The 2ⁿᵈ International Conference on Language, Literature and Teaching

TEACHER'S PERCEPTION AND PRACTICE OF AUTHENTIC ASSESSMENT IN ENGLISH TEACHING IN ELEMENTARY SCHOOL

Siti Aisyah[1], Mauly Halwat Hikmat[2]
[1]MTs Negeri 1 Sragen
email: buaisy12@gmail.com
[2]Muhammadiyah University of Surakarta
email: Mauly.Hikmat@ums.ac.id

Abstract

This research is aimed to analyze the elementary school teachers' perception and practice of authentic assessment in Sragen regency. This is descriptive-qualitative research. The subjects of the research were three English teachers from two private schools and a teacher from a public elementary school. Data were collected by interviewing the teachers and also observing teaching learning process. The technique of analyzing data in this research is the descriptive analysis. Hence, the collected data were interpreted and analyzed in detail based on the theory of authentic assessment to draw a conclusion. The findings showed that some teachers did not know exactly the meaning of authentic assessment, however actually most of them have practiced it in their classroom. They did not realize that they have applied authentic assessment in teaching learning process. It also showed that they perceived assessment as a test. Meanwhile, authentic assessment in their opinion was a test to measure the result of the students' learning. Teachers used various types of assessment in the classroom; among others were observation, self assessment, and peer assessment and so on. The application of the authentic assessment should consider three aspects as stated in the regulation of the Minister of Culture and Education namely manner, skills, and knowledge.

Keywords: Assessment, authentic assessment, elementary school

1. INTRODUCTION

Assessment is something very important in teaching learning process. Assessment helps teachers to know students' abilities and provide information on the extent to which students can understand the lessons. Sadler (2009) stated that assessment is the process of "making evaluation on students' overall performance and producing assumptions concerning with their learning, which include the quality or achievement in tasks such as tests, projects, reports, and examination". Assessment is aimed to gain real information about students' learning progress (Miller, Robert and Norman, 2009, p. 28). By the information, the teachers will know the students' learning difficulties and plan the best method to overcome it in the future. The information is also important for parents to know the progress of their children at school. Thus, an assessment must be designed well in order to get the valid information and improve students' learning.

Assessment is sometimes considered as the synonym of test. However, both are different. Brown (2004) explained that a test is a way to measure one's competence, knowledge, or performance in a certain competence or field. Furthermore Brown (2004) stated that a test is prepared administrative procedures which occures at identifiable times in a curriculum when learners gathers all their faculties to offer peak performance, knowing that their responses are

being measured and evaluated. It is used to determine whether or not students have mastered the lesson and how they should proceed (Dendrinos, no year). On the other hand, assessment is an ongoing process that encompasses a much wider domain. Whenever a student responds to a question, offers a comment, or tries out a new word or structure, the teacher subconsciously makes an assessment of the students' performance. Karter (2019) stated that usually a test is held at the end of a unit. It also can be done at the end of a semester or of a year. It is done regularly at private or public school in order to make sure that students all around the nation are learningₛₐthe same materials at the same levels. Meanwhile, assessment is done at any time without restricted time. Furthermore, according to Karter (2019), tests usually have a general format where questions are asked and students answer. The format could be in the form of essay, multiple choice, filling gaps, or true and false questions. While in assessment, teachers are not only giving questions to be answered by the students, but they can also asking the students to do activities such as performing, observing, having dialogues, or presenting something that helps teachers understand what the students have already known and learned. Testing may show students' ability to remember or memorize the lesson rather than to understand it, while assessment is used to know how far they understand the materials (Karter, 2019).

