

DEVELOPING INSTRUMENTS FOR EVALUATION OF THE IMPLEMENTATION OF AUTHENTIC ASSESSMENT ON WRITING SKILL AT JUNIOR HIGH SCHOOL

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Abstract

The curriculum that is being applied in Indonesia is 2013 Curriculum. This curriculum demands teachers to use authentic assessment, including an assessment of students' writing skill in English subject. This authentic assessment instrument can be arranged by teachers or experts. Authentic assessment products have been developed, yet it has not investigated to see how the product is used. Therefore, its implementation needs to be investigated to see if it has been appropriately applied based on theory and to see what problems may be encountered by teachers during the implementation and possible causes of the problem. This paper presents the form of instrument to be used in investigating the implementation of authentic assessment for writing skill at the junior high school level. Instruments developed by using theory-based approach and has been validated by several experts to assure the validity and practicality of the instrument.

Keywords: writing skill, authentic assessment, instrument

Introduction

Assessment plays important roles in teaching and learning process (paul, 2016). It can be defined as a process to gather information about students' success in learning. In addition, assessment can be a reflection of teachers' success in teaching. It serves as assistance for teachers in deploying the students into certain groups, improving teaching method and providing guidance (Andrew, 2007). Through a good assessment, teachers can get concrete data needed. In short, assessment is an integral component of any successful teaching effort.

In a kind of effort which hoped it can give a significant change toward education in Indonesia, government offered new curriculum called 2013 curriculum. This emergence has surprised some school stakeholder, because it is quite different with previous curriculum, called KTSP. Actually, 2013 Curriculum and KTSP have been surprised teachers in doing their part in education, but the former is more complicated than the latter. The latter, usually teachers are conducting the assessment at the end of the learning process, even at the end of the semester, and the components are assessed only knowledge. Therefore, the successful implementation of the curriculum at all levels of school education is dependent upon the level of teachers' understanding of authentic assessment and the teacher's ability to carry out the assessment in all aspects, namely knowledge, skills, and attitudes

Such in English subject especially on writing skill, 2013 curriculum has offered authentic assessment in getting the result or review of learning process. Based on *Permendikbud No. 81a 2013*, authentic assessment are also regarded to be implemented as the suitable method of assessing students' competence. In the paradigmatic authentic assessment requires the realization of authentic learning (authentic instruction) and authentic learning. It is believed that authentic assessment is more able to provide information the ability of learners to holistically and valid. The assessment is not only a cognitive test but they are measuring attitude, skills and knowledge based on the process and results. There are some types of authentic assessment for writing skill namely, personal report, writing diary, mini classroom observation, describing picture, integrated language assessment, project/exhibition, picture cued description, writing prompts, and journal. Then, this study would see what kind of instrument will be used to see the implementation of authentic assessment on writing skill at junior high school.

The most common sources of data collection in qualitative research are interviews, observations, and review of documents (Creswell, 2009). Then he also places the data-collecting procedures into four categories: observations, interviews, documents, and audiovisual materials. In this study, researcher needs two kinds of instruments, namely interview and observation:

a. Observation

Qualitative observation instrumentation includes detailed interviews, field notes, and other types of contextual recordings with information relevant to observed phenomenon focused on the goal of utilizing thick description (Ryle and Geertz in Bridier, 2014). Observation in qualitative research generally involves spending a prolonged amount of time in the setting. (Bogdan&Biklen, in Jerry,2007). Two reasons in conducting observation as instruments, they are *the focus of your study*, i.e. the topic of your research, what it is you wish to explore and learn more about; and *the research questions you intend to address* (). Researcher is in a line with these experts because she wants to know more about the implementation of authentic assessment in the field thickly. Researcher does not only use checklist form but also prepare a form of notes. This observation called controlled observation because it take place according to definite prearranged plan, with experimental procedure. Researcher arranged the indicators of observation sheet based on the product content. Werner and Schoepfle explained the focus on the process of conducting observations and describe three types of processes (Werner and Schoepfle in Kawulich, 2005):

1. Descriptive observation, in which one observes anything and everything, assuming that he/she knows nothing.
2. Focused observation, emphasizes observation supported by interviews, in which the participants' insights guide the researcher's decisions about what to observe.
3. Selective observation, in which the researcher focuses on different types of activities to help delineate the differences in those activities.

In conclusions, observation provides contextual information needed to frame the evaluation. It also can develop insight into the learning and teaching context, the environment, events, activities, interactions, language used etc. Researcher can collect information about how something has been implemented, independently of participant perceptions. Then, observations can provide good insights into how the different participants are behaving and interacting and may enable researcher to see things that are taken for granted by participants in the field.

b. Interview

The interview is undoubtedly the most common source of data in qualitative studies. The person-to-person format is most prevalent, but occasionally group interviews and focus groups are conducted. Interviews range from the highly structured style, in which questions are determined before the interview, to the open-ended, conversational format. In qualitative research, interviews are more open ended and less structured (Merriam, 2001). Frequently, the interviewer asks the same questions of all the participants, but the order of the questions, the exact wording, and the type of follow-up questions may vary considerably. Schostak, (2006: 54) adds that an interview is an extendable conversation between partners that aims at having an 'in-depth information' about a certain topic or subject, and through which a phenomenon could be interpreted in terms of the meanings interviewees bring to it.

