



THE IMPLEMENTATION OF ENGLISH TEACHERS' AUTHENTIC ASSESSMENT IN JUNIOR HIGH SCHOOLS

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ABSTRACT

A descriptive study was performed at SMP Negeri 1 Kotapinang to measure the perceived ability of English instructors regarding authentic assessment. The research process employed surveys, interview guides, and observation. Both interactive and descriptive models were employed to analyse the data. The assessed expertise of the English teachers at SMP Negeri 1 Kotapinang regarding the implementation of authentic assessment was commendable. Educators utilised portfolios, projects, peer evaluations, performance assessments, and observations as authentic assessment methods. The perceived comprehension and implementation of project evaluation and peer/self-assessment reveal disparities. Authentic assessment is executed differently in online education than in traditional classroom instruction. The educators implemented specific modifications, including assessing the students' attitudes in the classroom. The observation of attitudes in online learning was adjusted based on students' engagement in the course and their assignment responsibilities.

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INTRODUCTION

Assessment is a crucial component of the learning process. The evaluation procedure can yield insights into the learning process (Nasab, 2015). Wiliam (2013) asserted that the evaluation process is a conduit between the learning and teaching processes. He contended that the evaluation process serves as a criterion for evaluating the efficacy of the teaching and learning process. Hargreaves (2005) posits that assessment is a method of evaluating student progress regarding learning objectives. He elaborated that the evaluation process consists of a sequence of teacher actions to deliver feedback to enhance student performance. Consequently, assessment is a process of evaluating learning that enhances student quality through learning objectives.

Two writing paradigms are frequently employed in educational contexts: conventional writing and authentic writing. The 2013 curriculum currently places a greater focus on the authentic research process. The authentic assessment process is generally more likely to adversely affect students' performance than objective tests, particularly when assessments fail to aid students in understanding the multidimensional aspects of the content being studied (Nasab, 2015). Furthermore, Marhaeni and Dantes (2014) contend that authentic assessment is more suitable within the framework of 21st-century education. The evaluation of the national



examination in Indonesia is a significant phase in finalising the conventional assessment procedure. The Indonesian Ministry of Education's Regulations 21, 22, and 23 underscore the necessity of implementing authentic assessment in the classroom. The Republic of Indonesia's Regulation Number 23 of 2016, issued by the Minister of Education and Culture, establishes the regulatory framework for educational evaluation standards in Indonesian schools. The regulation underscores the necessity for accurate evaluations of students' attitudes, knowledge, and competencies throughout the educational process.

Students must undertake real-world projects that showcase their knowledge and skills for their assessments to be deemed authentic (Mueller, 2005). Forsyth and Evans (2019) assert that authentic assessment is a procedure that connects students' roles to practical applications in the real world. They asserted that for an examination to be deemed authentic, pupils must employ the same competencies—specifically, a collection of talents, attitudes, and knowledge—requisite in standard working scenarios. Mustard and Sridharan (2016) Sridharan and Mustard (2015) assert that a genuine evaluation facilitates students in linking their academic knowledge to real-world situations. O'Malley and Pierce (1996) assert that student achievement, motivation, and attitudes are manifested through implementing objective evaluation in the classroom. Moreover, genuine assessments are employed in the classroom to foster critical thinking, problem-solving, and a comprehensive understanding of concepts (Newmann et al., 2017).

Considering the advantages and significance of integrating accurate assessment in educational settings, it is essential to comprehend its implementation in the classroom. Preliminary findings in this study indicated that English instructors at SMP Negeri 1 Kotapinang asserted they utilised legitimate assessment. While conventional examinations remain in use, it is asserted that authentic assessments are being more utilised to evaluate students' competencies. In modern online learning, educators assert that they continue to employ accurate assessment in the classroom. They recognise the learning context, which compels them to modify their application of authentic evaluation. This study aims to ascertain the application of authentic assessment in English education at SMP Negeri 1 Kotapinang via online instruction.

