

TEACHER' NEEDS FOR AUTHENTIC ASSESSMENT TO ASSESS WRITING SKILL AT GRADE IX SMP 12 PADANG

Elismawati^{1*}, Hadel², Arwemi³, Melviola⁴

^{1,2,3,4} Universitas Islam Negeri Imam Bonjol Padang

elismawati@uinib.ac.id: Correspondence Author

ABSTRACT

Authentic assessment is an important form of assessment that can demonstrate the meaningful use of essential skills and knowledge in a real situation, not just in learning. In addition, the purpose of this paper is to find out the need for authentic teacher evaluation to evaluate the writing productivity of SMP 12 Padang Grade IX. Since it is a survey study, data was collected through a questionnaire to four English teachers in SMP 12 Padang who teach at IX grade students. The survey focused on teachers' needs from authentic assessment to assess of writing skills. The results showed that (1) teachers needed six types of authentic writing assessment, they are targeted writing with purpose, picture description, daily journal, self-assessment, peer-assessment, and process writing (2) topics needed for writing assessment were 2013 curriculum -based, relevant and close to students; and (3) teachers need assessment rubrics that cover organization, structure, content, vocabulary, and writing mechanics. In short, teachers need a variety of authentic assessments that are suitable for assessing students' writing skills.

Keywords: *Authentic Assessment, Teachers' Needs, Writing Skill*

A. INTRODUCTION

Authentic assessment as an important form of assessment can show the meaningful activities performed by the student in the real situation and the performance of important skills and knowledge (Wiggins (1989, p. 703; Mueller, 2011; Callison, 1998; O'Malley and Pierce 1996; Gulikers, 200 ; and Stiggin , 1) Such alternative assessment is necessary to provide an indicative view of student achievement, learning, attitudes and motivation. Thus, the existence of authentic assessment is proven when the government required authentic assessment as a visible assessment in assessing student progress. (Permendikbud RI No. 10 of 201). The use of authentic assessment is important because it can better facilitate teaching and learning and measure students' English skills, especially productive skills (Zaim, Refnaldi, & Moria, 2017; Rukmini & Saputri, 2017). Teachers can apply authentic assessment in learning and teaching, because it can measure and show the skills, knowledge and attitudes of students, and it helps teachers to evaluate whether they are successful in teaching and learning

In addition, authentic assessment can inspire and motivate students to improve their skills and knowledge in a real situation (Lombardi, 2008). By implementing authentic assessment in the classroom, students can use their skills and knowledge to produce good performances that are needed in real life. So, what students learn in the classroom can be applied in the real world. This was also added by Lombardi (2008) where he said that the use of authentic assessment engages students in specific tasks that require the application of learned knowledge and acquired skills

As one of the productive skills of the English language, students' learning of writing is necessary through authentic assessment because students practice writing skills in certain activities outside the classroom. Certainly, there are many researchers who have studied the assessment of authentic writing skills. Some studies are genuine evaluations in the implementation phase.

Some of them are Huyen Minh Phan (2020) who studied *Authentic Assessment : A real life approach to writing skill development* ; Refnaldi, M. Zaim, and Elva Moria (2017) who studied *Teachers' Need for Authentic Assessment to Assess Writing Skill at Grade VII of Junior High Schools in Teluk Kuantan*; Alya Rahma Adriani (2022) also conducted an *Assessment of Writing Skills at SMA Muhammadiyah PK Kottabarat Surakarta*; Windi Arianda, Endang Komariah, and Burhansyah (2021) who conducted *The Effectiveness of Authentic Assessment in Assessing Students' Writing Skill*; Yustika Pratiwi(2022) who did the research about *The Implementation of Authentic Assessment in Assessing Writing Skill at Senior High School Pekanbaru*.

In addition, Rukmini and Saputri (2017) also conducted an evaluation of the productivity evaluation of English language students based on the curriculum of 2013. Zaim (2013) also conducted a study on the implementation and problems of authentic evaluation in an educational institution. The process of teaching and learning English in some secondary schools in Padang; Idham, Nadrun, and Darmawan (2015) also investigated the implementation of authentic assessment of English writing skills among grade 11 students. Furthermore , the application of authentic evaluation of English language teachers was also studied by Kurniatu, 2017; Fitri, 2017; and Natalia, Asib, and Kristina, 2018. Another study refers to the analysis of the needs of teachers in written evaluation carried out by Refnald, Zaim and Moria (2017).

Furthermore, there were also challenges, difficulties and problems in the implementation of authentic evaluation. For authentic assessment, there are some obstacles and challenges in the application of each skill, according to a study by Suastra and Ristiadi (2017), who conducted a study on science education. In addition, Fitriani (201), Metin (2013) and Zaim (2013) also investigated the challenges or problems in the implementation of authentic assessment in the 2013 curriculum. In particular, authentic assessment based on school levels was studied. Noor and Yusoff (2016) conducted the study in a primary school. They investigated how to improve the writing process using authentic assessment in the English classroom.

This study is very necessary because this study can be used to develop an authentic evaluation model. This study revealed that it is very important to investigate the wishes of teachers, because many teachers did not have a good understanding of authentic assessment, how to use and create rubrics to assess their students; and cannot use an appropriate assessment method to assess their students.

