

Teachers' Perception on Authentic Assessment For Assessing Students' Writing Task in the Rural Area

NISRINA HANIFAH

English Department, The Faculty of Languages and Arts, Universitas Negeri Surabaya

nisrinahanifah@mhs.unesa.ac.id

Abstrak

Dalam proses menerapkan penilaian otentik memiliki tujuan meningkatkan kualitas murid dalam keahlian yang profesional. Penilaian ini telah diterapkan sejak tahun 2013 tetapi tidak semua sekolah menerapkan ini. Umumnya proses penilaian ditangani oleh guru, jadi penelitian ini akan mendeskripsikan beberapa aspek yang berhubungan dengan persepsi guru terhadap penilaian otentik, masalah yang guru hadapi berdasarkan pengalamannya, dan solusi untuk menangani masalah tersebut. Penelitian ini termasuk pada penelitian kualitatif. Data yang dikumpulkan melalui angket dan wawancara. Penelitian ini diadakan di dua SMA di daerah desa di Tuban, Indonesia yang memiliki perbedaan akreditasi sekolah. Untuk subjeknya, penelitian ini membutuhkan seorang guru dari setiap sekolah untuk mengisi angket dan mengadakan wawancara. Data dianalisis melalui langkah- langkah: mengorganisasikan dan menyiapkan, mengkode dan mengurangi, menafsirkan dan menyajikan. Hasil dari penelitian ini menunjukkan bahwa guru di daerah desa menerapkan semua tipe dari penilaian otentik. Pada hasil kedua ini menunjukkan masalah- masalah guru dalam penerapan penilaiann tersebut diantaranya adalah kesulitan murid pada kemampuan menulis, keterbatasan kesadaran siswa pada proses penilaian, keobjektifan guru dalam menilai siswa, ketidakcukupan fasilitas dalam melaksanakan penilaian otentik, kesulitan membuat RPP, dan manajemen waktu. Terakhir untuk hasil ketiga ini menunjukkan solusi guru dalam menangani masalah. Beberapa solusinya harus menjadi bagian dalam kebijakan sekolah dan pemerintah, tetapi untuk lainnya ini dapat ditangani secara mandiri oleh guru.

Kata kunci: Penilaian, penilaian otentik, dan menulis.

Abstract

In the process of applying authentic assessment, it has a goal to encourage students' quality in professional skill. This assessment has been applied since 2013 but not all schools apply it. Commonly in the assessment process, it is handled by the teachers, so this study will describe several aspects related to the teachers' perception toward authentic assessment, the problems that the teachers face based on their experience, and the solutions to handle the problems. This study belongs to qualitative research. The data were collected through questionnaires and interviews. It was conducted in two Senior High Schools of rural areas in Tuban, Indonesia that has different school's accreditation. For the subject, this study needed a teacher from each school to fill the questionnaire and to conduct the interview. The data were analyzed through these steps; organizing and preparing, coding and reducing, interpreting and representing. The results of this study showed that teachers in the rural area had similar perceptions of the authentic assessment. The second finding showed the teachers' problems for applying the assessment such as students' low ability in writing, students' limited ability of self awareness in assessment process, teachers' objectivity to assess the students, the insufficient facility for conducting authentic assessment, the difficulties to make lesson plan, and the difficulties for conducting time management. Finally, for the last result, it showed teachers' solutions to solve the problems. Some of the solutions must be part of school and government policies, but for the others, it can be handled by the teachers independently.

Key Terms: Assessment, authentic assessment, and writing.

INTRODUCTION

Indonesia has changed curriculum since 2013 that comes from KTSP to the curriculum of 2013. This condition influences the process of teaching and learning activities. It is because some parts of the curriculum have been modified, and one of them is the assessment. Each

process in teaching and learning activities needs assessment that comes from a teacher to know and measure students' understanding. According to Sadler (2005), assessment is the total evaluation of students' process in learning activity based on their performances until the final result of the test, projects, reports, and examination.

An authentic assessment is chosen as part of the curriculum of 2013. Based on *Kemendikbud* (2013) a good assessment must show students' ability in the real context that can be seen from their performance of learning activities, so authentic assessment is the appropriate one. Those statements are in line with the rule of government regulation, number 23 the Year 2016. The educational assessment standards of government regulation have a goal as a reference for educators, education units, and the government's policy for primary and secondary levels. Besides, it is also a kind of policy that follows K-12 in the educational field. Therefore, all teachers must apply it because it is believed to build a better condition of the educational aspect.

