess students' writing skill. It has been designed systematically by the experts following the standards of designing the writing assessment. In order to know whether these assessments appropriate or not to use to assess students' writing skill in Junior High School, it is necessary to analyze this product. It is conducted to make sure whether these assessments are good or not to used in assessing students' writing at Junior High School. Moreover, the appropriate instruments are needed to analyze the authentic assessment for writing skill. The studies show about teachers' knowledge about authentic assessment, the way to arrange the instruments and the way to implement authentic assessment, and then to analyze the types of authentic assessment in education field, especially in the assessment of writing in junior high school. Since many researchers have conducted the research about authentic assessment in writing, researcher focus on the analyze of authentic assessment for writing. However, this research attempts to evaluating of the validity, practicality and effectiveness used in authentic assessment for writing skill.

In order to develop the instruments for authentic assessment. It is necessary to see if the assessment already meets the criteria of an authentic assessment. First, it is related to the requirement of validity used in authentic assessment. Second, it is related to the requirement of practicality. Third, it is related to the requirement of effectiveness of assessment used in assessing writing. The first related to validity. Validity is one factor that need to consider in authentic assessment. A valid assessment is one which measures that which it is supposed to measure. Validity is the extent to which a test measures what it is supposed to measure. The question of validity is raised in the context of the three point, the form of the test, the purpose of the test and the population for whom it is intended. According to Hughes (2007) defines validity as the criteria to measure a test whether it can measure accurately what it is intended to measure. Related to this, Harmer (2007) says that a particular kind of validity that concerns most test designers is face validity which means the test looks as though it measures what it is supposed to measure..

There are three kinds of validity: content validity, construct validity and face validity. Content validity means if the test content matches the content of the course of study. To reach this validity, teacher should match the course objectives and syllabus design with the test items. This attitude by teachers is crucial in a classroom test. In many cases. Teachers tend to use tasks different from the course objectives especially when oral aspects are involved. In the other hand, construct validity concern s of the extent to which performance on the test is consistent with predictions make on the basis of a theory of ability or constructs by Bachman (1990). Furthermore, Brown (2010) says " Construct validity asks " Does this test actually tap into the theoretical construct as it has been defined". In the other words, if the teachers want to assess students' ability in English, they should consider and include the components of English that is being tested when they construct the test.

The second related to practicality. According to Brown (2010) describe several points about practical test. A test can be practical when it stays within budgetary limits, it can be completed by the test taker within appropriate time constraints, the test also should has clear distinction for administration, the test should appropriately utilizes available human resources, the test does not exceed available material resources and also consider the time and effort involved for both design and scoring. Practicality issues can involve economics or costs, administration considerations such as time and scoring procedures, as well as the ease of interpretation. Tests are only as good as how well they are interpreted. Therefore tests can not be easily interpreted will definitely cause many problems.

The others factors that important in authentic assessment is effectiveness. According to Swanson (2002), teacher need to prepare several steps in order to make an effective assessment. The first, teacher should know the effect of assessment on students learning behaviours and outcomes. The second, the assessment have to align to the learning outcomes and curriculum. The teacher need to consider this factors, in order to select appropriate assessment methods to align with the desired learning outcomes. Then , the third factors is teacher need to prepare students for assessment by providing formative tasks and explaining the structure of the assessment for their course. An assessment can be said effective when the teacher design quality assessment task and items and review assessment data. Before teacher give the assessment to the students, it will be effective when the assessment data check by someone other than the person who make the original entry.

There are several research results related to the developing instruments for analyzing the authentic assessment. Fauzan Islami Idham (2015) This research aimed at finding out the types, the ways, and the problems of the use of authentic assessment in English writing skill. It was based on the problem that authentic assessment is the obligatory teaching component in this era. Sri Sarwanti (2015) This research aimed at finding out what kind of assesment teachers use will depend on the material they transfer to their students. There are several kinds of assesment. Since the paradigm in education is shifted, the way teachers asses their students' performance is also shifted as well. Therefore nowadays authentic assesment is broadly introduced, learned, and applied in most teaching learning process. Since the paradigm in education has shifted, the way teachers assess the students' writing is shifted as well following the new paradigm beyond constructivism. More and more rubrics are set to exactly show the real condition and processes of the writing itself. Authentic assessment in writing plays a very important role in its teaching since the impact will be huge to the students. The process of this assessment really show the students' performance.