In the newest curriculum in Indonesia, curriculum 2013, assessment is a very urgent thing. In the regulation of National Minister of Education and Culture number 81a, year 2013 and number 104 year 2014, it is stated that assessment used in this curriculum is in the form of written and spoken test and non test, performance assessment, project assessment, portfolio, as well as self and peer assessment. Those types of assessment belong to authentic assessment. The words authentic assessment is more clearly mentioned in the regulation of National Minister of Education and Culture number 66 year 2013. In this regulation, authentic assessment is defined as a comprehensive assessment used to assess learning input, processes and output. Grant Wiggins, one who first built authentic assessment (in Koh, 2017), defined it as "an effective measure of intellectual achievement or ability because it requires students to demonstrate their deep understanding, higher-order thinking, and complex problem solving through the performance of exemplary tasks". O'Malley & Pierce (1996, p. 4) stated that authentic assessment is "multiple forms of assessment that reflect student learning, achievement, motivation and attitudes on instructionally-relevant classroom activities". Majid (2014 in Susani, 2018) defined it as "a process of gathering various data that can give a description of students' progress". In authentic assessment, teacher gives emphasis on the whole process of collecting the information about students' achievement rather than focus on their numeric scores only. Authentic assessment requires students to construct extended responses, to perform on something, or to produce a product (Koh, 2017). Abidin (2012 in Susani, 2018) argued that authentic assessment makes the students able to resolve real issues and also provide opportunities for them to be able to think, act, and work systematically. The tasks in authentic assessment are designed to provide students with the experience to face the real world. Thus this form of assessment is a replica of the real life that students might face in the community, organization or workplace in their future. It should "involve students in the actual challenges, standards, and habits needed for success in the academic disciplines or in the workplace" (Wiggins, 1989, 1998 in Koh, 2017).

There are several criteria for authentic assessment according to Wiggins (in Koh, 2017). They are: (1) authentic assessment "is realistic" (Wiggins, 1998, p. 22 in Koh 2017). Realistic here means that the tasks in the assessments must be designed to make the students simulate like those happen in real life context in which adults are assessed in the workplace, in social life, and

in personal life; (2) it must make students able to solve new and complex problems, and make them more creative and innovative; (3) it allows students to deeply interact within the subject through critical thinking and inquiry; (4) it provides opportunities for students to do things, practice, find useful resources, and receive feedback from the teacher and provide opportunities to present it in public and defend it; (5) it looks for multiple evidences of student performance over time and the reasons or explanations behind the success and failure of a performance; (6) it uses a transparent and clear scoring system so that students are able to understand and succeed in achieving learning target; (7) students self – assessment is an important part in it.

There are numerous types of authentic assessment used by teachers in the classroom (Feuer and Fulton, 1993 in O'Malley & Pierce, 1996). They are (1) oral interview, (2) story or text retelling, (3) writing samples, (4) projects/exhibition, (5) experiments/demonstration, (6) constructed – response items, for instance by using open-ended questions or questions that need more thought to answer and not only by using *yes* or *no* respond, (7) teacher observations, (8) portfolios. The Ministry of Culture and Education (2014 in Wangid et.al. 2017) mentioned that the results of learning which must be measured are in term of *manner*, *skills*, and *knowledge*, so the authentic assessments applied by teachers in Indonesia must be designed well to measure those three competences. The types of assessment according to Ministry of Culture and Education (ibid) are (1) performance evaluation, for example by using journal of study, planned task, performing in front of the class, presenting or simulating something; (2) doing project ; (3) archiving the result of students' tasks or portfolio; (4) written task; and (5) attitude. The ***manner competence*** can be gained through (1) observation (e.g. by using rubrics); (2) self assessment; (3) peer assessment; and (4) journal assessment. The assessments which can be used to measure the ***skills competence are***: (1) performance assessment; (2) project assessment; (3) product assessment; and (4) portfolio assessment. Meanwhile, the ***knowledge competence*** can be gained through (1) test in written form; (2) group discussion and observation; (3) assignments.

Authentic assessment must be applied by teachers in their classroom. However, some obstacles occur especially for English teachers in elementary level. English does not include to the structure of Indonesian curriculum for Elementary school, so not all elementary school have English as subject lesson. It belongs to local content. It is optional whether or not the school has English subject. Most of favorite private elementary school has English subjects. However, in some public elementary schools there is no English lesson. By this condition, the researchers would like to know what are the teachers' perceptions of authentic assessment and how do they apply it?