Besides, in 21's century, people are forced to get global educational standard which reaches intellectual achievement or ability. It is in line with the opinion of Gulikers et al (2004) that authentic assessment can explore and stimulate the developing of students' professional skills deeply. It also covers several points in educational aspects such as spiritual, attitude, knowledge, and skill. Besides, according to (Tiwari et al., 2005; Smith, 2009) they have the same argument in which authentic assessment is the practical method to enhance innovative strategy in students' abilities. Those abilities will be very useful to be applied in real life, and it is in line with the point of authenticity.

According to Hapsari (2013), several types of authentic assessments are suitable with the principle of the 2013 curriculum such as performance assessment, portfolio assessment, self-assessment, and teacher or classroom observation. In this case, choosing the appropriate assessment is the teacher's right as the one who knows the condition of the students and the classroom well. In English, there are two kinds of performance skills as part of productive skills such as speaking and writing (Harmer, 2007:265).

However, in this study, the researcher decides to observe the authentic assessment only on the English writing task that comes from English teachers in the rural area. When the teacher can apply the portfolio assessment to collect all of the students' progress as part of students' self-assessment, the activities include in the complete authentic assessment. Besides, the students can measure how far they understand to create good writing and evaluate it by themselves.

Several previous studies bring a similar matter to this research. Most of them delivered in different subjects. However, in this term, the researcher finds the similar context of the previous study that becomes the main reference, and it is *The Use Of Authentic Assessment In English Writing Skill to The Eleventh Grades Students* (Idham, F. I., Nadrin, Darmawan., 2015). Based on it,

the researcher finds the gap in the different background of the subject. In the previous study, it was held in the urban area while this study will be held in a school of rural areas. Thus, it can show the diversity of the result. Moreover, this study brings several research questions to guide the content.

1. How is teachers' perception of authentic assessment for assessing students' writing tasks in the rural area?
2. What problems that are faced by the teachers in the implementation of authentic assessment for assessing students' writing task based on teachers' experience?
3. What are the solutions to handle the teacher's problem in the implementation of authentic assessment for assessing students' writing tasks based on teachers' experience?

The results of this study are hoped to be used for theoretical and practical implications. For the theoretical implication, it can help the government to know how far the authentic assessment has been implemented by the teacher based on the Curriculum of 2013 in the rural area. Later, for the practical implication, this study can be the reference for all teachers when they apply authentic assessment in the learning process especially for those who teach in the rural area. Besides, the problem and solution in the process of implementing authentic assessment can be handled by the government and the school's policy as soon as possible to build the process of authentic assessment well. Besides, it is hoped to be useful for a further researcher who wants to conduct a study by having similar content that is authentic assessment.

This study will cover some aspects that relate authentic assessment such as teachers' perception, some problems that are faced by the teachers, and the solutions to handle the problems. Besides, it only focusses on the subject from English teachers of Senior High Schools in the rural area of Tuban. Thus, the result of this study cannot generalizable for all teachers in senior high schools of rural areas in Indonesia.

METHODOLOGY

In this study, the researcher applied qualitative research, and the type was basic qualitative studies. It would help the researcher to answer the research questions of this study: to describe teachers' perception of authentic assessment, the problem that the teacher faces for implementing the authentic assessment, and the solution to handle the problem. Therefore, qualitative research was the proper research for describing the result of this study. Moreover, it was supported by Creswell

(2014) that qualitative was used to get a detailed understanding of the problems.

The researcher conducted this research in two senior high schools of rural areas in East Java. Moreover, the subject of this research is an English teacher who had implemented the authentic assessment in the English writing of each school. An English teacher here was she or he as the representative from each senior high school in the rural areas.

In this study, the researcher would use two instruments for collecting the data. First of all, the researcher used a questionnaire to answer the first research questions in order to know teachers' perception of authentic assessment. Besides, it is also used to gain the data for the second research question about the problem that the teachers faced in the process of implementing the authentic assessment. This questionnaire was developed by the researcher through adapting it from previous research (Ojung, J., & Allida, D, 2017). Besides, the researcher would modify it to make more suitable for the research. It also provided part of additional information such as date and time, the school's profile, and the teacher's profile. Second, the researcher used an interview to answer the third research question that was about teachers' solutions to handle the authentic assessment's problem.

