The Implementation of English Teachers' Authentic Assessment in Junior High School During Online Learning

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ABSTRAK

Penilaian autentik adalah penilaian untuk menentukan refleksi siswa terhadap pembelajaran, prestasi, motivasi, dan sikapnya selama pembelajaran berlangsung. Penilaian autentik akan mencakup standar isi pendidikan seperti yang diminta dalam standar proses pendidikan. Menerapkan penilaian otentik mencerminkan situasi dunia nyata dan memungkinkan siswa untuk memecahkan masalah dengan solusi yang mungkin. Penelitian ini bertujuan untuk menyelidiki implementasi penilaian autentik oleh guru bahasa Inggris selama pembelajaran online. Penelitian ini merupakan penelitian deskriptif kualitatif. Subjek penelitian adalah tiga guru bahasa Inggris. Objek penelitiannya adalah penerapan penilaian otentik oleh guru bahasa Inggris. Dalam mengumpulkan data, penelitian ini menggunakan studi dokumen dan wawancara. Data dianalisis melalui tiga langkah; reduksi data, klasifikasi dan analisis data, serta penarikan kesimpulan atau verifikasi data. Setelah menganalisis data yang diperoleh, guru bahasa Inggris menggunakan lima jenis penilaian otentik yaitu observasi guru, kinerja, portofolio, proyek, dan penilaian sejawat. Selain itu, dalam pembelajaran, guru bahasa Inggris tidak menerapkan semua jenis penilaian otentik di semua materi pembelajaran. Guru bahasa Inggris tidak menerapkan semua jenis penilaian otentik sebagai rencana pelajaran mereka mengingat beberapa masalah yang dihadapi oleh guru bahasa Inggris. Keterbatasan alokasi waktu, banyaknya siswa dalam satu kelas, serta materi pembelajaran siswa menjadi kendala guru. Oleh karena itu, penerapan penilaian autentik perlu ditinjau kembali agar dapat membantu guru bahasa Inggris dalam melaksanakan penilaian autentik.

ABSTRACT

Authentic assessment is assessment to define students' reflection of their learning, achievement, motivation, and attitudes during the learning instruction. Authentic assessment will cover the educational content standard as requested in educational process standard. Implementing authentic assessment reflects real-world situation and allow students to solve problem with possible solutions. This research aimed at investigating the English teachers' authentic assessment implementation during online learning. This research was descriptive qualitative research. The research subject was three English teacher. The research object was the English teachers' implementation of authentic assessment. In collecting the data, this research used document study and interview. The data were analyzed through three steps; data reduction, data classification and analysis, and conclusion drawing or data verification. After analyzing the obtained data, the English teachers used five types of authentic assessment namely teacher's observation, performance, portfolio, project, and peer-assessment. Besides, in the learning instruction, the English teachers did not implement all of the types of authentic assessment in all learning material. The English teachers did not implement all the types of authentic assessment as their lesson plans considering some problems faced by the English teachers. Limited time allotment, many students in one class, and also students' learning materials become the teachers' problems. Thus, the implementation of authentic assessment needs to be reviewed in order to help the English teachers in implementing the authentic assessment.

1. INTRODUCTION

Authentic assessment will cover the educational content standard as requested in educational process standard (Marhaeni et al., 2017; Sukasni & Efendy, 2017). The authentic assessment in the regulation system of assessment standard considers the learning process and product of students (Wangid et al., 2017). Applying authentic assessment asks teachers to assess three students' aspect which are attitude, knowledge, and skills (Suarimbawa et al., 2017). In addition, authentic assessment is collecting students' information process in doing real-world tasks that represents meaningfully