Based on the background above, the research questions of this research was formulated as follows : How does the instruments for evaluating the authentic assessment for writing skill fulfil the criteria of validity, practicality, and reliability of junior high school in west sumatera?Based on the explanation above, this study aims to develop the instruments that will be used to evaluating validity, reliability, practicality, and effectiveness of authentic assessment for writing skill at junior high school.

Method

The type of research used in this research was descriptive research to evaluating validity, practicality, and effectiveness of authentic assessment for writing skill at junior high school. According to Gay (2009) who stated that descriptive research involves collecting data in order to answer question or to test hypothesis concerning with the status of the object of the study. It can also measure what already exists within our daily life. In addition, Arikunto (1997) says descriptive research is not aimed at testing hypothesis but specifically to describe the variable, phenomena, or situation.

The evaluation instruments were developed by using theoretical based approach and were validated by the expert in language assessment and English language teachers at junior high school. This instruments was applied at several junior high schools in west sumatera. Those schools were selected considering its easy access and they have already implemented curriculum 13. In addition, on preliminary research done by the writer, it was found that most teachers did not use the proper and standardized authentic assessment for writing. The participants of this research were teachers of seventh and eighth grade from the two of junior high schools in Padang, two of junior high school in Padang Panjang, and two of junior high school in Bukittinggi. They were used of the authentic writing assessment in their classes and then analyze its reliability, validity, practicality and effectiveness. The data were collected through distributing the evaluation instruments for validity, practicality, and effectiveness of authentic assessment. There were three documents analyzed in this research, they were format validity, format practicality, and format effectiveness.

Results and Discussion

The findings discussed in this research are related to the instruments used in evaluating for validity, practicality, and effectiveness of the authentic assessment in assessing students' writing skill. The instruments were the questionnaire of validity, questionnaire of practicality, and questionnaire of effectiveness. There are three kinds of questionnaire used in evaluating for validity, practicality, and effectiveness of the authentic assessment for writing skill .

1. The questionnaire for validity

The indicators and sub-indicators was developed based on theory proposed by Brown and Abeywikrama (2010). The validity to be examined is limited to content, construct and face validity as follows:

Table.1 Validity Questionnaire

No.	Indicators	Sub-indicators
1.	Learning objectives	a. The authentic writing assessment is represented the learning objectives in general. b. The authentic writing assessment is represented the learning objectives in specific.
2.	Basic competence	a. The authentic writing assessment is assessed the basic competences needed to mastered. b. The authentic writing assessment is assessed the language functions needed to mastered. c. The authentic writing assessment is assessed the learning topics needed to mastered. d. The authentic writing assessment is assessed genre-based texts needed to be mastered.
3.	Writing ability	a. The authentic writing assessment is assessed students' writing ability in general. b. The authentic writing assessment is assessed writing ability with appropriate vocabulary. c. The authentic writing assessment is assessed writing ability in the use of appropriate words in writing skill d. The authentic writing assessment is assessed writing ability in the use of appropriate grammar in writing skill.
4.	Types of writing assessment	a. The authentic writing assessment is required students to express ideas in writing skill. b. Activities or tasks given in the authentic writing assessment can be understand by students. c. Activities or tasks given in the authentic writing assessment have already done by students in the teaching and learning process. d. Activities and tasks provided are varied in assessing writing ability.
5.	Test procedure	a. Instruction in the authentic writing assessment is give comprehensibly of how to do the test. b. Information of test duration is provided in the authentic writing assessment.