For the data analysis, the researcher would use steps that were made by Creswell (2014). The first steps included organizing and preparing the data for analysis. The data of the questionnaire and the results of the interview were prepared to find some essential information that the researcher wanted to know. For the questionnaire, the researcher read all the results of the teachers' answers and arranges the data into different categories, such as; the authentic assessment type by combining the teachers' reason and the problems that the teachers face. Later, the solution to handle the problem from the teachers' utterance as the data of the interview would be transcribed and selected the important information. After the researcher had understood the data through organizing, the researcher continued the next step.

The second analysis was coding and reducing. The researcher would code the teachers' answers as the data of the questionnaire and teachers' utterance as the data of the interview based on the categories. Later, the researcher would reduce the information which did not relate to the categories. Finally, the last steps were interpreting and representing. The researcher interpreted the results through analyzing the teachers' answers and utterance. Thus after the researcher got the final results, it would be represented in the form of paragraphs.

RESULTS AND DISCUSSION

Results

Teachers' Perception on Authentic Assessment based on First English Teacher

In the first school, the researcher conducted the research on January, 15th 2019. Based on the answer she had several reasons for showing her perception towards authentic assessments.

The teacher mentioned that in the process of implementing authentic assessment she agreed that Performance assessment could explore students' soft skills and abilities in English tasks. It made students feel more confidence since the task had close meaning with real context. For instance, this research was about writing skills. Thus, the skill and ability could be part of students' needs that would be very beneficial for them. Besides, since performance assessment kept on authenticity as the principle, students could learn about real-life practically. Thus, this assessment was recommended because it could be applied to all students through ignoring their educational background in English ability. It also contributed to explore students' ability in HOTS (Higher Order Thinking Skill). It was also better than objective type for students. In that process, the position of the rubric in assessment would be very helpful for the teacher as the guideline. Here the teacher followed the analytical rubric. Indeed, from those reasons, it could be concluded that the role of performance assessment encouraged students' investment for getting beneficial knowledge and made it as meaningful outcomes in real life.

Later, after getting the teacher's perception for implementing performance assessment, the researcher also gained information about portfolio assessment as the second type of authentic assessment. In this type, she believed that this assessment was very beneficial to be part of students' framework in writing tasks. The main point showed that it could monitor students' competence in learning activities completely. Thus, it made easy for students to see their progress in writing skill.

Next, if in the portfolio assessment it could be the part in the students' writing process completely as to the framework, it would have different purposes for self-assessment as the third type of authentic assessment. In this case, the teacher argued that it could encourage students to be independent students through problem-solving approaches. Thus, students had a big responsibility to assess their abilities as well as possible. It meant that objectivity was needed to be applied in this process. Later, when students understood to run the concept well, it was able to encourage their motivation and engagement toward their ability in writing skills.

Finally, teacher observation as the last type of authentic assessment she believed that it had a big role in handle the result of the learning process objectively, and it was gained from making a judgment of students characteristics. Based on this condition, it is not only about the students' knowledge and skill (hard skill) but also about the students' spiritual and attitude. Indeed, this kind of assessment had more objective points than a traditional testing program that just assessed students' knowledge and skill (hard skill).

Teachers' Perception on Authentic Assessment for Assessing Students' Writing Task in the Rural Area based on Second English Teacher

In the second school, the researcher conducted the research on January, 26th 2019. Based on the answer he had several reasons for showing her perception towards authentic assessments.

In the performance assessment as the first type of authentic assessment, he believed that performance assessment could explore students' soft skill and ability in English task well. Thus, students could feel more confident to do the writing task. The skill and ability could be part of students' needs that will be very beneficial. Besides, the way of performance assessment was applied to the students to explore students' ability in HOTS (Higher Order Thinking Skill) was better than objective type for students. In addition, in the process of assessment, the teacher still needed the role of a rubric to conduct it as the guideline for scoring. The same as the first teacher he also followed the analytical rubric. On the other hand, the teacher also felt uncertain to the point that this assessment was very suitable for all students without seeing their educational background. Since the teacher thought that his students' ability belonged in Limited English Proficiency, he felt that authentic assessment was challenging enough for them. Besides, the teacher argued that it did not engage a lot of influence on students' learning activities in the classroom, although all of the authentic assessment reflects the real context which held on authenticity as the principle. However, the teacher strongly agreed that it could be students' investment for getting beneficial knowledge, and made it as meaningful outcomes in real life.

