

EVALUATING THE IMPLEMENTATION OF AUTHENTIC ASSESSMENTS IN JUNIOR HIGH SCHOOL ENGLISH LESSON

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ABSTRACT

This study aims to describe the quality and implementation of authentic assessment planning of English subject at junior high schools in Yogyakarta. This evaluation research used a discrepancy evaluation model. It was conducted at three state junior high schools (Sekolah Menengah Pertama or SMP negeri) in Yogyakarta, which were pilot projects of Curriculum 2013, namely SMP Negeri 5, SMP Negeri 8, and SMP Negeri 15. The data in this study were obtained through documentation, interviews, and questionnaires. The sample was six English teachers of grade VIII and 549 grade VIII students who were taught by the teachers. The data analysis involved descriptive quantitative and qualitative analyses. The results of the study are as follows. First, 50% of the lesson plans made by teachers are in a good category. All (100%) of the lesson plans assess attitude, knowledge, and skill. Some of the lesson plans (33%) include assessment techniques that are in accordance with the competencies assessed, 50% of the lesson plans use high order thinking skill (HOTS) questions, while the other 50% use realistic questions. Second, 51% of the teachers conducted authentic assessments, which are in a good category. Most (77%) of the teachers assessed attitude, knowledge, and skill, 57% of them gave HOTS questions, most (87%) of them gave realistic questions, and most (63%) of them assessed attitude, knowledge, and skill during the learning process.

Keywords: *authentic assessment, discrepancy, English*

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INTRODUCTION

The quality of Indonesian national education has many achievement indicators which determine whether it is good or bad. One of the indicators is the foreign language proficiency of Indonesian students because foreign language proficiency is a supporting element in mastering science and technology as well as in communicating and socializing with foreign people. The fact shows that the foreign language proficiency of Indonesian people is decreasing. This is evidenced by the study of Education First EPI (2017) which reported that the rank of Indonesia in 2017 decreased from the previous year, from Rank 32 (Intermediate Proficiency) to Rank 39 (Low Proficiency).

The Indonesian government certainly does not remain silent confronted with the reality that the quality of national education is not optimal. Many efforts have been made to improve the quality of national education, one of which is through the implementation of Curriculum 2013. Curriculum 2013 is applied with the aim of preparing Indonesian youngsters to have life skills as individuals and citizens who are faithful, productive, creative, innovative, and affective

and can contribute to the life of the society, state, and nation, and to the world civilization (Regulation of the Minister of Education and Culture No. 58 of 2014, p. 3). Through the implementation of Curriculum 2013, the students are expected to have good attitude, knowledge, and skill competencies so that they can face various problems and challenges in the future.

The implementation of Curriculum 2013 is one of the policies expected to be able to improve the quality of education in Indonesia. In line with the problem highlighted in this study, Curriculum 2013 is certainly expected to be able to improve the quality of foreign language proficiency of Indonesian students, particularly in the English subject.

In Indonesia, English is taught from elementary education to higher education level. Generally, English is taught by delivering learning materials based on textbooks and then asking the students to work out exercises in the written form based on the materials taught to them. Such a teaching-learning process is proven to produce school graduates who are not very capable in speaking, listening, reading, and writing skills in English for communicative purposes (Regulation of the Minister of Education and Culture No. 58 of 2014). This certainly requires a change in the existing approach to English teaching. Changes to the existing approach to English teaching can be made, one of which is in the assessment process. Assessment is conducted to determine student development during and after a teaching-learning process. Curriculum 2013 offers one of the assessment models believed to be able to improve the quality of the English teaching. The assessment model is the authentic assessment model.

In the previous curriculum, the assessment generally used was traditional assessment. The most widely used assessment instrument is an objective test, true-false question, short answer question, and essay question (Dikli, 2003, p. 13). Generally, this assessment takes only a short time, and therefore, it is often used when the number of the test takers is quite big and the allocated time is short. Traditional assessments such as multiple-choice tests still become the barometer of students' graduation. The students' competence that is seen from the test result does not represent the overall competence they have (Mardapi, 2014, p. 7). In line with this, Resnick and Klopfer (1989) state "*..... these types of tests do not represent recent improvements in our understanding of what and how students learn*".