LITERATURE REVIEW

Authentic evaluations are classified into four types: performance assessments, project assessments, portfolio assessments, and self-assessments. Each exam serves a distinct purpose and has specific goals. Performance evaluation is intended to alter real-life contexts (Quansah, 2018). A portfolio is a collection of student work used to document and assess students' efforts, development, and successes in one or more subjects across time (Huang, 2012). Self-assessment is a process in which students reflect on the quality of their work, determine the extent to which it meets explicitly stated goals or criteria, and improve it as needed (Jamrus & Razali, 2019).

Furthermore, Marhaeni in Wahyuni (2013) states that authentic assessment is competency-based. Competency-based assessment evaluates students' comprehension of the learning material. Students can display a variety of understandings; therefore, teachers must observe them individually. Furthermore, competency-based assessment encourages the use of more complicated tasks rather than standard ones like multiple choice, matching, or true-false. Authentic assessment involves student-centred learning activities. This premise is founded on the constructivism principle, which holds that pupils can construct their understanding.



An authentic assessment should be unstructured and transparent. This means that authentic evaluation should allow students to exhibit their skills in various ways. Students have various ability qualities. They each have unique strengths and limitations in proving their ability. The implementation process is ongoing. This identifies authentic assessment as requiring the simultaneous implementation of assessment and learning activities. Thus, during the teaching and learning process, teachers can conduct authentic assessments of students by observing their class participation and attitudes.

Furthermore, meaningful assessments must be created based on real-life scenarios. This means that teachers' responsibilities must mirror their students' real-life contexts. Students are expected to be able to use their skills in society and beyond the classroom.

In general, authentic assessment allows students to engage actively in the learning evaluation process. According to Gulkers et al. (2004), authentic assessment entails fascinating real-life or authentic tasks and circumstances and varied assessment moments and methodologies for determining student learning or progress through profile scores. Increasing the authenticity of evaluation is intended to improve student learning and motivation. Moria et al. (2017) underlined that genuine evaluation analyzes student performance in real-world circumstances. The 2013 curriculum's emphasis on character qualities must be quantified by more than typical examinations like multiple choice (Marhaeni & Dantes, 2014). Using authentic assessment in the 2013 curriculum emphasizes students' attitudes, understanding, and skills by including suitable assessment types.

METHOD

This research provides a descriptive study. This study was conducted at SMP Negeri 1 Kotapinang. The participants in this study were English teachers at SMP 1 Kotapinang, and the research objectives focused on the instructors' perceived expertise, types of authentic assessment, and the implementation of objective assessment: document analysis, observation, questionnaires, and interviews collected data. A study of documents was conducted to evaluate the syllabus, lesson plans, and evaluation tools created by educators using checklists. This will be conducted to ascertain the types of authentic assessments employed and the strategies teachers intend to implement in the classroom. The authentic assessments designed by teachers will be evaluated based on the features and types of authentic assessments in language acquisition.

Classroom observations examined how educators used observation sheets to implement realistic assessments developed during teaching and learning. This was conducted to document teachers' use of authentic assessments and occurrences during the learning process. A questionnaire was administered to instructors to assess their perceptions of utilising precise evaluations in language acquisition. The questionnaire had many statements formulated according to the principles of genuine assessments in general and authentic evaluations about the study of four language skills. The questionnaire employed Marhaeni's authentic evaluation attributes delineated by Wahyuni (2013).

FINDING AND DISCUSSION

Finding

Implementing Authentic Assessment by English Teachers in Online Learning The investigation revealed that teachers used many authentic assessment methods, including



observation, performance, portfolio, project, and peer evaluation. The most common authentic evaluations are observation, performance, and portfolio assessments.

Teachers reported using personal notes and observation sheets when performing observations. They took notes during the teaching and learning process or after a learning session. Teacher observation is a genuine assessment used by all English teachers at SMP Negeri 1 Kotapinang to determine student comprehension and behaviour during the teaching and learning process. The instructor intends to assess students' attitudes through teacher observation in the lesson plan.

