

Authentic Assessment Practice in English Language Teaching based on 2013 Curriculum

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Abstract

The current study aimed at identifying the practice of authentic assessment based on Curriculum 2013. This study was a literature study focusing on identifying the terms of authentic assessment, characteristics of authentic assessment, types of authentic assessment in curriculum 2013, the practice of authentic assessment in EFL context, and the advantages and disadvantages of authentic assessment implementation. This study found that Authentic assessment is model of assessment carried out by the teachers to gather information about the students' learning performance during the process of learning. This assessment considered to be effective as it helps the students integrate the knowledge and skills, they have learnt with their real life by working on real world tasks, projects, or performances. The strength of conducting authentic assessment allows the students to experience more meaningful learning. However, apart from its strength, this assessment also carries out some weaknesses regarding to its implementation. The weaknesses of this authentic assessment deal with the time-consuming preparation and complexities that lead to the inappropriate implementation. Even so, authentic assessment is still considered to be effective and its practice must be carried out in the classroom, particularly in ELT classroom.

Keywords: Authentic Assessment, Curriculum of 2013, English Language Teaching

Introduction

Assessment is one of fundamental parts in education which cannot be separated from teaching and learning process. The success of learning can be achieved only when students perform well and accomplish all the learning goals. In order to measure the performance of students during the learning process and find out how far the objectives of learning have been achieved, therefore assessment is needed to be conducted. Assessment can be defined as process of gathering information undertaken by teachers to find out how far students construct their understanding toward the knowledge they have learned as well as determine level of the students' competencies during the process of learning (Tosuncuoglu, 2018). This is in line with Amua-Sekyi (2016) who explains that assessment can be an intermediary between teacher and student to communicate

during the learning process and gain evidence about the students' learning performance for either maintaining or improving the learning qualities. Later, results of the students' assessment can be used as evaluation and reflection of the students' learning qualities (Rahmawati et al., 2018).

The practice of assessment during the teaching and learning process is regulated in curriculum used by every educational institution. Nowadays, education system in Indonesia applies 2013 curriculum as the latest curriculum. This is based on the regulation established by Indonesian Minister of Education and Culture No. 81a, year 2013. Setiadi (2016) points out that 2013 curriculum emphasizes on the use of scientific learning approach by which the realm of learning focuses on three main domains of learning; cognitive, affective, and psychomotor. These three learning domains are later classified into four competencies that must be completed by the students, namely social attitude, spiritual attitude, knowledge, and competencies. From all those points carried out in 2013 curriculum, the most significant aspect emphasized in this curriculum is related to the implementation of authentic assessment.

According to O'Malley and Pierce (1996), authentic assessment includes several forms of assessment carried out to reflect students' performances, motivation, and attitude during their instruction in the classroom. Another experts mentions that authentic assessment is an assessment model enabling teachers to collect data and information of students' learning progress during the learning process, by which they integrate their knowledge and skills with their practice in the real life through working on tasks, projects, or performances (Villarroel et al., 2018). Authentic assessment emphasized on the progress of students' learning instead of focusing only on the products of their learning. Through this assessment, the students are encouraged to involve in real-world tasks in more collaborative way with their peers and make them have more meaningful learning as they are able to relate what they have learned to overcome issues occurred in their real life.

In English language teaching, authentic assessment is necessary to be administered. It is because through the assessment, the students have more chance to practice and develop their competencies by engaging in more relevant activities. Unlike the traditional assessment which focuses on more theoretical knowledge in form of tests (e.g. multiple choice, short answer, quizzes, etc.), authentic assessment engage the students in authentic activities (e.g. project, complex tasks, discussion, etc.). These activities definitely help students improve their language skills and competences as they have more chances in practicing their skills. Based on 2013 curriculum, there are five types of authentic assessment namely performance assessment, project assessment, product assessment, portfolio assessment, and self-assessment (Marhaeni & Kusuma, 2017). These forms of authentic assessment are commonly carried out by teachers in ELT classrooms to

assess the students during the learning process as well as assist them to improve their learning performance to succeed the learning goals.