Later, when the previous term showed the second teacher's perception for implementing performance assessment, the researcher moved to declare the other result of the portfolio assessment. He believed that it was very suitable to be part of students' learning activity in order to monitor students' processing skills in writing. Thus, it involved being a practical way to make students know their progress.

Next, knowing the role of portfolio assessment was to monitor students' progress, so it would have different a goal with the third type of authentic assessment that was self- assessment. In this type, the second teacher argued that it was suitable enough to engage students' ability in independent aspect through problem-solving approaches. Besides, when students conducted the assessment, they must keep the objectivity as the principle. Indeed, if the students had understood to run all points of this assessment, it would be very beneficial to engage their motivation and engagement.

Finally, if in the self- assessment it contributed to engage independent students, it would be different from the role of teacher's observation. In this type, he argued that teachers had a big role to handle the result of learning activities that they had to lead and monitor the class well through the observation process for each student. He also agreed that the teacher must do it objectively for doing judgment especially in students' characteristics in daily learning activities. Indeed, this process could contribute to complete all authentic assessment processes in spiritual and attitude aspects because the previous types of authentic assessment only focused on students' hard skills in knowledge.

The Problems that are Faced by the First Teacher

In the process of implementing authentic assessment, teachers also found several problems that could be obstacles for them. It started from the first school in a rural area that had A as the accreditation. Before the researcher delivered the problems, the researcher would declare a little background about the educational field from the school because this condition could influence some points in the problems.

The first school was built in 1982. It involves the schools in the rural area because the distance from the Tuban city is about 65 km. It has applied authentic assessment since 2018. It focused on 13 Curriculum revision 2017. English was only conducted once a week for two hours. The school's accreditation is A, and it shows that for the quality the first school is better than the second school. It can be seen through the quality of the school's facility and students' ability. The teacher as the subject starts to teach in 2009.

Several problems happened in the process of implementing performance assessment. The teacher argued that the final score in the authentic assessment could be unfair. Since the score was written in letter form (A, B, C, D) for the students, it could make most of the final results look similar to a student with the others. If the score was mentioned by number, it could show the distinctive clearly from a student's ability with the others. Besides, performance assessment should explore

students' skills. This situation could be a challenge for teachers to make all students understand it because each student had his or her passion. In the first school, the teacher felt difficult to manage the time because the English lesson was just conducted once a week. For the lesson plan, the teacher also met a new challenge to minimize the bias evaluator because commonly the school's standard for scoring rubric could be different from the other school. Besides, the teacher felt uncertain that performance assessment involves the new part because it had been delivered since 2013 by the government.

Later, the researcher also gained the teacher's problem in the portfolio assessment, she believed that this assessment needed a big cost in the process. This cost was for completing the equipment as the students' need. Thus, if the facility was not complete for instance folder to keep each student's work, it could be an obstacle for the teacher to assess students' progress. Next, in the third type of authentic assessment that was self- assessment, the main problem came from the students. It appeared when students did not take the assessment process seriously. It happened because the students still had limited ability in English, so it could be a challenge for them to assess their ability by themselves.

Finally, for the last type of authentic assessment, the teacher thought that teacher observation could be bias if the teacher could not keep objectivity as the principle. In this case, the teacher was asked to make a judgment for each student well, so the teacher could not do the unfair treatment from a student to others. Besides, in the process of making a lesson plan, the teacher argued that it was not a big deal as long as it followed the clear guideline of the concept in the 2013 curriculum.

The Problems that are Faced by the Second Teacher

In this part, the researcher moved to the second teacher's problems when he implemented the authentic assessment. Besides, the researcher would declare the little information as the educational background from the second school.

The school was built in 2012. It involves the schools in the rural area because the distance from the city was about 70 km from Tuban. It has applied authentic assessment since 2013, and it focuses on K-13 revision 2017. It is similar to the first school that only conducts the English subject once a week. The school's accreditation is B, and it can show that the second school's quality is still in the limited standard for facility and students' ability. Besides, there is only an English teacher in that school to cover the whole English schedule. The teacher as the subject started to teach in 2007.

