

# DEVELOPING INSTRUMENTS FOR EVALUATING THE IMPLEMENTATION OF AUTHENTIC ASSESSMENT FOR SPEAKING SKILL AT JUNIOR HIGH SCHOOL

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## Abstract

The current curriculum implemented in Indonesia demands the use of authentic assessment to be used in assessing students' competence including speaking skill for English subject. The authentic assessment instruments used in the classroom can be designed either by teachers or experts. Such product is already developed, but a comprehensive investigation needs to be conducted to see how the product is used. Therefore, the implementation of the authentic assessment instruments in real classroom situation needs to be investigated to see whether it has been appropriately applied based on the theory and to see what problems might be encountered by teachers during the implementation and the possible causes of the problems. This paper presents the development of instruments as a tool to evaluate the implementation of authentic assessment instruments for speaking skill at the junior high school level. The instruments were developed by using theoretical based approach and were validated by experts to ensure the validity and practicality of the instruments. It is hoped that the instruments that have been developed will demystify the evaluation process of the implementation of authentic assessment for speaking skill at Junior High School for English subject.

**Keywords:** *Authentic assessment, speaking skill, junior high school, evaluation instrument*

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## Introduction

With the establishment of the curriculum 2013, the method of assessment is altered and the way teachers use to assess their students is changing significantly. Based on Permendikbud No. 81a 2013, the current curriculum demands the use of authentic assessment instead the standardized one as the method in assessing students' competence. The demand of the current curriculum to implement authentic assessment to assess students' skills is not without obstacle. The implementation of authentic assessment types is quite challenging for English teachers. There is indication that the whole process of establishing the methods is not run as smooth as it is expected. Based on the preliminary research of this study, it was found that teachers as the executor in the classroom faced several problems while trying to apply the required method in assessment. Based on the preliminary research conducted in several junior high schools in three different cities in West Sumatra, it was found that most English teachers still have problems related to the implementation of authentic assessment in assessing students' speaking ability even though, they have already applied the 2013 curriculum for more than four (4) years. Some factors are considered to be the main problems which cause the difficulties in implementing the authentic assessment. Lack of training for the teachers, time consuming and limited time provided for the application, too many forms used, lack of personal aid and, limited facilities to support the implementation are several problems which are considered as the problems in implementing the authentic assessment (Linh, 2016; Rukmini & Saputri, 2017; Suastra & Ristiati, 2017; Fitriani, 2016). As a result, most of the teachers only applied limited types of authentic assessment which they know best (Widya, 2015; Amiza, 2016). Moreover, they cannot do proper grading and did not do all the stages and process recommended and suggested by the curriculum. Moreover, most teachers are still have insufficient knowledge and understanding about what and how authentic assessment related to speaking should be conducted. These conditions cause unavoidable problems like improper decision in deciding appropriate assessment types for their class situation, misunderstanding in creating scoring rubrics, and hassle in making well-designed instruction for the assessment to be used in their class.

Teachers need support in the form of ready-used authentic assessment instruments to help them in assessing their students' speaking ability (Marhaeni & Dantes, 2014). Therefore, a ready-used product of

authentic assessment can be a great help for teachers to help them assessing students' speaking skill. Such kind of product already exists. However, it becomes an essential need to see whether the product is used appropriately based on the theory since because of the problems mentioned previously, teachers may follow poor evaluation procedures and produce confusing standard of achievement for the assessment needs. To do an evaluation, appropriate evaluation instruments are needed to guide the study properly. Thus, this study was conducted to develop proper instruments to be used to capture how authentic assessment product is used in real classroom situation and to get proper understanding of what problems might be occurs and the causes of the problem itself.

### **Literature Review**

#### Authentic assessment implementation procedures

There are many types of authentic assessment which are proposed by experts. For this study, the types were focused on ten forms of assessment which were developed by some experts to be used to assess students' speaking competence for junior high school level. The assessment types are role play, information gap, brief question and answer, picture talks, narrating sequences, pair's dialogue, story or text retelling, oral report, short discussion, and picture-cued description. Each type has its own procedures to be followed in order to help achieve the desired result of the assessment usage. Experts like O'Malley & Pierce (1996), Brown & Abeywickrama (2010), and Harmer (2007) propose helpful guidance about how to implement the authentic assessment for classroom situation.