In response to the inappropriateness of the traditional assessment model in the previous curriculum, the authentic assessment model in Curriculum 2013 offers an accurate alternative solution to the problem. The authentic assessment model in Curriculum 2013 is an assessment model which is integrative, covering three aspects, i.e. the aspects of attitude, knowledge, and skill. Curriculum 2013 requires an assessment which is related to the scientific approach.

In the Regulation of the Minister of Education and Culture No. 104 of 2014, it is stated that authentic assessment is a form of assessment which requires students to show their attitude and use the knowledge and skill they have acquired in learning processes in carrying out real-situation tasks. Authentic assessment provides students with a lot of opportunities to use the competence or skill they have. Meanwhile, Wiggins (1990) believes that "*authentic assessments require students to be effective performers with acquired knowledge*". In authentic assessment, students are demanded to be active with the knowledge they have. Besides, they not only choose one of the available choices in the form of a test, but also apply the knowledge and ability they have. Authentic assessment is defined as a form of assessment which requires that students perform, not only choose one of the available answer choices (Weber & Stewart, 2001, p. 14).

Authentic assessment has several characteristics as follows (Kunandar, 2014, p. 38). (1) It must measure all of the learning aspects, including performance and product. Assessment of students measures the aspects of performance and product that they have made. Students' performance or the product they made is the reflection of their real and objective competence. (2) It must be carried out during and after the teaching-learning processes. Teachers are required to assess their students' ability or competence during and after their teaching-learning processes. (3) It uses varieties of resources. In carrying out assessment, teachers must use vari-

eties of assessment techniques (in accordance with the required competence) and resources or data which reflect students' competence. (4) A test is only one of the instruments for collecting assessment data. In assessing the achievement of a certain competency, teachers have to do it comprehensively and other information supporting student achievement can be used as consideration in doing assessment. (5) The assignments given to students must reflect parts of their everyday lives. (6) Assessment must put the emphasis on the quality and not the quantity of students' knowledge and skill. The assessment of students' competence achievement must measure the quality and mastery of a certain competency objectively.

The authentic assessment model cannot automatically solve all existing problems. Nowadays, novel problems faced by teachers are at the execution level in the field. Teachers are considered not having the readiness and ability to use this assessment model. Based on the result of the monitoring and evaluation of the implementation of Curriculum 2013 at the junior high school level in 2014, 60% of teacher respondents stated that they could not plan, implement, analyse, report, and use assessment results very well. The main difficulty the teachers had was in formulating indicators, writing test items, and conducting attitude assessment using varieties of techniques. In addition, many of the teachers did not fully understand how to make instrument and rubric for skill assessment (Ministry of Education and Culture, 2017).

Another problem is that teachers do not fully understand authentic assessment and its implementation in schools. This is shown in the findings of the research by Kartowagiran and Jaedun (2016) who reported that the condition of the teachers who conducted authentic assessment needed improvement and that the quality of the implementation of authentic assessment in the junior high schools in the Special Territory of Yogyakarta was not good. This is indicated by the poor assessment plan written in their lesson plans. Very few teachers conducted the assessment of attitude competence in their teaching, very few conducted assessment, and very few prepared assessment instruments. This is due to the fact that most of the teachers found that the training was inadequate so that they did not understand the training materials, especially those related to assessment.

The problems faced by teachers in using the authentic assessment model must certainly be solved. Before the solution level, there certainly needs to be a scientific study to explore the feasibility of authentic assessment, one of which is in the English subject. An accurate scientific study is by evaluating the implementation of authentic assessment. In this study, an evaluation of the implementation of authentic assessment in the English teaching at junior high schools in Yogyakarta City was conducted. This study aims to reveal the planning and implementation of authentic assessment in English teaching in junior high schools of Yogyakarta City. It uses the discrepancy evaluation model, which sees the gap between the planning and implementation of the English teaching in junior high schools in Yogyakarta City.