Several problems happened in the process of implementing performance assessment, and some of them were similar to the first teacher. The teacher agreed that the final score in the assessment can be unfair. Since its score was written in letter form (A, B, C, D), it made most of the final results looked similar to a student with the others. If the score was showed by number, it could clearly show the different student's ability with the others. Besides, performance assessment had to explore students' skills. This situation could be a big challenge for teachers to make the students understand the ability well because in fact it was also influenced by the students' passion. In the second school, this assessment had been applied since 2013, so he thought that it was not a new thing anymore. Thus, based on this situation knowing the school had applied the assessment for a long time enough, so he argued that the process for handling time management was not a big deal.

Later, the researcher moved to declare the second teacher's problem in portfolio assessment. In this part, the researcher found a different result because the teacher believed that it did not need a big cost in the process of implementing the assessment. He could replace with the alternative way because remembering the school's facility was still limited. Besides, he thought that it involved a big challenge to evaluate students' progress through portfolio assessment. Exploring students' ability in English could take a long process, and the teacher had limited time for English lesson that was only once a week.

Moving to the teacher's problem in the self- assessment, the teacher argued that the main obstacle came from the student because they still had limited awareness in the assessment process combining with their limited English proficiency. Thus, it made them get difficult to do self- assessment well.

Finally, teacher observation was the last type of authentic assessment. The teacher's problem was like the first teacher. The second teacher also argued that it could be bias and a big deal for the teachers. In this case, the teacher was asked to make a judgment for all students objectively which meant the teacher had to do the fair treatment for all students. Students had equal rights although they had a different ability. Besides, in the process of making a lesson plan, the teacher argued that it was not a big problem as long as it followed the clear guideline in the lesson plan. Indeed, knowing that the second school had applied the assessment since 2013, so it could be indicated that the teacher had used to arrange it.

The Solutions to Handle Teachers' Problem in the Implementation of Authentic Assessment for

Assessing English Writing Task based on Teachers' Experience

This section answered research question number three. The researcher conducted the interview section in two different schedules for each teacher. For the first teacher, the researcher interviewed her on the 15th January 2019 that was located in a rural senior high school of Tuban. The first school had A as the accreditation. For the second teacher, it was conducted on the 26th January 2019. The second school had B as the accreditation from rural senior high school in Tuban. To answer the third research question, the researcher focused on some points in the table of questionnaires that delivered some problems in implementing the authentic assessment.

A. Coping Students' Low Ability in Writing

Both the teachers had the same solution to handle it which they had to motivate the students. Motivation had the main role because students who have a low ability in writing were influenced by their low motivation. The first teacher believed that giving motivation to students was a must. It could help the students handle their nervous when they did some mistakes in the writing process.

Besides, they did not want to force the students in a hard way because they had understood with their students' abilities. Thus, when the students had given their best struggle for creating English writing, it was a kind of good process. Later, mistakes were common things that could be tolerated. Indeed, engaging students' willingness to learn English writing was the priority and it could be helped by the teacher's motivation for them. Thus, the second teacher always supported his students for exploring their writing ability. If it was found the mistakes, it could be discussed together.

B. Handling Students' Limited Ability of Self Awareness in Assessment Process

Based on the teachers' solution, it had a different answer to solve students' limited ability in self-awareness. The first teacher thought that the best thing was to open the language class which could teach students in English writing intensively because encouraging self-awareness in the assessment process of writing skills needs good ability in English. Thus, if the school could provide the language class too, students who had good willingness in language could explore their ability through it.

The second teacher thought that the role of the teacher was very needed to guide the students. It would be a difficult way when Limited English Proficiency students grow by themselves without true guidance from the

teacher. Here, it could build good collaboration in the writing process between the teacher and students.

C. Keeping Teachers' Objectivity to Assess the Students

In this situation, both of the teachers had answered in the same line that teachers had to assess the students fairly. From the first teacher, she thought that each teacher must do good approachment for the students so that teachers could assess it detailly. This condition would be very suitable for the school that had various students' characteristics. However, objectivity still must be kept in her principle.