Method

This research carried out library research method to collect information related to the practice of authentic assessment in ELT based on 2013 curriculum. George (2008) points out that library research is a method of research which allows the researcher to collect data from library sources. The data gathered in this research were mostly in form of secondary data in which journal articles, books, academic papers, and other relevant sources were studied and analyzed qualitatively.

Findings and Discussions

Authentic Assessment

The practice of authentic assessment must be carried out by the teachers in the ELT. Moreover, since the 2013 curriculum clearly demands the teachers to apply this assessment, hence the teachers must be aware with the way how to implement the assessment itself. Authentic assessment is a method of assessment by which teachers can gather information about students' learning progress through the integration of learning activities that enable the students deal with real-world tasks (Rizavega, 2018; Zaim et al., 2020). Authentic assessment emphasizes on assessing students' ability to integrate knowledge and skills they have learned at school and later use it to solve any problems occurred in their life situation. During the assessment, the students will involve in several authentic activities that can support them to have collaboration with others, work critically, and values their behavior, knowledge, and skills to deal with the real-life issues. That is why, during the implementation of the authentic assessment, the teachers often put the students collaboratively to do projects, complex tasks, or performances that relate with the real context (Sari et al., 2021; Villarroel et al., 2018).

Characteristics of Authentic Assessment

According to Sutadji et al. (2021), authentic assessment has some characteristics and it is clearly different compared to traditional assessment. The characteristic of authentic assessment can be explained as follows:

1. The instruments or tools used in authentic assessment mostly in form of journals, projects, portfolios, or even scientific papers that enable them experience meaningful learning in more authentic way.

2. Authentic assessment strengthens students' higher order thinking skills and make them to be more active and participative during the learning process.
3. The tasks or projects given to the students are divergent which they can freely express their creativity in finishing the tasks or projects.
4. Validity test of authentic assessment is determined through its authenticity to relate the assessment process with the real-life context.
5. The authentic assessment put students in real-life experiences that make them practice seeing more complex things and explore themselves in the process of learning

Unlike the traditional assessment that emphasizes on students' cognitive performance, authentic assessment directly examines students' performance during the projects or tasks involvement (Mansory, 2020). When conventional assessment usually standardizes the assessment process in form of correct or wrong answer, authentic assessment determines its own criteria to make standardization through the products made by the students. Hence, instead of concerning on the quantities of students' learning (correct or wrong answers during the test), the assessment can be delivered to assess the quality of the students (through their products or performances) (Marhaeni & Dantes, 2014).

Types of Authentic Assessment based on 2013 Curriculum

Based on the 2013 curriculum, there are five types of authentic assessment that can be carried out elaborately by the teachers namely performance assessment, project assessment, product assessment, portfolio, and self-assessment (Marhaeni & Artini, 2015; Marhaeni & Kusuma, 2017). All these assessment types are explained as follows:

1. Self-assessment

Self-assessment enables the students to assess the quality of their works by with the help of rubric or other assessment instruments as guidance. Through this assessment, it helps the students make any reflections on themselves during the learning performance and learn to make better improvement based on the reflections.

2. Product Assessment

This assessment is carried out by assessing the product made by the students. Through assessing the product, later the teachers are able to make assessment to find out how far the students understand toward the lessons they have learning during the learning process.

3. Project Assessment

Project assessment is done to assess the students' final product after working in a project with series of tasks. Compared to product assessment, project assessment encompasses larger themes or topics and done in certain period of time. In relation to this, Jauhari et al. (2017) points out that project assessment reveals students' understanding and their ability in applying their knowledge and skills in real-life settings seen from their involvement in some critical activities such as planning the project, collecting, organizing, and analyzing data and presenting the final result of their project.

4. Performance Assessment

Performance assessment is done based on the ability of the students in performing their knowledge and skills in forms of oral or written demonstration. Having performance assessment especially in English language teaching encourages the students to develop their language skills by directly having practice on the language as well as enhance their higher order thinking skills as they deal with many contextual tasks that have something to do with real-life situation.

5. Portfolio Assessment

Portfolio assessment is carried out by gathering all the students' physical assignments, homework, or tasks done by the students as individual or team. The collections of these works encourage the students to be more organized and responsible in completing every task given by their teachers.