This instrument were developed to help the teacher to be creative to served their assessment more authentic and to be valid to assess students in writing skill. Thus, teacher need to have knowledge about authentic assessment in order to used them appropriately. The questions were designed based on the several studies around the authentic assessment which captured kind of problem happen and the possible causes of the problems. In general, questionnaire for validity was given comprehensively of how to do the test. Then, A test should have authentic assessment. Authentic assessment reflects student's learning, achievement, motivation and attitude on instructionally relevant classroom activities as stated by O' Malley and Valdez (1996). The result of authentic assessment was reported that includes qualitative assessment about knowledge and descriptive qualitative about attitude and skill. Teacher assess student's writing skill. It should be appropriate with the ways of authentic assessment.

In other way, assessing writing needed criteria made by the teacher to assess competency of the student's achievement. The primary purpose of a language test was measure interpretation as indicator of an individual's language ability. The most important consideration in designing a language test is usefulness. Two important component in the authentic writing assessment are the nature of the task and scoring criteria. Its present some guideliness for constructing writing task and some examples of different types of scoring criteria. Furthermore, it also provides student's development level of writing and the process the writer used in it. Related to Harris (1996) states that objectives test consist of testing formal grammar and style, testing the ability to organize material and testing the mechanics of writing. In teaching-learning process, the teacher use technique of learning assessment through student's composition, short-answer and essay. Teacher

implies the aspects of assessing writing such as micro skills (grammatical correct) and macro skills (organization of paragraph).

2. *The questionnaire for practicality*

Questionnaire of practicality is merely created according to Brown and Abeywikrama's idea related to measure how practical a test is (2010) as follows:

Table.2 Practicality Questionnaire

No	Indicators	Sub-indicators
1.	Time	a. The practical level of the authentic writing assessment related to time duration.
		b. The practical level of the authentic writing assessment related to time given to students in doing the test.
2.	Media	a. The practical level of the authentic writing assessment related to the media needed in conducting it.
3.	Test procedure	a. The practical level of the authentic writing assessment related to the procedure of conducting it in the class.
		b. The practical level of the authentic writing assessment related to the procedure of having students doing the test.
		c. The practical level of the authentic writing assessment related to the time given in conducting it in the class.
		d. The practical level of the authentic writing assessment related to the time given in conducting it in the class.
4.	Scoring	a. The practical level of the authentic writing assessment related to scoring.
		b. The practical level of the authentic writing assessment related to giving feedback.

Related to practicality of the test, this instruments can be completed by the test taker within appropriate time constraints, the test also should have clear distinction for administration, the test should appropriately utilizes available human resources, the test does not exceed available material resources and also consider the time and effort involved for both design and scoring. Practicality issues can involve economics or costs, administration considerations such as time and scoring procedures, as well as the ease of interpretation. Tests was only as good as how well they were interpreted.

Assessing writing is very important for teachers, because they can monitor students' writing skill development or their learning process achievement. According to O'malley and Pierce (1996) the purpose of writing assessment is to monitor student's progress and determine if the changes in instruction are required to meet students' need. It means that by assessing student's writing, a teacher can measure the improvement of student's writing skill. In addition, the teacher can assess the substantive information contained in the message or writing, the clarity of the message conveyed and the mechanics of writing. This findings supports Nunan (2003) who says that writing is a process of thinking to express ideas in good written form, and arranging ideas into good and clear statements and paragraphs. It means that writing is an activity to select, combine, arrange and develop ideas in written forms. Furthermore, Hughes (2003) proposes that writing is a process that needs learning. It takes time and experience. It means that good writers are those who have passed a lot of processes and learning to write well. They take long time to learn and practice how to convey ideas in good and appropriate written language. To produce a good writing, needs an extra effort to do a lot of practice.