On the other hand, the students' characteristics in the school of the rural area had a similar ability. Facing this situation made the teacher assess the students' ability in English writing deeply. In the process, he had to focus on students' skill and attitude. For instance, when some students had better skills and characteristics, they would get a better score too than the others, but still, he had to do it objectively.

D. Coping the Insufficient Facility for Conducting Authentic Assessment

In this problem, both teachers thought that students' workbooks could be the solution for it. However, in the first school that had good enough in the facility, she still hoped that the government could provide some folders to all students to be a practical way to save the students' work. In addition, it could be the students' framework in the school.

On the other hand, the second school's condition was different for the facility, if it was compared with the first school. The second teacher was worry if the folder could be lost because safety in the second school was still at a low level. Knowing the school did not have a fence surrounding the school's area, and the door was not locked yet. Thus, the students' workbook still became the main solution.

E. Solving the Difficulties to Make Lesson Plan

To handle this problem, the first teacher thought that the government should provide curriculum training in order to help teachers understand it well. In this case, the first teacher's experience in the arranging lesson plan was still new that was started in 2018. This situation could be the real example that some schools just conducted the 2013 curriculum lately.

However this condition was different from the second teacher argument, he thought that arranging it was not a big deal. Seeing his experience in arranging a lesson plan 2013 curriculum had been practiced since 2013, so he had a better experience. Besides, providing training was

still crucial because the 2013 curriculum still faced some revisions, and the knowledge for understanding the newest version was still needed.

F. Handling the Difficulties of Conducting Time Management

Both schools had a similar schedule for conducting an English class that was only once in a week. Facing this situation, the teachers had their way to handle it. As the first teacher's experience, the teacher could make it as a group work because it could be finished soon.

However the second teacher handled it through giving task for the students, and it could be their homework. Later, the students could collect it in the next meeting. Besides, he believed that conducting time management in a lesson plan could be different from reality. It was influenced by many aspects that were like students' ability, mood, etc.

4.2 Discussion

This section would present the discussion of the key findings related to the types of Authentic Assessments that were used by the teachers for assessing English writing task combining with the teachers' reason, the problems that were faced by the teachers in the implementation of authentic assessment for assessing English writing task, and the solutions to handle the teacher' problem in the implementation of authentic assessment for assessing English writing task in rural area.

A. Teachers' Perception of Authentic Assessment for Assessing Students' Writing Task in the Rural Area

Based on the information that the researcher got from the result in a questionnaire that was conducted in two different schools in the rural area. It showed the result that commonly both of the teachers almost had the same perception towards the authentic assessment because the researcher only found a little different reason. Starting in the performance assessment, both of the teachers agreed that it was able to engage students' ability to do English performance well. It was in line with the statement from the expert that the context of authentic assessment was close enough to the implementation of soft skill in real life that it would be very useful for a professional skill (Boud, 1995; Gulikers, Bastiaens, and Kirschner, 2004; Messick, 1994). Thus, when the students had the ability, it would be very beneficial for them to be applied in real life. It was a kind of meaningful investment. However, the second teacher felt uncertain that this assessment would work well for all students if it ignored the students' educational context. Since his students still had

Limited English Proficiency, it would be a big challenge for them.

Later, moving on the second type of authentic assessment it was about portfolio assessment, both of the teachers argued that it was very useful. It was also an easy way to have students' framework in writing task. It was supported with the statement that portfolio could be the practical way to collect students' work, and it was one of the most popular alternative assessments to be applied for a framework of language teaching (Geneshee and Upshur, 1996). Indeed, it was also able to monitor students' progress.

Next, it was about teachers' perception of conducting self- assessment. Both of the teachers believed that it could build students' ability in independent aspects through problem solving-approachment. It was in line with the statement that the role of authentic assessment in the curriculum of 2013 brought positive impacts that could engage the students' problem solving (Custer, 2000: 24). This situation could encourage students' motivation and engagement. Besides, it engaged students' responsibility to keep their objectivity when they did it. However, the second teacher thought that it still became a challenge for students who had limited ability. They still needed the role of the teacher as their guidance.

Finally, the last type of authentic assessment was the teacher's observation both of the teachers agreed that it would be very beneficial to handle the learning activity. In addition, teachers must make students' judgment as fair as possible. In this part, the role of the teacher had to assess the students' spiritual and attitude. It was supported by the statement that it was a suitable way for the teacher measuring students' characteristics (Johnson, 1993).