Moreover, Kajoornborn (2005: 1) viewed that the researcher or the interviewer often uses open questions. Data is collected from the interviewee. The researcher needs to remember the interviewer's views about the topic is not of importance. The interviewee or respondent is the primary data for the study. In conclusions, being a good interviewer requires skill and experience. The researcher must first establish rapport with the participants or respondents. If the participants do not trust the researcher, they will not open up and describe their true feelings, thoughts, and intentions. Complete rapport is established over time as people get to know and trust one another. An important skill in interviewing is being able to ask questions in such a way that the respondent believes that he or she can talk freely. It means that researcher should know about the participants' background, and also build a good relationship during the research.

The use of a digital recorder is undoubtedly the most common method of recording interview data because it has the obvious advantage of preserving the entire verbal part of the interview for later analysis. (Kajoornborn, 2005). Although some respondents may be nervous to talk while being recorded, this uneasiness usually disappears in a short time. The main drawback with recording is the malfunctioning of equipment. Then, researcher also construct interview guide. An interview guide is also an essential component for conducting interviews. An interview guide is the list of questions, topics, and issues that the

researcher wants to cover during the interview. The interview guide should be clear and avoid ambiguity. The researcher ought not ask personal or illegal questions and be comfortable with silences and wait for the respondent to speak. Kajornboon adds some types of interviews:

a. Structured interviews

A structured interview is sometimes called a standardized interview. The same questions are asked of all respondents. Corbetta (2003) states structured interviews are interviews in which all respondents are asked the same questions with the same wording and in the same sequence. It would be ideal if questions can be read out in the same tone of voice so that the respondents would not be influenced by the tone of the interviewer.

b. Semi-structured interviews

On the other hand, semi-structured interviews are non-standardized and are frequently used in qualitative analysis. David, & Sutton in Kajornboon stated that the interviewer does not do the research to test a specific hypothesis. The researcher has a list of key themes, issues, and questions to be covered. In this type of interview the order of the questions can be changed depending on the direction of the interview. An interview guide is also used, but additional questions can be asked. Corbetta in Kajornboon (2005) explains semi-structured interviews as follows:

The order in which the various topics are dealt with and the wording of the questions are left to the interviewer's discretion. Within each topic, the interviewer is free to conduct the conversation as he thinks fit, to ask the questions he deems appropriate in the words he considers best, to give explanation and ask for clarification if the answer is not clear, to prompt the respondent to elucidate further if necessary, and to establish his own style of conversation.

c. Unstructured interviews

Kajornboon (2005: 7) stated that this type of interview is non-directed and is a flexible method. It is more casual than the aforementioned interviews. There is no need to follow a detailed interview guide. Each interview is different. Interviewees are encouraged to speak openly, frankly and give as much detail as possible. Usually the interviewer has received virtually little or no training or coaching about the interview process and has not prepared much.

d. Non-directive interview

The structured and semi-structured interviews are somewhat controlled by the researcher who has set the issues and questions. In non-directive interviews there are no present topic to pursue. Questions are usually not pre-planned. The interviewer listens and does not take the lead. The interviewer follows what the interviewee has to say. The interviewee leads the conversation. Gray in Kajornboon (2005: 8) explained that the interviewer's role is to check on unclear points and to rephrase the answer to check for accuracy and understanding

Method

This study use a kind of theory based approach. Researcher collects some theories form several experts and construct the sheet for each types of instruments.

a. Observation

Observation methods are useful to researchers in a variety of ways. They provide researchers with ways to check for nonverbal expression of feelings, determine who interacts with whom, grasp how participants communicate with each other, and check for how much time is spent on various activities (Schmuck in Kawulich, 2005). Based on the explanation, researcher put the indicators by using how participants communicate with each other, in this case are teacher and students. Teachers give several instructions and guidance, then how the students respond will be described in notes form.

Moreover, Dewalt stated that when designing a research study and determining whether to use observation as a data collection method, one must consider the types of questions guiding the study, the site under study, what opportunities are available at the site for observation, the representativeness of the participants of the population at that site, and the strategies to be used to record and analyze the data (Dewalt in Kawulich, 2005). This study, the researcher constructed an observation sheet by covered participants profile and the sites of observation.

b. Interview

This study will use a kind of structured interview. Researcher prepared some questions based on the theories offerd by some experts then compiled it in a sheet of interview guide. More over Who in Kajornboon (2005: 4) suggested six steps to devise an interview guide, which include:

1. Identify appropriate topics and questions;
2. Decide on the level of detail;
3. Draft the questions;

4. Order the questions;
5. List any probes or prompts; and
6. Pilot the questions. Have the informant identify the problems during the pilot

Result and discussion

Researcher has constructed two kinds of instruments, namely observation sheet and interview guide. Both instruments has been validated by experts and have been repaired based on the validators' suggestion. The observation sheet consist of participants profile, the sites of the observation and others.

a. Observation Sheet

1. Mini classroom observation

This type is described by Brown & Abeywickrama (2010:141) they argued that all do not need to know that they are being observed and teachers have also provided guidance in doing this hidden observation. Brown & Abeywickrama's opinion became the indicators in the mini- classroom observation assessment. Researcher took this opinion because it is very representative for authentic assessment criteria that pupils should be observed or assessed naturally, related with authentic assessment demand.