RESEARCH METHOD

This research is evaluation research with the quantitative approach and supported by the qualitative one. It was conducted at State Junior High School (SMP Negeri) 5, SMP Negeri 8, and SMP Negeri 15 in Yogyakarta City. The three schools become the setting of this research because they are appointed by the Indonesian government to be the pilot project of Curriculum 2013 in Yogyakarta City, and thus the result of this evaluation can be used to predict the implementation of school assessment.

The research population is all grade VIII students and English teachers of the three schools under study. The total number of the student population is 930 students. A sample of 549 students was established using the simple random sampling technique. Meanwhile, all of the six English teachers become the subjects of this study.

The research data were collected using a questionnaire and through document analyses and interviews. Document analyses were conducted to lesson plans. The questionnaire was

used to collect students' responses to the implementation of authentic assessment in the classroom. Interviews were conducted to collect the data on the implementation of authentic assessment carried out by teachers.

The observation guide, questionnaire, and interview guide were validated through expert judgment, from which the content validity indices were calculated by using Aiken's V formula Azwar, 2014 (p. 113). The result of the statistic calculation using Aiken's V formula showed that the observation guide had the content validity index between 0.75 and 0.85, all of the items in the questionnaire had the content validity index between 0.75 and 0.85, and all of the items in the interview guide had the content validity index between 0.75 and 0.85. From all of the content validity indices, it can be interpreted that the observation guide, questionnaire, and interview guide have good content validity.

The questionnaire was validated using the construct validity technique that applied the Exploratory Factor Analysis (EFA). The result showed that all of the items had the loading factor of 0.701 to 0.903. This means that the questionnaire has good construct validity. The result of the analysis applying the EFA shows that the implementation of authentic assessment consists of six components, i.e. the components of skill, knowledge, attitude, continuity, reality, and high order thinking skill (HOTS). The skill component consists of four items, i.e. items 15, 16, 17, and 18. The knowledge component consists of three items, i.e. items 10, 11, and 12. The attitude component consists of four items, i.e. items 6, 8, 14, and 20. The continuity component consists of three items, i.e. items 1, 2, and 5. The reality component consists of three items, i.e. items 3, 4, and 7. The HOTS component consists of three items, i.e. items 9, 13, and 19. The reliability estimation using Cronbach Alpha formula resulted in the score of 0.714 for the observation guide, and 0.802 for the questionnaire. This means that the observation guide and the questionnaire have good reliability.

The quality of lesson plans was revealed by using the lesson plan checklist. The assessment coverage, assessment technique used, questions asked during the lesson, and assessment implementation during the lesson were revealed using the questionnaire. The data collected through interviews supported and corrected the data collected by using the questionnaire. The data collected were analysed by using the descriptive statistics, and presented in the form of tables with percentages and qualitative description. Tables are used to describe the quantitative data, while the qualitative description is used to describe the qualitative data.

FINDINGS AND DISCUSSION

Findings

This study aims to reveal the planning and implementation of authentic assessment in the teaching of English in junior high schools in Yogyakarta City. Three state junior high schools (SMP negeri) become the sample schools, i.e. SMP Negeri 5, SMP Negeri 8, and SMP Negeri 15 Yogyakarta City. This study involved six English teachers and 549 grade VIII students as the sources of research data. Based on the result of the analysis of the lesson plans of the six English teachers as the subjects of this study, it is revealed that 50% of the planning of the authentic assessment is in a good category, 30% in an excellent category, and 17% in a poor category, as shown in Table 1.

Table 1. Criteria for Authentic Assessment Planning Evaluation

Score	Category	Frequency	Percentage
$X \geq 30$	Excellent	2	33%
$30 > X \geq 25$	Good	3	50%
$25 > X \geq 20$	Poor	1	17%
$X < 20$	Very poor	0	0%

The result of the analysis of the lesson plans of the six English teacher shows that all (100%) of the lesson plans have included the attitude, knowledge, and skill competencies. This means that all of the teachers have made the plan for the assessment of the attitude, knowledge, and skill aspects.