B. The Problems that are Faced by the Teachers in the Implementation of Authentic Assessment for Assessing English Writing Task based on Teachers' Experience

Based on the result, teachers still got several problems, and this situation could be an obstacle to run the authentic assessment well. It started from the problems in performance assessment. Both of the teachers had the same argument that the final score in the assessment could be unfair. It happened because it was just delivered the result in the letter such as A, B, C, and D. Besides, it could be a big challenge for students who had limited English proficiency. According to O' Malley and Pierce (2011) the authentic assessment was not too suitable for LEP (Limited English Proficiency) because the concept was similar to the native students. Besides, the teachers also agreed that authentic assessment was

not a new thing for them because it had been applied a few years ago.

Later, both of the teachers had a different problem for facing the obstacle in portfolio assessment as the second type of authentic assessment. For the first teacher, it involved in the activity that needed a big cost to run it well. For instance, it needed some folders to keep the students' work. However, the second teacher argued that it was still able to replace with another alternative way without spending much money. Besides, it required a long duration to see the students' progress while the teachers had limited time to apply each material. It was in line with the statement that it also took more time to apply the process of the sequence of implementing the assessment (Whitlock & Navawati, 2013).

Next, moving on the third type of authentic assessment was the teacher's problem in the self-assessment. Both of the teachers argued that the main problem came from the students. The concept of self-assessment had to make them become independent students, but they still belonged to the students' Limited English Proficiency. Indeed, students still needed a lot of exposures to achieve at that level. It was in line with the statement that authentic assessment was still a new system, and it took a long time for making the students have a good result (O' Malley & Pierce, 2011).

Finally, for the teacher' observation, the main problem came from the teachers when they could not hold on objectivity as the principle for making a judgment. Later, it could cause a biased score in the assessment process. It was suitable for the statement that the evaluating process of authentic assessment could bias (Mueller, 2016). Thus, each teacher should do the same thing for the students because they had the same right. In addition, in the process of making a lesson plan, it can be the teachers' problem too because they have to understand the new concept of creating a lesson plan in the 2013 curriculum as the facilitator in teaching and learning activities (Sahirudin, 2013). Thus, they hoped that the government provided clear guidelines and opened training to arrange it, so it would be useful for them.

The Solutions to Handle the Teacher' Problem in the Implementation of Authentic Assessment for Assessing English Writing Task based on Teachers' Experience

As the result above, there were six points of problems that will be looked for the solutions such as students' low ability in writing, students' limited ability of self awareness in assessment process, teachers' objectivity to assess the students, the insufficient facility for conducting the authentic assessment, the difficulties to arrange lesson plan, and problem in time management. Those solutions

will be delivered based on teachers' experience when they apply it in a school of rural areas.

For the first problem, it mentioned about students low ability in writing. Both of the teachers mentioned that the main thing to handle it was being the responsible teachers. It meant that all teachers should have a good approachment for students to motivate them. When the students had the motivation to learn English writing, it could engage their struggle to show up the best thing that they could do. Later, when the student had become a hard worker, the teacher should give appreciation to them. Thus, it would be very good for students' psychology. Indeed, based on both of the teachers' solution, the researcher got point that it was truly needed the teachers' role to handle the problem.

Later, the second problem was about students' limited ability of self-awareness in the assessment process. In this part, both of the teachers had a different perception. For the first teacher, her perception focused on insufficient timing while the second teacher focused on the students' limited ability. Besides, knowing this research conducted in two schools, so it could show the different qualities of the students. this different quality could deliver a different way to handle the problem. For the first teacher, she argued for handling it through opened the language class as the schools' major, so it could help the students get a more intensive process to learn the language. Thus, it could help to solve students' limited self- awareness in the assessment process. However, for the second teacher, he still argued that the role of the teacher as the guidance was a good way to handle it because the students over there still needed it. Indeed, based on both of the teachers' solution to solve students' limited ability of self-awareness in the assessment process, it was found the different way to solve it. From the first teacher, her solution opened the language class, so it needed to be discussed in the schools' policy. However, in the second teacher, he still believed that the role of the teacher could handle the problem independently.