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knowledge (Aliningsih & Sofwan, 2015; Gulikers et al., 2006). Authentic assessment is a term to defined students' reflection of their learning, achievement, motivation, and attitudes on learning activities. Authentic assessment implementation will be able to measure and evaluate students' learning process and achievement (Aliningsih & Sofwan, 2015; Rizavega, 2018). In addition, teachers need to provide students some activities that allowed students to relate the task with real-life situation (Suarimbawa et al., 2017). Giving real-life situation in learning activities will give students contextual learning. Meaning that, students will earn learning materials related to their real life which the context of learning will be meaningful for them. Authentic assessment also can encourage students' critical thinking and interest in learning process, especially in writing (Moria et al., 2018). Students' critical thinking and interest indicated contextual learning (Antara et al., 2020; Atmazaki, 2018). As stated before, contextual learning will give students learning about their real-life material. Meaning that, the implementation of authentic assessment gives students chance to improve their knowledge and skills.

By considering the importance of authentic assessment implementation in learning process, teachers need several supporting activities to enhance their knowledge of authentic assessment implementation (Adnan et al., 2019). Workshop about implementing authentic assessment in language learning instructions were needed to be held as the curriculum 2013 said that the learning instruction needs both assessment traditional and authentic assessment (Paramartha et al., 2017). Some workshops and seminars have been conducted in order to provide appropriate information about authentic assessment implementation. The Junior High School English teachers are assumed that they have knowledge about what is authentic assessment, how to plan, and implement it (Marhaeni et al., 2019). By having knowledge about authentic assessment supposed to affect the teachers' authentic assessment implementation.

Furthermore, based on the result of preliminary interview with the English teachers in SMP Negeri 6 Singaraja, those teachers have implemented certain authentic assessment in their learning instruction. The English teachers mostly implement performance assessment to assess speaking skill. In addition, the English teachers sometime ask students to do a project. However, the English teachers said that implementing authentic assessment is not easy way to assess students' ability and they are confused how to design and implement an appropriate authentic assessment for their students. In addition, handling many students while implementing authentic assessment is quite hard for the English teachers. Additionally, the teachers need to do online learning considering the pandemic of COVID-19. Based on the interview between the English Teachers in SMP Negeri 6 Singaraja, they have implemented online learning also assess students' performance toward the learning material in online class including authentic assessment. Furthermore, the researcher would like to know the English teachers' perceived knowledge in SMP Negeri 6 Singaraja about the implementation of authentic assessment and its implementation. Based on the idea, this research aimed at investigating the English teachers' authentic assessment implementation during online learning. This study was done in describing authentic assessment implementation in SMP Negeri 6 Singaraja.

2. METHODS

This research used descriptive design considering the research object was the implementation of authentic assessment by English teachers. In collecting related data, this research used document study and interview as the methods of data collection and used checklist and interview guide as the research instruments. The obtained data that collected by document studies and interviews were analyzed descriptive qualitatively. There are three steps of data analysis which are data reduction, data classification and analysis, and conclusion drawing or data verification (Creswell, 2012). Then, the procedure that conducted in this research is presented in Figure 1.

Figure 1. Research Steps

In analyzing the data, the obtained data from document studies were reduced in order to sort relevant data of authentic assessment implementation. Then, the collected data were classified using checklist and analyzed afterward. Interview was used to confirm and recheck the teachers' implementation of authentic assessment. Furthermore, based on the result of analysis and researcher's interpretation, conclusion was drawn.

3. RESULT AND DISCUSSION

Results

Based on the collected data from document studies namely syllabuses, lesson plans, and assessment instruments used by the English teachers, there are five types of authentic assessment used by the English teachers in SMP Negeri 6 Singaraja.