The Practice of Authentic Assessment in English Language Teaching

The practice of authentic assessment in English language teaching must be in line with the learning activities provided for the students. An assessment can be authentic when the activities carried out by the students are able to support them to integrate knowledge and skills that they have learned with the projects or tasks being completed (Fitriani, 2017). In addition, the projects or tasks given to the students must be relevant with their life and help them develop their higher order thinking skills. Suarimbawa et al. (2017) explain that in conducting authentic assessment, the teachers must have good understanding and commitment during the implementation. Moreover, the teachers must be ready with design of the authentic assessment itself by which standard, authentic tasks, criteria of the students' performance as well as the assessment instrument must be well-prepared and appropriate with the goals of the learning.

During the implementation of the authentic assessment, the teachers are required to use proper authentic assessment type that can be adjusted with the learning objectives expected to be achieved by the students. In addition, appropriate assessment instruments are highly required to complete the assessment practice (Ernawati, 2018). Assessment instruments can help the teachers to have better assessment as the fairness of the assessment can be taken into account. The practice

of assessment carried out in schools must fulfill the standards that covers the objectiveness, transparency, accountability, validity, and educative principles of the assessment itself (Jaidun, 2014). Furthermore, the establishment of feedback must be always in accordance with the implementation of the assessment. A good assessment provides constructive feedbacks for the students as it can be powerful tool to uphold students' motivation and improve their learning performance (Dawson et al., 2021). Feedback is addressed to the students to let them know their ability and quality of their learning. It is suggested that in giving the feedback, the teachers must be able to recognize the situation and condition, so the feedback can be acceptable without any issues (Mamoon-Al-Bashir et al., 2016).

To sum up, the practice of the authentic assessment needs thorough preparation as many things need to be considered. The teachers who undertake the authentic assessment practice must understand what they need to do while conducting the assessment (Kristiyanti, 2021). As authentic assessment covers all aspects of students' learning, hence it is important to notice that this assessment asses both students' process and learning outcomes during the learning process (Werdiyanti, 2021). At the end, the practice of authentic assessment is not merely assessing the final product made by the students, but also focus on assessing their progress during the process of learning (Prasetyo, 2017) .

The Advantages and Disadvantages of Authentic Assessment based on 2013 Curriculum

Authentic assessment has some advantages and disadvantages for its implementation (Andersson, 2020; Suwartono & Riyani, 2019; Villarroel et al., 2018). The advantages and disadvantages of this assessment will be summarized from several experts as follows:

Regarding to its implementation in English language teaching, authentic assessment provides some advantages such as:

1. Helps students to develop higher order thinking skills by involving in the projects or tasks done by the students
2. Considered to be more valid rather than traditional assessments as the students involve in authentic tasks that relate with their life situation
3. Enable students to have real practice and integrate their knowledge and skills in the real-life settings
4. Enable appropriate measurement on what should the students know and be able to do in their real-life settings

5. Engage students to be active, independent, and open-minded and lead them to have improvement for their learning performance

Apart from its advantages, unfortunately authentic assessment also have some weaknesses (Rukmini & Saputri, 2017). The weaknesses of this authentic assessment are:

1. Time consuming as the teachers must have prepared for the assessment and taken much time
2. Improper knowledge background about the authentic assessment might lead to misunderstanding and affect the performance of the assessment itself
3. Too complex in carrying out the assessment, hence this demands teachers to have commitment during the implementation

Conclusions and Suggestions

Assessment has important role in education in particular to make the assessment on the students' learning performance. The success of learning achieved by the students only can be determined when the teachers carry out the assessment and measure how far the students can understand and develop the knowledge and skills they have learned. From various assessment method that has been used, nowadays, Indonesian education demands the teachers to apply authentic assessment as what has been regulated in 2013 curriculum. Authentic assessment is beneficial for the students as it helps the students integrate their knowledge and skills with their real life settings by involving in some projects, tasks, or performance. In addition, authentic assessment enables the students to learn meaningfully by which they are led to construct their higher order thinking skills. These might become the advantages of this assessment. However, apart from its strengths, the authentic assessment also has some disadvantages dealing with time consuming and the complexity of the application of this assessment. Yet, although the authentic assessment has some weaknesses, this assessment is still considered to be effective as it is demanded to be implemented based on the 2013 curriculum.

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