2. Journal

Indicator in the assessment is taken from the definition or quotation of Brown and Abeywickrama. The teacher guides the students in expressing his feeling, thought, sentence structure, and the justification of a sentence or writing their words, then the teachers give feedback.

3. Writing prompts

The preparation of indicators for this type of assessment is a result of the conclusion taken from the opinion of O'malley and Pierce. The teacher provides a challenging topic, but known by all students. The teacher should also consider the suitability of the time allocation which related with the level of work topic difficulty. This indicator is required because the level of the students is a major concern in the determination of any education policy.

4. Project and exhibition

O'Malley and pierce contend that students create a project in a specific topic and also exhibit his work after that. In becoming the main indicator in the implementation of this type assessment. Next O'malley and pierce argued that the creation of this exhibition project assessment could be done in the assignment of individuals and groups. But the researcher selected the assignment group due to this type of assessment is fairly give some difficulties to the students if done individual, because the objects are junior high school students.

5. Writing diary

This type of assessment demands teacher to explain how about the implementation to students is. The teacher explained how to summarize, and provide an opportunity to the students to read the text that will be summarized.

6. Writing Process

In the implementation of this type of assessment, the teacher had to convince pupils that they understand the criteria of good writing. This becomes the main indicator in the observation sheets, because the writing process is a kind of academic writing assessment. Students are also instructed to add its own criteria of the writing to motivate them to do good writing. The end of the assessment, the teacher will give feedback. As for the form of this assessment instrument can be described in the following table:

7. Picture cued description

There are three indicators that need to be seen in implementing this type of assessment. The indicator are students pay attention to the given image, write a short sentence appropriate instruction teachers and students get a guide from the teacher during writing process takes place. This is taken from the opinion of Wright (1989) and Brown (2003:226). This indicator aims to let students capable of producing sentences based on images provided, and attract the students to be creative in order to get they accustomed to describe something.

8. Integrated Language Assessment

The number of indicators for this type of assessment is more than other types, because of the use of integrated activities. Specifically to writing skill, there are six indicators collected became the main procedure in conducting of this assessment. Students will be divided into several small groups, because they will take their understanding individually. As if in a large group, students tend getting a bit difficulty to get a chance in getting the understanding. Students also make their little notes and draft before making the real task. Then, at the end of the assessment the teacher will give feedback. This indicators are drawn from the opinions o' malley and Pierce.

9. Self assessment

Fahimi et al (2014: 731) explored that self-assessment in writing indicates any method or incorporation of any activity that causes writers think about, evaluate and revise their writing. By doing so, the writer both improves the piece of writing in hand and gets the skills for later use. This process includes all the exercises one can do to encourage reflection for further improvement. The indicators taken from the journal constructed by Fahimi et al. They had done a study entitled on the impact of self-assessment practice on writing skill.

10. Writing summaries

This type of assessment demands the teacher to explain the assessment criteria before giving assignments on students. A teacher describes how to summarize a text, and give the opportunity to students to read and make sure themselves to understand the text which will be summarized. In building their self confidence, teachers also provide summaries and models are shown after they do the assignment because it aims to invite students to proofread their work results directly (O'malley& Pierce).

11. Interview Guide

Researchers put the interview as the next instrument after the observation. Researchers provide guidance questions to be posed in conducting interviews. These questions will be used to all the informant, therefore this type of interview is a structured interview. Based on the research question, researchers will find the issue and the cause of that problem appears in the authentic assessment implementation.

All these questions compiled from the types of problems that arise in the implementation of assessment in other schools by some previous researchers. The problems likely may appear again in the implementation in other schools. Therefore, the interview was conducted on the basis of the Guided questions and expected to be digging out of a deep informant information. Idham (2005) found five problems that occur at the school that have been researched by him. the problem cited by researchers and become some indicators as a guidance in doing interview. Then Metin (2013) discovered seven problems found in the implementation authentic assessment in other schools. The problem are about in the form of misunderstanding of teachers toward the authentic assessment, and also about the issues surrounding the ability of students and the allocation of time. All those problems organized into guided interview questions and predicted it will help informant to reveal the problems that arise in the implementation later.

Conclusions

There are two kinds of instrument that will be used to see the implementation of authentic assessment of writing skill at junior high school level, namely observation sheet and interview guide. The instrument constructed based on the some guidance excerpted from experts opinion, and have been validated also. The observation sheet constructed in form of table which arranged in types of assessment, the application, and the notes. the observation sheet put some indicators for each type of assessment. The indicators compiled from some experts opinion and guidance , then will be checked the application in the field by filling note column. Then, interview guides also constructed in the form of table which consist of questions and the answers columns. The questions were compiled based on the needs of the study and also based on the problem found by previous researchers.

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