Teacher's Observation

Teacher's observation is type of authentic assessment where all the English teachers in SMP Negeri 6 Singaraja implement to collect students' information during the learning instruction. In teachers' lesson plan, the teachers planned in assessing students' attitude through teachers' observation. As the expectation of *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 23* Tahun *2016* observation in learning instruction is done in order to assess students' attitude and it is the teachers' responsibility to do observation. T.1.4 said that "In assessing students' attitude, during the learning instruction the students are always accompanied. I only do observation." T.1.4 said that "I *take a note* for students who active in asking and answering in the class, I give + in students' present list in order to make easier to *assess students' attitude."*

Based on the interview, the teachers convey that they did observation and take notes on students' attitude. Then, the teachers also give rewards for students who became active students in the class. Thus, taking note of students makes the teachers easier to assess the students' attitude. The pandemic situation made the teachers unable to assess the students' attitude maximally. In offline learning, the teachers directly observed the students in every meeting. However, in online learning, the observation was done by paying attention on students' diligence in submitting tasks and their responsibility in making the tasks. In addition, the teachers also check students' attendance and intention in joining the lesson. The teachers argued that it was easier to assess the students in offline class as they could observed the students directly and give them suggestion or motivation. In contrast, the online learning process that was done through WhatsApp group and Google classroom could not provide them with the same privilege. Therefore, assessments on students' attitude were not implemented as much as in the offline classroom. The teacher said that is because the teacher thought students had more pressure because of this pandemic situation. In addition, students also had to do many tasks from different subjects that the teacher did not want to give more pressure for students. The teachers still use observation sheets in observing students either in online and offline classroom.

Performance

Based on the teachers' lesson plans, performance assessment was used by all teachers in every grades to assess students' speaking and writing skills. As stated by (Marhaeni et al., 2019), experiments or demonstrations reflect performance assessment where the activity can be done orally or in written form. T.3.3 stated that "That is learning material of report text, *I give 10 questions which the answer should be in paragraph,* actually, the text is provided. At the beginning, I wanted to ask students to answer some questions. But, I thought *in this situation of pandemic, it is better to ask students to make a paragraph. So, I just share the questions to the students."* Based on the interview the teacher said that the students' performance assessment, especially writing performance was done by giving 10 questions that need to be answered in form of paragraph. In assessing writing performance, the teachers planned to assess the students' spelling and language features. The performance assessment would be assessed using scoring rubric that had planned before and included in the lesson plans. The scoring rubric for speaking performance consisted of some items which were pronunciation, vocabulary, fluency, intonation, and students understanding. To assess the students' speaking performance, the teacher usually asked them to sing a song for instance, in order to see students' pronunciation and speaking competency. T.3.3 stated that "We know that maybe not all Junior High School students have good pronunciation. So, I *did not use strict assessment which is always correct. The important thing is if the students pronounce English words are close to correct pronunciation, I give good score.* Besides, if the students' pronunciation is less, I will give

sufficient score. But, I think there is also students who have good pronunciation for Junior High School students."

The teacher did not strict on the scoring rubric, however the teacher assess students' speaking performance is combined with teacher's observation. The teacher would give good score for students who slightly have good pronunciation for instance. The teacher asked students to sing an English song where students can send their singing in the group in form of voice note or video. The teacher wanted to assess the students' pronunciation in their singing. Moreover, the teacher wanted to give the students experience in learning and speaking English by singing a song. In addition, the teacher asks students to write related text using their own creativity for example in writing narrative or report text. The teachers sometimes assess the process of students in writing where they observe students on the process of writing before assessing the final writing.

Portfolio

Based on the Diagram 1, one of the teachers used portfolio in the learning assessment. In the teacher's lesson plan, portfolio was used to assess students writing skill. Portfolio is one of assessment technique to assess students' learning process as Brown (2004) explains that portfolio give the real students' works as the proof of students' progress. Based on the interview, the teacher said that, T.1.2 "Actually, I rarely implement portfolio assessment, however, *I always ask students to keep their assignments.* In the end of the semester, I ask the students to collect the assignments become students' archive." *T.1.2* "At the end, if there is student who unsatisfied with their score, *I will show their assignments during the semester.*" The teacher used portfolio assessment in order to keep students' tasks that can be evidence of students' score. Moreover, in online learning the teacher implemented portfolio assessment as well as in offline learning. The teacher kept students' writing assignment in WhatsApp learning group. The students were also asked to keep their assignments where they can see their progress during the learning. As reported by Dewi (2014) in portfolio assessment, student can document their assignments and they have chance to assess their assignments during the learning process. Then, in assessing students' portfolio, the teacher checks students' assignment step by step and give some comment in order to correct certain language feature errors if it was needed. However, the teachers rarely gave written feedback in students' writing tasks. In the of the semester, the teacher collects all the students' portfolio score and it will be summed up with the other score.