There is a bulk of research has been done related to authentic assessment. Among others is a research conducted by Wangid, Ali, Anwar, and Nur (2017). They tried to investigate the application of authentic assessment in elementary school in Yogyakarta province. They also wanted to know some obstacles occurred when applying it. The result of the research indicated that the application of authentic assessment in Yogyakarta had not met the expected standard. The implementation only met 63, 41 % from the standard and was categorized in good stage only. Another research was done by Susani (2018) which was focused on describing the use of authentic assessment in teaching extensive reading especially on identifying the meaning of difficult words, idioms and also expressions. In her research, Susani found that there were some advantages of using authentic assessment, namely (1) determining the direct measurement of expected competence indicators of the students' performance; (2) stimulating students to show their performance in a tangible and valuable circumstance; (3) giving students a chance to build their learning outcomes by choosing and compiling answers according to their knowledge and

analysis of the situation in order to make their answer connected and meaningful; and (4) combining teaching, learning and assessment activities. Susani suggested authentic assessment to be used in teaching reading.

This study is different from the previous studies above. The differences are in the focus being studied, the setting and also the subject. This study is focused on the teachers' perception on authentic assessment and how they apply it in their classroom. The problems to be discussed are whether or not teachers in elementary school understand about authentic assessment and also the types of authentic assessment they used in their class especially those related to the rules from Education and Culture Ministry of Indonesia. Thus, this study is expected to give some references to other elementary teachers to apply authentic assessment more creatively and innovatively.

2. RESEARCH METHOD

This research used descriptive qualitative analysis method. The subjects of the study were an English teacher from private elementary school *A* (Mrs. I), two English teachers in private elementary school *B* (Miss. R and Miss. L), and an English teacher from public elementary school (Mrs. Dw). This research was conducted in Sragen regency. Data were collected by interviewing the teachers and also doing observation. The technique of analyzing data in this research is the descriptive analysis. The collected data were interpreted and analyzed in detail based on the theory of authentic assessment to draw a conclusion.

3. FINDINGS AND DISCUSSION

3.1 Teachers' Perceptions of Authentic Assessment

Based on the interview, it could be concluded that most of the teachers perceived assessment as a test. Their answers were almost similar. Their perception about assessment was closer to the definition of a test rather than to the definition of assessment. Authentic assessment in their opinion was used to measure the result of the students' learning.
"Assessmen adalah sarana untuk mengukur sejauh mana pemahaman siswa dalam menerima pelajaran. Tujuannya untuk mengevaluasi dan meningkatkan proses dan hasil belajar yang baik. Ini sering saya lakukan saat selesai membahas suatu bab".(Assessment is a tool to measure the extent to which students understand the lessons. The objective is to evaluate learning process and to get a good learning outcome. I usually do it after discussing a material or a unit) (an interview with Mrs. I). This statement is appropriate with what Brown said about test as "a method of measuring a person's ability, knowledge, or performance in a given time domain". It is also like what Karter stated that a test is usually held in the end of a unit. The other two teachers had the same opinion about the definition of assessment, but they stated different idea about the aim of assessment. Miss. R stated that the aim of assessment is to know the students' understanding about the materials. Miss. L said that the objective of assessment is *"untuk mengetahui tingkat keberhasilan guru dalam menjelaskan materi ajar"* (to know the success of the teachers in explaining the materials). Mrs. Dw said that it is used to know the result of students' learning.

Then the four teachers gave their opinion about the definition of authentic assessment based on the words. They translated literally from the words authentic and assessment to form the meaning of authentic assessment. They did not know exactly the meaning of authentic

assessment. *"Menurut saya authentic artinya asli atau nyata, assessment artinya pengambilan nilai, jadi authentic assessment berarti pengambilan nilai yang nyata berdasarkan hasil belajar siswa".(In my opinion, authentic means original or real, assessment means "pengambilan nilai" (a test), so authentic assessment means the real test based on what the students' learnt during learning process)* (interview with Mrs. I on December 11th, 2018). While the other three teachers have almost the same opinion, that authentic assessment is an original test to measure the students' result of learning and to know the progress of their learning. From those opinions, it can be conclude that most of the teachers perceived and made the meaning of authentic assessment based on the words form it. One that is less in their opinions is in fact authentic assessment is not just like a daily test to get such a numerical score, but it is more about the overall process of the assessment itself. It is like what Sadler (2009) said in his statement that "assessment means the making of evaluation on students' overall performance and producing assumptions related to their learning which include the quality or achievement in tasks such as tests, projects, reports, and examinations". However, what they said had closely appropriate to the definition of authentic assessment stated by Majid (2014 in Susani, 2018) who stated that it is "a process of collecting several information which can give a description about the progress of the students". Although the definition they gave were incomplete, but actually they have applied some types of authentic assessment.