As for the appropriateness of the assessment technique in the lesson plans, only a small proportion (33%) of them mention the assessment technique in line with the competencies being assessed. The result of the analysis also shows that only some (50%) of the lesson plans include HOTS questions. This means that the teachers have not fully constructed HOTS questions to be used in their teaching, and it can be seen in the lesson plans that most of the questions are only at C1-C3 levels, and a few at C4 level. Furthermore, only some (50%) of the lesson plans include realistic questions, which means that some of the teachers make questions based on textbooks. The data collected using student questionnaire show that 51% of the implementation of authentic assessment is in a good category, 40% in an excellent category, 8% in a poor category, and 2% in a very poor category, as can be seen in Table 2.

Table 2. Criteria for Authentic Assessment Planning Evaluation

Score	Category	Frequency	Percentage
$X \geq 60$	Excellent	217	40%
$60 > X \geq 50$	Good	279	51%
$50 > X \geq 40$	Poor	43	8%
$X < 40$	Very poor	10	2%

Furthermore, the result of the questionnaire shows the following findings. (1) The majority (77%) of the students stated that the implementation of the assessment by the teachers included attitude, knowledge, and skill competencies. This means that the assessment of the attitude, knowledge, and skill competencies has been conducted almost entirely by the teachers. In the interviews, all of the teachers stated that they did the assessment of attitude, knowledge, and skill. (2) Some (57%) of the students stated that the problems and questions given by the teachers during the lesson were in HOTS question category. In the interviews, some of the teachers stated that they began to use a small proportion of HOTS questions, while some other teachers stated that they did not use HOTS questions with regard to their students' ability, which resulted in apprehensively incomplete assessment. (3) A majority (87%) of the students stated that the problems and the questions given by the teachers during the lessons were in the realistic category. (4) A majority (63%) of the students stated that an assessment of attitude, knowledge, and skill competencies was carried out during the lessons (continually).

Discussion

Assessment plays an important role in determining the success of education. A good assessment will affect teaching processes well (Popham, 2009). In Curriculum 2013, authentic assessment is used. Widowati et al. (2016) state that authentic assessment has a high relevance to the scientific approach issues with complex and contextual tasks.

In a more detailed way, Wiggins (1990) states that authentic assessment is a measurement where students are asked to show their deep understanding, higher order thinking skill, and complex problem solving skill. Wiggins (1990) writes that authentic assessment is an effective measure of intellectual achievement or ability because it requires students to demonstrate their deep understanding, higher-order thinking, and complex problem solving ability through their performance in doing exemplary tasks. According to Wiggins (1990), authentic assessment is an effective way for measuring students' intellectual ability achievement because it requires them to show their deep understanding, higher order thinking, and complex problem solving ability through exemplary tasks.

According to the Regulation of the Minister of Education and Culture No. 58 of 2014, the goal of high school English subject is to develop students' potential in order that they have communicative competence in the contexts of family, school, and community lives. For this reason, all instructional aspects (objectives, materials, teaching-learning processes, media, resources, and assessment) are strived to be the real use of English outside the classroom. This means that the assessment of English subjects must refer to realistic teaching processes.

In its implementation, Curriculum 2013 has varieties of patterns when analysed in each level of education. This study found that the result of curriculum implementation at junior high school level is different from that at other education levels. The implementation of Curriculum 2013 at junior high school in general is in good and excellent categories. This is different from the achievement of curriculum implementation at vocational high schools. The findings of the research by Pahlevi (2015) shows that the achieved score of the quality of the planning of the authentic assessment at the accounting expertise program of vocational high schools in Sleman Regency in general is in a poor category (50.77). The difference in the finding of this research and that of the research by Pahlevi is quite reasonable because the system of teaching and assessment in junior high school is different from that in vocational high school.

Authentic assessment is carried out by teachers comprehensively, consisting of knowledge, attitude, and skill competencies. This is evidenced by the research finding that all teacher respondents made lesson plans covering the three competencies. This finding is in line with the finding of the study by Noviana and Kartowagiran (2015) which reported that the implementation of the assessment had covered knowledge, skill, and attitude.