"In every teaching and learning process, I assess pupils through observation. I monitor students' comprehension, interactions in class, and, most importantly, their behavior in class." (T1)

"I conducted observations about students' readiness in following lesson, development of students and their attitudes during the teaching and learning process" (T2)

According to the teachers' responses, they use observation to assess students' readiness to follow lessons and improve. They also mentioned monitoring students' attitudes throughout the teaching and learning process. During online learning, teachers can only monitor student participation. Teachers cannot monitor their students' attitudes and behaviour in online classes. Attitude observation is based on students' responsibility for completing and submitting assignments on time.

"Currently, the attitude of students can also be seen from their responsibilities in doing assignments and always submitting assignments on time." (T3)

In addition, students' attitudes were observed through their presentations in online classes. Those who frequently miss class will be given a low attitude score. The teachers claimed observing students' attitudes in face-to-face instruction is more appropriate. They can directly correct kids' behaviour without disturbing the other students. English teachers at SMP Negeri 1 Kotapinang used observation assessments in both face-to-face and online classes.

"I employ a performance assessment to measure certain skills, such as speaking. Because a test-based assessment is not an option. (T1)

"I utilize a performance assessment to evaluate speaking and writing skills. I evaluate student performance using the speaking and writing assessment rubrics." (T3)

Based on the teacher's responses, it is possible to conclude that performance assessment is used to measure students' productive skills like speaking and writing. The teacher also stated that she employs an assessment rubric while conducting performance evaluations, which is also included in the lesson plan being produced.

"Right now, for a speaking task, I am asking them to create a video in which they explain something or sing. The video is then shared on WA or another social media platform. (T3)

The students were asked to make a video describing something or sing a song for the speaking task. The video is then uploaded to a WhatsApp group or another platform such as Instagram, Facebook or YouTube. The English teachers at SMP Negeri 1 Kotapinang intended to undertake performance assessments. The evaluation focused on the student's language skills, which included speaking and listening. According to the results of interviews and observations, the English teacher at SMP Negeri 1 Kotapinang used a portfolio assessment in the teaching and learning process. They have similar goals in using portfolio assessment to teach English.

"I require all students to present assignments they completed while learning English. This set of duties will eventually be consolidated into one. They will be able to track their own progress based on the outcomes of each assignment completed." (T2)



According to the teacher's response, portfolios measure pupils' writing abilities. Each written work will be collected and assessed after the semester. The teacher's stated aims were to measure students' writing progress, motivate students, and provide opportunities for pupils to reflect on each piece of writing produced.

"I asked each student to gather ideas, create a draft, revise, and edit their writing, as well as their final work. These collections can be utilized to motivate students to improve their writing quality, and they can see their flaws while enhancing their writing." (T3)

The teacher also stated they employ portfolio assessments tailored to the process method while teaching writing. All English teachers planned to incorporate portfolio assessment into their lesson plans. However, the implementation was only carried out by one teacher. The portfolio assessment in face-to-face and online education was very similar. The difference is that in face-to-face instruction, the portfolio was printed, whereas in online teaching, it was not printed. The purpose of having portfolios is that teachers can see their student's progress and provide recommendations for improvement.

According to Hanardi (2015), implementing project assessment in the classroom allows students to participate more actively in the teaching and learning process. Students in project-based assessments become active learners. Project assessment in language learning provides students with more opportunities to practice their English (Muryanti, 2017). However, only one instructor had applied project assessment in the classroom. The teacher stated that this activity takes time; thus, teachers should avoid using this form of assessment.

"I rarely use peer assessment. Sometimes pupils are not objective, and assessments might become skewed." (T2)

The teacher stated that peer assessment was not always implemented despite being included in the lesson plan. The teacher went on to say that if students do not evaluate objectively, there will be bias. Students may tend to give their classmates the same grade to be judged similarly. Teachers are still working to create a form of peer assessment that will reduce the number of biased assessments.