By and large the procedures are divided into three stages; pre, whilst, and post activities. Pre-stage activities include assessment evaluation criteria and instruction explanation and material preparation. The activities are followed by material distribution, practice time, task performance. The last stage is scoring and giving feedback.

#### Problems in implementing the authentic assessment

There are several problems faced by teachers in implementing authentic assessment in their classroom. Some studies (Suastra & Ristiati, 2017; Linh, 2016; Metin, 2013; Trisanti, 2016; Fitriani, 2013) revealed that in general the implementation cannot be accomplished effectively due to several factors. Lack of knowledge about performance assessment, unable to utilize supportive equipments and technological materials, unable to assess objectively which lead to giving undeserved notes to students, unable to interfere students and learning environment effectively, and lack of time are considered to be the constraints which influence the use of authentic assessment in classroom.

#### Causes of implementation problems

When there is a problem, there will be also the cause which creates the problem. Based on studies (Metin, 2013; Fitriani, 2013; Hidayati, 2016; and Suastra and Ristiati, 2017) related to the authentic assessment problems and interview with teachers, several factors are considered to be the causes of the problems occurred while implementing authentic assessment. Factors like crowded classroom, complex assessment method, too many assessment format, insufficient time provided, insufficient learning facilities and IT system, low-level skill students, parents negative intervention, teachers' lack of understanding about the subject's nature and limited understanding about authentic assessment, and lack of internal and external supervision. Among all the factors, crowded classroom seems to be the most serious problem along with the limited time provided to do the assessment. Authentic assessment should be done integratively with learning activities, this could be troublesome for some teachers since the time provided for learning and assessing cannot be expanded due to school regulation regarding subject schedule. Students' low-level skill is also considered as the problem which makes such assessment difficult to be applied effectively. Another prominent factor is insufficient training and supervision to do the assessment lead to insufficient understanding about the whole aspects of the assessment.

### **Method**

This study used theory based approach to develop the evaluation instruments. A preliminary study was conducted to find the problem based on teachers' point of view about the authentic assessment application in their classroom. The classroom observation instrument was developed based on the theory related to the authentic assessment application. The types of speaking assessment displayed in the tool were derived from a specific product which is claimed can be used effectively for junior high school level. The other instrument, interview guidance, was developed based on several scientific literatures about problems and causes of the problems which might happen during the implementation of the assessment in classroom. The instrument

drafts were consulted to experts in language evaluation area. The developed instruments then were validated by experts to obtain the content validity, readability and practicality evidences.

**Finding and Discussion**

There were two instruments developed in this study; classroom observation sheet and interview guidance. The observation instrument was developed to be used in seeing and describing how teachers use authentic assessment product to assess students’ speaking skill. The instrument was specifically made to see whether the assessment procedures meet the guidance as suggested in theories about authentic assessment implementation. Below are the indicators developed for the observation instrument:

Table 1. Assessment implementation procedures

Assessment types	Indicators	Sub-indicators
<ul style="list-style-type: none"> <li>◦ Role play</li> <li>◦ Information gap</li> <li>◦ Picture talk</li> <li>◦ Brief question and answer</li> <li>◦ Narrating sequence</li> <li>◦ Pair dialogue</li> <li>◦ Story or text retelling</li> <li>◦ Short discussion</li> <li>◦ Oral report</li> <li>◦ Picture-cued description</li> </ul>	Pre-stage	<ul style="list-style-type: none"> <li>• Criteria and assessment instruction explanation</li> <li>• Material distribution (e.g. cards, picture, text)</li> <li>• Time allocation to perceive the instructions</li> </ul>
	Whilst-stage	<ul style="list-style-type: none"> <li>• Practice time allocation</li> <li>• Instruction comprehension verification</li> <li>• Task performance</li> </ul>
	Post-stage	<ul style="list-style-type: none"> <li>• Scoring and or feedback</li> <li>• feedback</li> </ul>