Project

Project assessment is a type of authentic assessment that the teachers in SMP Negeri 6 Singaraja used in their learning assessment as planned by one of the teacher in the lesson plans. Projects/exhibitions assessment is learning activity about giving students assignment to do certain activity in group or individual to know students' comprehension (O'Malley & Pierce, 1996). Project assessment was planned to allow students work in a group, discuss related topic to the material, and produce a product. One of the example of project that planned by the English is students should discuss about people jobs or profession. The students are asked to explore information about people jobs or profession from any references. Then, students in every group should make a report, answering some questions, and make short conversation about people jobs or profession. Furthermore, students are allowed to presents their report. In project assessment, the teacher observes all students during the activity. The teacher planned project assessment will be done in certain period of time. The teacher assesses students' project using scoring rubric in terms of students' process in discussing and preparing the report, assess students' presentation will be done as well, then, assess the result of students' project after all students present it. In real class, however, the project assessment was rarely done by the teacher. Based on the interview, the teacher could not implement project assessment in all learning materials due to the students' diverse competency and lots of materials to be taught.

Peer-Assessment

One of the three English teachers in SMP Negeri 6 Singaraja planned to implement peer-assessment. In the lesson plans, the teacher uses peer-assessment to assess students' attitude. The students would be asked to assess other students by filling check mark scoring sheet. The teacher will prepare the scoring rubric of students' attitude criteria. In the end of semester, the teacher will have summed up students' peer-assessment and the teacher's observation. The result will be students' assessment of attitude. However, in online learning, the teacher did not implement peer-assessment. Based on the interview, the teacher said that implementing peer-assessment is quite difficult in online learning. T.2.3 said that "It is quite difficult to implement *peer-assessment,* because the learning is done online now. Due to the online learning, the students cannot meet and see the other students. So, the

implementation of *peer-assessment* is difficult*.*" The teacher considers that will be difficult for students to do peer-assessment because they do not meet and study each other. Thus, students' attitude only assesses by teacher's observation.

Discussion

The findings indicated that the English teachers implemented authentic assessment at SMP Negeri 6 Singaraja through observation, performance assessment for writing and speaking with the help of scoring rubrics, and portfolio. The results of the collected data also showed that one of the teachers planned to use project and peer assessment but ended up not implementing them. Observation was conducted in every meeting to collect information about how students behave during the learning instruction. This implementation is in line with the expectation of *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia nomor 23* Tahun *2016* in which observation in learning instruction is needed to be done in order to assess the students' attitude. Observation is done almost constantly by teacher in order to gather information of students in the class (Brown, 2004).

However, since the instruction was conducted online, the teachers could not have observed students' attitude maximally, the teachers also do teachers' observation by paying attention on students' diligence in submitting tasks and their responsibility in making the tasks because the learning is done online. Teachers' observation is done explain that it can be used to observe students' attention to tasks and their response to the tasks as well as students' interaction with other students (O'Malley & Pierce, 1996). Conclusively, the teachers have implemented teachers' observation as the theories explained. All of the teachers used performance assessment on their lesson plan to assess students' speaking and writing skills with the help of scoring rubrics. Experiments or demonstrations reflect performance assessment where the activity can be done orally or in a written form (Prakoso & Radia, 2019). In assessing writing performance, the teachers planned to assess students spelling and language features. On the other hand, the scoring rubric of speaking performance consisted of some items which are pronunciation, vocabulary, fluency, intonation, and students understanding.