Furthermore, the finding of this research shows that only few teachers used the assessment technique in accordance with the competencies to be assessed. This certainly shows that most English teachers of junior high schools in Yogyakarta City do not make appropriate assessment plans. This finding is in line with the finding of the research by Kartowagiran and Jaedun (2016) which reported that almost all of the teachers who were their research respondents did not make assessment plans.

The study by Kartowagiran and Jaedun (2016) also found that the quality of the implementation of authentic assessment in junior high schools in the Special Territory of Yogyakarta still needed improvement because more than half of the teachers did not carry out attitude assessment because: (a) there is no time for conducting attitude assessment in every class meeting, (b) attitude assessment has been conducted by Religion teachers, and (c) the number of the students is too big, both the class size and the number of the students who have to be taught by every teacher, and (d) they do not know how to make instruments and how to carry out attitude assessment. The discrepancy between the design and implementation of assessment is also shown in the finding of the research by Suarimbawa et al. (2017) who state that the match between planning and implementing authentic assessment by teachers is in a sufficient category.

The finding of this study together with those of the previous ones shows that in authentic assessment, there are still some constraints on the teachers so they did not do this assessment optimally. In line with this finding, the research by Agustina et al. (2018) also had the same finding, that in the process of authentic assessment, there were several constraints, including too many assessment formats the teachers had to make in the so limited time so that they could not do authentic assessment optimally. These constraints certainly need solution. Suryawan and Tawil (2020) write that in the implementation of Curriculum 2013, teachers still need periodical training in the scientific approach to maximum achievement.

According to student respondents, the implementation of authentic assessment carried out by the English teachers of junior high schools in Yogyakarta City in general is in the good and excellent categories of achievement. These achievement categories are not in line with the finding of the study conducted by Revaival (2015) which reported that 50.45% of the English

teachers did not carry out authentic assessment stated in the curriculum. Similarly, the finding of the study by Ndayizeye (2017) shows that overall the average score of the implementation of authentic assessment is 0.06 which is in a low category.

This study also found that the teachers did not make HOTS-based questions in high percentages, and some did not even use HOTS-based questions. This is in line with the study conducted by Retnawati et al. (2018) which found the low competence of mathematics teachers of junior high schools in seven provinces in Indonesia in measuring students' higher order thinking skill and in solving HOTS-based questions. In line with other studies, the research by Kartowagiran et al. (2019) also found that teachers' questions to students were still at the low thinking level.

Furthermore, this study found that most of the questions made by the teachers are in the realistic-question category. This certainly shows that the teaching of English in junior high schools in Yogyakarta City is in accordance with the goal of English teaching stated in the Regulation of the Minister of Education and Culture No. 58 of 2014, which states explicitly that the goal of English teaching in junior high school is to develop students' potential in order to have communicative competence in the contexts of the life in the family, school, and community. Therefore, all teaching aspects (objectives, materials, teaching-learning processes, media, learning resources, and assessment) are strived to be close to the real use of English outside the classroom

In terms of the timing of the assessment, the finding of this study shows that the teachers of junior high schools in Yogyakarta City conducted the assessment on the three competencies (attitude, knowledge, and skill) continually. This is in accordance with Azim (2012) who states that authentic assessments are flexible and ongoing. These also portray the learner's growth in due course of time. Continual assessment will show student development from time to time, and give meaningful information in the form of both the students' progress and weakness during teaching-learning processes.

CONCLUSION

Based on the research findings and discussion, this study draws some conclusions. First, some (50%) of the lesson plans made by teachers are in a good category. All (100%) of the lesson plans include the assessment of attitude, knowledge, and skill; a small portion (33%) of the lesson plans mention the use of assessment techniques in accordance with the competencies assessed; some (50%) of them use HOTS questions; some (50%) of them use realistic questions. Second, some (51%) of the teachers carry out the authentic assessment which is in a good category. A majority (77%) of the teachers conduct the assessment of attitude, knowledge, and skill competencies; some (57%) of them give HOTS questions; most (87%) of them give realistic questions; most (63%) of them assess attitude, knowledge, and skill during their teaching-learning processes.

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