3. *The questionnaire for effectiveness*

To find out the effectiveness of the authentic writing assessment, the questionnaire development is referred to Gronlund and Waugh(2009) as follows:

Table.3 Effectiveness Questionnaire

No	Indicators	Sub-indicators
1.	Learning objectives	a. The effective level of the authentic writing assessment with the learning objectives in general. b. The effective level of the authentic writing assessment with the learning objectives in specific.
2.	Basic competence	a. The effective level of the authentic writing assessment is assessed the basic competences needed to be mastered. b. The effective level of the authentic writing assessment is assessed the language functions needed to be mastered. c. The effective level of the authentic writing assessment is assessed the learning topics needed to be mastered. d. The effective level of the authentic writing assessment is assessed genre-based texts needed to be mastered.
3.	Writing ability	a. The effective level of the authentic writing assessment in assessing writing ability. b. The effective level of the authentic writing assessment in assessing students to express their ideas in writing skill. c. The effective level of the authentic writing assessment in assessing students to appropriate vocabulary d. The effective level of the authentic writing assessment in assessing writing skill. e. The effective level of the authentic writing assessment in assessing accuracy in choice of words. f. The effective level of the authentic writing assessment in assessing accuracy in appropriate grammar.
4.	Types of writing assessment	a. The effective level of the authentic assessment in including writing activities or tasks to express ideas. b. The effective level of the authentic assessment in including writing activities with appropriate vocabulary. c. The effective level of the authentic assessment in including writing activities or tasks which are practiced in the class. d. The effective level of the authentic assessment in providing variety of writing assessment.
5.	Test Procedure	a. The effective level of the authentic assessment in providing a comprehensible instruction to do the test. b. The effective level of the authentic assessment in time duration for conducting it.
6.	Scoring	a. The effective level of scoring the test result. b. The effective level of giving feedback to students

Related to effectiveness of the test, Harmer (2007) suggests that teacher needs to be specific about the instruction. Teachers have to give clear guidance prior to the task. To assess students effectively, teacher needs to give brief explanation and clear instructions of the test. In order to assess the student's writing accurately, teacher should use scoring criterion. To score writing test, Hughes (1990) offers two kinds of scoring processes, holistic and analytic scoring. Then according to O'malley and Pierce (1995) explains that four dimensions contained in holistic scoring rubric are as follows : 1. Idea development/organization, focuses on central idea with appropriate elaborate and conclusion 2. Fluency/structure, appropriate verb tense used with a variety of grammatical and syntactic structure 3. Word choice uses varied and precise vocabulary for purpose. 4. Mechanics, absence of error in spelling, capitalization and punctuation. It means that, . An assessment can be said effective when the teacher design quality assessment task and items and review assessment data. Before teacher give the assessment to the students, it will be effective when the assessment data check by someone other than the person who make the original entry.

Based on the instrument above, there were instrument for validity, practicality, and effectiveness. The first related to questionnaire for validity, there are 5 points indicators such as learning objectives, basic competence, writing ability, types of writing assessment, and test procedure. The second related to questionnaire for practicality, there are 4 points such as time, media, test procedure, and scoring. And the

third related to questionnaire for effectiveness, there are 6 points such as learning objectives, basic competence, writing ability, types of writing assessment, test procedure, and scoring. Its need to consider in fulfil the criteria of authentic assessment for writing skill at junior high school. The instruments was validation from the experts and English teachers, it can be concluded that the evaluation instruments was valid and can be used for evaluating validity, practicality, and effectiveness of the authentic assessment for writing skill at junior high school.

Conclusions

Based on the analyze of instrument for evaluating validity, practicality, and effectiveness for writing skill at junior high school, the researcher developed the questionnaire instruments which is reliable, valid and usable. There were three types of the questionnaire instruments used in evaluating the authentic assessment for writing skill at junior high school. They were :

1. The questionnaire for validity
2. The questionnaire for practicality
3. The questionnaire for effectiveness

Based on the validation from the experts and English teachers, it can be concluded that the third of questionnaire instruments are valid and can be used for evaluating validity, practicality, and effectiveness of the authentic assessment for writing skill at junior high school.

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