However, the teachers did not strictly implement performance assessment. The teachers sometimes, did not follow the scoring rubric in giving score for students. In line with that, teachers' performance assessment implementation were not as the authentic assessment criteria but, students are assessed using scoring rubric to see how well the students' speaking skill (Wahyuni et al., 2017). Thus, the teachers implemented performance assessment by adjusting the students' competency. The teachers did not use strict scoring rubric in giving score to the students. One of the teachers also mentioned the use of portfolio in the learning assessment to assess students writing skill. Portfolio is one of assessment technique to assess students' skill as stated in *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia nomor 23* Tahun *2016.* The teacher asked the students to keep all the assignments and those will be collected in the end of the semester. The teacher used portfolio assessment in order to keep students' tasks that can be evidence of students' score. Portfolio give the real students' works as the proof of students' progress (Brown, 2004).

In portfolio assessment, student can document their assignments and they have chance to assess their assignments during the learning process (Dewi, 2014). Then, in assessing students' portfolio, the teacher checks students' assignment step by step and give some comment in order to correct certain language feature errors if it was needed. However, the teacher rarely gave written feedback for the students considering the learning process was done online. At the end of the semester, the teacher collects all the students' portfolio score and it will be summed up with the other score. One of the teachers also planned to implement project assessment and peer assessment in the lesson plans. Projects/exhibitions assessment is learning activity about giving students assignment to do certain activity in group or individual to know students' comprehension (O'Malley & Pierce, 1996). Likewise, *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia nomor 23* Tahun *2016* also suggests to use project assessment as one of the assessment technique in assessing students' skills. Project assessment was planned to allow students work in a group, discuss related topic to the material, and produce a product. One of the example of project that students should do is discussing about people jobs or profession.

Peer assessment, on the other hand, has the same principle as self-assessment where peer-assessment requires students to do cooperative learning in order to give feedback and suggestion toward students' performance and attitude (Brown, 2004). Peer-assessment can be implemented to assess students' skills as well (Paramartha, 2016). There are some possibilities to use peer-assessment in assessing students' English skills (Dewi, 2014). However, in the real class, the project assessment and peer assessment were not implemented by the teacher due to some difficulties. Peer-assessment was not conducted considering the students' capability and the pandemic situation. It is because to do peer assessment, the teacher needs to arrange the learning activities and cooperate the learning environment

to help students in doing peer-assessment (Ndoye, 2017). Therefore, the teacher always ended up assessing the students by herself. Similar to the reasons for not implementing peer assessment, project assessment was not implemented because of the students' diverse competency and load of learning material. This is in line with the fact that students who have higher achieving knowledge tend to be more active in their group without assisting the other members (Fitriani, 2017). In addition, time allotment can also be the obstacles of implementing project assessment. Projects/exhibitions can be done by asking students to do formal presentation and make written project (Aziz & Yusoff, 2016).

Thus, considering that the learning instruction should be done online, teachers can ask students to do presentation individually in a form of video as well as make the written form of the presentation. However, more difficulties are coming as previous reports that the English teachers faced basic difficulty in implementing project assessment in terms of students' responsibility in finishing the project (Fitriani, 2017). The teachers were difficult to make sure every student in the group did equal part in doing the project, which making the teacher preferred to use performance assessment to see students' skills. Therefore, in order to maximally implement authentic assessment as suggested by Curriculum 2013, the teachers need to maximize the implementation of the used assessments, including observation, performance assessment, and portfolio (Rizavega, 2018; Rukmini & Saputri, 2017).

4. CONCLUSION

Based on the findings and discussion of this research that have explained, it can be concluded that the English teachers in SMP Negeri 6 Singaraja have implemented authentic assessment in their learning instruction even though in online learning. In teachers' lesson planned, they provide authentic assessment as their assessment such as teacher's observation, performance, portfolio, project, and peer-assessment. In addition, the teachers used authentic assessment to assess students' language skills and observe students' attitude in learning instruction. However, the English teachers did not implement all the types of authentic assessment as their lesson plans considering some problems faced by the English teachers. Limited time allotment, many students in one class, and also students' learning materials become the teachers' problems.

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