"I do not believe I have ever used peer or self-assessment in online or face-to-face learning. This is because pupils are only sometimes fair in rating their peers." (T3)

It may be argued that in-person and online English teachers mentioned peer assessment, but it was not implemented. The teacher claimed that peer assessment presented complications. The issues were students' inability to analyze their peers, and teachers were concerned that the pupils were not objective in their assessments. This was also detected in a study conducted by Gurbanov (2016), who discovered that peer assessment can be risky due to students' hesitancy, shyness, and fear. These personal characteristics will bias peer assessments, resulting in assessments that only sometimes reflect student competencies (Azarnoosh, 2013).

English teachers at SMP Negeri 1 Kotapinang used the least evaluation, specifically project and peer assessments. Even though project assessment can improve students' critical thinking and collaborative skills, teachers say it takes a long time to use. According to Hadkaew and Liewkongstaporn (2016), using project assessment in various disciplines aligns with project-based learning, in which students' 21st-century skills are trained, applied, and improved. According to Kavlu (2016), adopting project-based assessment encourages the development of real-world skills such as higher-order thinking, critical thinking, problem-solving, hypothesis formulation, data collection, and drawing valid conclusions.



The discrepancy between Teachers' Perceived Knowledge and Performance of Authentic Assessment in Online Learning

A questionnaire, document study, and teacher interviews determined the difference between English instructors' perceived knowledge and performance of authentic assessment in their English classroom. The study's findings indicate a disparity between teachers' perceived knowledge and the execution of authentic assessment. The disparity can be evident in the perceived understanding and application of project evaluation and peer/self-assessment. All English teachers intended to undertake performance assessments, which were not carried out during the teaching and learning process. Only one teacher used performance assessments during online teaching and learning.

Discussion

Educators should have utilised peer and self-assessment more due to apprehensions regarding pupils' capacity for appropriate evaluation. Azarnoosh (2013) asserts that educators must consider friendship bias when implementing peer or self-assessment. Bias can be eradicated if educators instruct students and provide explicit assessment standards for their adherence. Although the educator incorporated authentic assessment into the course outline, not all aspects were executed throughout implementation. This indicates that the genuine assessment at SMP N 1 Kotapinang needed improvement in planning and execution. The teacher stated that authentic assessments, including project and portfolio evaluations, are time-consuming. Consequently, they persist in utilising conventional evaluations. The educator indicated that the two evaluations were not employed due to apprehensions over biased research in the realm of peer and self-assessment. Educators presume that students need more capacity for objective analysis; therefore, they are excluded from the evaluation process. This aligns with research conducted by Marhaeni et al. (2018), which revealed variations in implementation or practice in Bali.

Generally, authentic assessments are conducted differently in online and face-to-face classes. This differentiation mainly arises from monitoring students' attitudes during teaching and learning. In in-person classes, educators can observe students' dispositions, engagement, and involvement in collaborative learning. Conversely, in online classes, students' attitudes are evaluated only based on their attendance and accountability in fulfilling assigned tasks.

CONCLUSIONS

The English instructor at SMP Negeri 1 Kotapinang profoundly comprehends authentic assessment execution. The educator uses genuine assessment techniques, including observation, performance evaluation, portfolio analysis, project work, and peer assessment. Observations were performed to assess the engagement, participation, and disposition of SMP Negeri 1 Kotapinang in the educational process. Performance evaluation assesses students' speaking skills, whereas portfolio assessment aims to evaluate their writing proficiency. Project and peer assessments are rarely utilised due to several constraints, including schedule conflicts and assessment bias. A disparity existed between educators' apparent understanding and the implementation of authentic assessment. The distinction is seen in the perceived comprehension and execution of project evaluation and peer/self-assessment.



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