3.2 Practicing Authentic Assessment in English Teaching in Elementary School in Sragen regency.

There are many types of authentic assessment can be applied by teachers based on various theories. The application of the theory should pay attention on the three aspects that has been mentioned in the regulation of The Ministry of Culture and Education namely *manner*, *skills*, and *knowledge*.

3.2.1 Assessing Manner

There are some ways to assess manner. They are (1) observation; (2) self-assessment; (3) peer-assessment; and (4) journal assessment. Based on the interview, the four teachers were using observation method. They observe the manner of the students during the class. Besides, one of the teachers (Mrs. I) made such kind of rubric that she called as *mutaba'ah* to assess the students' manner. According to her, rubric makes her easier to assess the students' manner. It becomes standard for her in order not to be too wide or not to be subjective in holding assessment. In the rubric she put the aspects she wanted to assess for instance, politeness, friendly, greeting friends, helpful, and so on.

3.2.2 Assessing Skill

Assessing skill competence can be done by (1) performance assessment; (2) project assessment; (3) product assessment; and (4) portfolio assessment. The four teachers have applied authentic assessment in their class to assess students' skills. Miss. R had given project assessment to her students. *"Saya meminta mereka membuat denah menuju ke suatu lokasi, dan menjelaskannya dengan bahasa Inggris" (I asked them to make a map to go to a certain location and then explained it in English)* (interview on February 21st, 2019). Mrs. Dw stated that she had done product assessment. *"Saya meminta murid – murid untuk membuat cerpen berbahasa Inggris. Cerpen itu berdasarkan pengalaman mereka saat liburan" (I asked students to make a short*

story in English. It was based on their experience) (interview on February 22, 2019). Miss. L had given performance assessment to her students. She asked the students to make a dialogue in English and performed it in front of the classroom. She gave them examples of the dialogue and asked them to repeat the pronunciations before they performed their own dialogue. Mrs. I had also applied authentic assessment in her class. She said that she had used various kinds of performance assessment, among others are by asking the students to have dialogues with their friends in front of the classroom, performing storytelling, explaining how to make drink, and reading aloud. Those are some of authentic assessment the teachers applied in their classrooms.

3.2.3 Assessing Knowledge

The knowledge competence is gained through: (1) test in written form; (2) group discussion and observation; and (3) assignments. The written test type of authentic assessment and assignment had been done by all four teachers. According to them, discussion is still difficult to be done by elementary school students. *"kosakata anak – anak masih sangat sedikit dan pengucapan dalam bahasa Inggris anak – anak masih sangat kurang, jadi untuk diskusi kebanyakan masih menggunakan bahasa Indonesia" (The students only have a little vocabulary and their pronunciation is still poor, so the discussion is still using Indonesian)* (interview with Miss.R). Mrs. Dw said almost the same thing, *"terkadang siswa masih susah dalam mengucapkan kata – kata bahasa Inggris meskipun sudah diberi contoh, jadi diskusi dalam bahasa Inggris saya rasa belum bisa diterapkan di SD" (Sometimes, the students' still have difficulties in pronouncing English words although they had been given examples, so discussion is still too hard for elementary school students).* Furthermore, portfolio assessment can be used to assess knowledge. Among the four teachers, only Mrs. I had used portfolio to assess her students' knowledge, while the three others had not done it.

4. CONCLUSION

Assessment plays an important role in teaching learning process. The government has issued regulations which require teachers to use authentic assessment in curriculum 2013. Authentic assessment can be very effective because it encourages students to show their deep understanding, higher-order thinking, and complex problem solving. There are many types of authentic assessment which can be applied by teachers in Elementary schools. In Indonesian context, whatever the type of authentic assessment used by the teachers, the most important thing is it should be used to measure manner, skill and knowledge competence of the students based on the government's regulation. Some teachers do not know exactly the meaning of authentic assessment, however actually most of them have practiced it in their classroom. Although there is not any English subject in the curriculum structure in Elementary school, it does not mean that the English teachers can teach and assess the students as they like. It will be better if the teacher learn and understand more about authentic assessment to get better result on teaching English in Elementary schools.