For the third problem, it was about teachers' objectivity to assess the students. Both of the teachers kept the same way to handle it that teachers should have the true character and attitude to assess the students objectively. The teacher could do as many as approachment to know the students' character and ability deeply. Indeed, based on the teachers' solution the researcher concluded that it was truly needed the teachers' role to cope with the problem in the teachers' objectivity to assess the students.

For the fourth problem, it was about the insufficient facility for conducting the authentic assessment. In this part, the teacher had a different way to solve it. For the

first teacher, she hoped that the government could fulfill the schools' equipment. It was like the folder to help writing activity in English tasks. Thus, it could engage the assessment process very well. It could be the students' framework too, and they were able to see their progress easily. Later, it could be more organized. However, for the second teacher, he thought that using students' workbooks were enough to handle it. It belonged to the practical way when teachers wanted to minimize the cost in the process of writing activity. Indeed, both of the teachers had a different way to solve it. The first teacher showed that she needed the other part to handle it. In her solution, the government must complete the facility by providing the folder, and it needed to be discussed in the government's policy. However, in the second teacher, he was still believed that the role of the teacher could handle the problem by using students' workbooks.

For the fifth problem, it is about the difficulties in making the lesson plan. Here the teachers had the same solution that the government should open training about arranging a lesson plan. Knowing the curriculum of 2013 still got some changes time by time, it could be a practical way to help the teachers get a better understanding of the concept for creating a lesson plan. Indeed, based on both of the teachers' solution to solve the problem it needed to be handled with the government's policy to conduct the training because it belonged to the government's responsibility.

Finally, for the last problem, it talked about time management. Here, both of the teachers had a different way to handle it. For the first teacher, she would ask her students' work in a group. On the other hand, for the second teacher, he would ask his students to make it as homework. Although that belonged to the common solution, the teachers still applied it to maintain the learning process well. Knowing that the English meeting in those schools was still once a week, they tried to arrange it in good order. Indeed, based on both of the teachers' solutions, it could be concluded that for solving the time management it was only needed the teachers' role to cope with it.

CONCLUSION AND SUGGESTION

Conclusion

Based on the results and discussion above, this study got three findings. The first finding showed that both of the teachers have a similar perception toward the authentic assessments. Even this study was conducted in two different schools that had different accreditation, it showed the almost similar result too from both of the teachers when they gave their reason. Commonly it showed a positive perspective.

Furthermore, for the second finding, it mentioned about the teachers' problem in the process of implementing the authentic assessment. Both teachers mention that authentic assessment could be a challenge for students because they still had limited English proficiency. Later, it could bias. It also needed a long time to apply the authentic assessment process while they just had once met in a week. Later, it required the additional facility to help it run well, and the last one it was about arranging lesson plan that needed the clear guideline from the government because the 2013 curriculum still got some revisions.

Finally, for the last finding, it was about the solutions to handle those problems from teachers in the rural area. First of all, for solving students who had Limited English Proficiency, the teacher should be professional to guide the students in order to develop their ability. In this case, the teacher could motivate them to learn English writing. In addition, the first teacher believed that having language class could explore students' ability deeply. Second, for the bias results both of the teachers argued that objectivity must be the part of the teachers' principle. Third, for solving the time management, the first teacher would make it as a group work while the second teacher made it as homework. Fourth, for the facility, the first teacher hoped that the government would give a folder for each student to arrange their work well. Finally, for arranging the lesson plan it needed the government's role to conduct training about creating a lesson plan frequently because the concept of the 2013 curriculum still changed time by time. Indeed, the result shows that it is still found some problems in the process of implementing authentic assessment, so it must be handled as soon as possible by all people that involve in the process.

Suggestion

Based on the key finding, the researcher will declare some suggestions for teachers, government, and future researchers.

The first suggestion is for all teachers who teach in the rural area. When they find a similar problem based on the result, they can apply the solutions in the study for handling it. Thus, it can be a reference to all English teachers who teach in the rural area.

The second suggestion is for the government and school's policy that it has to be a part to fulfill the schools' facility in order to help the authentic assessment process well. Besides, the government should open training about the lesson plan of the 2013 Curriculum. Thus, it will be very useful for some teachers that are still confused about handle it.

Finally, the last suggestion is for the future researcher. When they conduct similar research, they can do the study in a different skill. Besides, they can focus only on the rural or urban areas as the subject of the study, and it also can be done in both areas for seeing the comparison. Later, the subject can be in vocational school.

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