To assess students effectively, teacher needs to give brief explanation and clear instruction about what the students are going to do and how they are going to be assessed. ). Harmer (2007) suggests that teacher needs to be specific about the instruction. Teachers have to give clear guidance prior to the task execution (O’malley & Pierce, 1996). Skipping this stage will make students confuse and may cause negative attitude toward the task (Ojunga’a & Allida, 2017).. Students are need to be given sufficient time to practicing the task before the initiation starts. To gain the desired goal, teacher needs to clear any confusion or doubts before the task performance begins (Harmer, 2007). In addition to the indicators, some information related to teachers’ profile such as sex, age, teaching experience, and educational background was also included in the instrument. This information might be useful in mapping how and why teachers decide to apply a procedure and left another one.

Another developed instrument was interview guidance which can be used to see what kind of problems might happen during the assessment implementation and what might be the causes of the problems. The aspects which were indicated in the instrument were as follow:

Table 2. interview guideline indicators

Indicator	Sub-indicators
Problems	<ul style="list-style-type: none"> <li>• ineffective classroom management</li> <li>• Time allocation deficiency</li> <li>• Lack of ability in using technological equipment and materials</li> <li>• Cannot assess students’ performance objectively</li> <li>• Difficult to decide appropriate type of assessment</li> <li>• Complicated evaluation format</li> </ul>
Causes	<ul style="list-style-type: none"> <li>• Crowded classroom</li> <li>• Insufficient time provided</li> <li>• Confusing implementation method</li> <li>• Students’ low-level skill</li> <li>• Students’ low motivation</li> <li>• Lack of understanding about the nature of language learning</li> <li>• Lack of training</li> </ul>

This instrument was developed to help seeking the problems which might occur but failed to identify by teachers due to the lack of knowledge related to the problems and causes of implementing the assessment.

The questions were designed based on the several studies around the authentic assessment implementation which captured kind of problems happen and the possible causes of the problems.

Linh (2016), Fitriani (2016), and Sari (2016) reported that time consuming aspect and many forms of assessment which should be implemented cause the overwhelm feeling which resulted in negative attitude. It was also mentioned that attending all students was tiring and took a long time. Rukmini & Saputri (2017) also confirmed that using authentic assessment took too much time while the time provided to conduct the assessment was limited. Thus insufficient time provided for the subject could lead to deficiency in time allocation for implementing the assessment and ineffective classroom management.

Other problems were difficulties in deciding appropriate level and type of assessment, anxieties in using the evaluation format which was considered as confusing and inability to assess students' performance objectively (Metin, 2013). These were affected by lack of understanding about the nature of the subject and the authentic assessment (Trisanti, 2016). Lack of training was also mentioned as the cause of the problems as reported by Suastra & Ristiati (2017). They also mentioned insufficient teaching facilities, lack of ability to use technological equipment and lack of internal and external supervision made the assessment hard to be implemented effectively. The use of scoring rubric in the grading process made teachers experience difficulties in obtaining the score. This problem could be solved by using certain application, yet most teachers were not familiar yet with the app. Moreover, senior teachers were also unable to use technological equipment like laptop and projector which are used in some type of assessment like presentation. The most challenging condition for the use of authentic assessment, probably the classroom size and the variety of students' skill level and motivation. These were reported to be troublesome case for most teachers. Students with low skill level and low motivation were described as the reason why the authentic assessment was hard to be used effectively (Metin, 2013; Sari, 2016).

## Conclusion

The result of this study was the development of the indicators and instrument to evaluate the use of authentic assessment product for junior high school level. The procedures to develop the instruments were done through several stages which include preliminary research, problem analysis, document analysis, library research, expert consultations, and model drafting. The development stages included expert validation, readability test, and feasibility test. The instruments were confirmed as can be used without revision by the experts.

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