5. REFERENCES

Brown, H. Douglas. (2004). *Language Assessment: Principles and Classroom Practices.* New York: Pearson Education.

Dendrinos, B. *Introduction to Testing and Assessment.* Faculty of English Language & Literature, National & KapodistrianUniversity of AthensM. Retrived from

https://eclass.uoa.gr/modules/documen/file.php/ENL286/Testing%20and%20assessment.pd f, retrieved on 25 February 2019.

Karter, Terrance. (2019). *Differences between Assessment and Testing*. Online internet. Retrieved from http://www.theclassroom.com/differences-between-testing-assessment-8090151, 23/4/2019.

Kementerian Pendidikan dan Kebudayaan Republik Indonesia. (2013). *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia nomor 66 Tahun 2013 tentang Standard penilaian pendidikan.* .Retrieved from http://luk.staff.ugm.ac.id/atur/bsnp/Permendikbud66-2013SPenilaian.pdf.

Kementerian Pendidikan dan Kebudayaan Republik Indonesia. (2013). *Peraturan Menteri Pendidikan dan Kebudayaan No. 81a tentang Implementasi Kurikulum 2013*.The Ministry of Education and Culture, Jakarta Indonesia. Retrieved from http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&cad=rja&uact=8 &ved=2ahUKEwj4tcKi6Z_gAhXHK48KHaBwCDwQFjAAegQIChAC&url=http%3A%2 F%2Fluk.staff.ugm.ac.id%2Fatur%2Fbsnp%2FPermendikbud81A2013ImplementasiK13L engkap.pdf&usg= AOvVaw0kQJSpxtRHBJHRRl xtnMI_

Kementerian Pendidikan dan Kebudayaan Republik Indonesia. (2014). *Peraturan Menteri Pendidikan dan KebudayaanNo. 104 tentang Penilaian Hasil Belajar*. The ministry of Education and Culture, Jakarta, Indonesia. Retrieved from http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=2&cad=rja&uact=8 &ved=2ahUKEwjUmZnw6Z_gAhWJM48KHbHTAckQFjABegQIAhAC&url=http%3A% 2F%2Fluk.tsipil.ugm.ac.id%2Fatur%2Fbsnp%2FPermendikbud53-2015Penilaian%2520HasilBelajarDikdasmen.pdf&usg=AOvVaw0XhV74-lAFLjSZuy5qi7wR

Koh, Kim H. (2017). *Authentic Assessment*. Oxford Research Encyclopedia of Education. DOI: 10.1093/acrefore/9780190264093.013.22.

Miller, M. David, Robert L linn and Norman E. Gronlund. (2009). *Measurement and Assessment in Teaching*. New Jersey: Pearson Education.

O'Malley, J.ₒₒM., &Pierce, L.ᵢᵢV. (1996). *Authenticᵢᵢassessment for Englishₑₛlanguage Learners: PracticalₛₕApproaches forₜₕₑTeachers*. Massachusettss:sAddison Wesley PublishingₛₛCompany.

Reeves,   T.ₐcC.₁₂(2000).ᵢAlternativeₛₛAssessmentᵣᵣApproaches   forᵣᵣOnlineₑₗLearning Environments in Higher Education. Educational Computing Research, 3(1), 101-111.

Sadler, D. R. (2009*). GradeₛₛIntegrityᵢᵢand the RepresentationₛₛₒfₐₐAcademic Achievement*. Studies inₐₐHigher Education, 34, 807-826

Simonson M., Smaldino, S, Albright, M., & Zvacek, S. (2000). *Assessment for Distance Education. Teaching and Learning at a Distance: Foundations of Distance Education.* Upper Saddle River, NJ: Prentice-Hall.

Susani, R.ₘₘG.₍₂(2018). *Theₑᵢimplementation offfAuthentic Assessmentₛₛin Extensive Reading. InternationalₘₘJournal   offfEducation,   11*(1),   87-92.ₒₒDoi: http://dx.doi.org/10.17509/ije.v11i1.9113