B. METHOD

This research is a survey study. Data were collected through a questionnaire to 4 English teachers at SMP 12 Padang. All the English teachers taught English to students of class IX. There were some indicators in the questionnaire, but in this paper, the author focused on the authentic assessment needs of teachers to assess students' writing skills. They were classified according to the types of authentic assessments required, the subjects required and the assessment rubrics required. The material was analyzed using quantitative and qualitative data analysis

C. RESULT AND DISCUSSION

Information about teachers' genuine assessment needs was analyzed based on a number of metrics. This article explained three indicators: the types of authentic assessment of writing skills, the topics needed to assess student writing, and the scoring criteria/rubric needed to assess teacher writing. Before giving the survey to the teachers, the author asked some questions about the authentic assessment that the teacher did in the classroom. Some teachers said they know and implement authentic assessment in the classroom.

At the same time, some others also did not perform authentic evaluation well. Some teachers also carried out such authentic assessments where they themselves did not know the types of assessment. In addition, the author also asked how teachers evaluate students' writing. Some teachers use rubrics to assess writing. Still others did not use any criteria to evaluate students' writing, for example, they evaluated students' text only by analyzing students' grammar or structure and scoring students based on the total number of grammatical errors. The teacher should have a clear title by which he can evaluate the students' writing.

In addition, the author distributed the survey to every English teacher who teach at grade IX of SMP 12 Padang. The first explanatory indicator is an authentic assessment of the writing skills that teachers need. According to O'Malley and Pierce and Brown and Abeywickrama, there are several authentic assessments of writing skills, such as writing style, writing style, writing summary, writing style, writing conference, integrated

language assessment, project/exhibition, experiment or presentation, constructed response items, observation, portfolio, activity, journal writing, self-assessment, peer assessment and process writing.

Table 1. showed that there were 14 different assessments of authentic writing skills in the questionnaire. After analyzing this indicator, it can be concluded that there were six written assessments that the teacher had to assess. They write Writing with purpose (average 3.56 points) , Picture description(average 3.44 points) , Daily journal (average 3.56 points), Self- assessment (average 3.56 points), Peer- assessment (average 3.33 points), and Process writing with a purpose (average 3.44 points). Another indicator analyzed by the author was the subject of writing ability, which was assessed by the teacher. The topics have been developed with the English curriculum in mind.

Table 1. Authentic Assessment for Writing Skill

No	Types of Authentic Assessment	Response				T	A	C
		SA	A	D	SD			
1	Writing with purpose	20	12	0	0	32	3.56	VH
2	Writing prompts	4	21	0	1	26	2.89	H
3	Integrated language assessment	4	18	4	0	26	2.89	H
4	Writing summary	8	15	4	0	27	3.00	H
5	Writing conferences	16	9	2	1	28	3.11	H
6	Project/Exhibition	8	15	4	0	27	3.00	H
7	Portfolios	8	18	2	0	28	3.11	H
8	Picture description	16	15	0	0	31	3.44	VH
9	Narrating sequences	8	18	2	0	28	3.11	H
10	Daily journal	20	12	0	0	32	3.56	VH
11	Reading journal	4	21	0	1	26	2.89	H

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12	Self- assessment	20	12	0	0	32	3.56	VH
13	Peer- assessment	12	18	0	0	30	3.33	VH
14	Process writing	20	9	2	0	31	3.44	VH

Table 2. The Topic of Writing Skill

No	Topics	Response				T	A	C
		SA	A	D	SD			
1	Drugs	16	15	0	0	31	3.44	VH
2	Food	20	12	0	0	32	3.56	VH
3	Drink	20	12	0	0	32	3.56	VH
4	Birthday	16	15	0	0	31	3.44	VH
5	Graduation or achievement	20	12	0	0	32	3.56	VH
6	Mutual cooperation	20	12	0	0	32	3.56	VH
7	Events at school (meetings, competitions, etc.)	20	12	0	0	32	3.56	VH
8	Soap or detergent products	20	12	0	1	33	3.67	VH
9	Snack products	20	12	0	0	32	3.56	VH
10	Private tutoring service providers	20	9	2	0	31	3.44	VH
11	Laundry service provider	20	9	2	0	31	3.44	VH
12	Things around	20	12	0	0	32	3.56	VH
13	School equipment	16	15	0	0	31	3.44	VH
14	Equipment at home	20	12	0	0	32	3.56	VH

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15	Transportation	20	12	0	0	32	3.56	V H
16	Pet	16	15	0	0	31	3.44	V H
17	Flood	20	12	0	0	32	3.56	V H
18	Landslide	20	12	0	0	32	3.56	V H
19	Accident	20	12	0	0	32	3.56	V H
20	Malin kundang	16	15	0	0	31	3.44	V H
21	Instructions	20	12	0	0	32	3.56	V H
22	How to operate a computer	20	12	0	0	32	3.56	V H
23	The song I have a dream	16	15	0	0	31	3.44	V H
24	Mother's song how are you today	20	12	0	0	32	3.56	V H

From Table 2 above, we can see that all writing skill questions should be assessed, as all statements were agreed upon by the teacher. This is evidenced by the number of very high rated averages. The last metric analyzed by the authors is the rating rubric. There were several criteria for evaluating the work. In this questionnaire, the author examined her five criteria to assess writing: organization, text structure, text content, vocabulary, and mechanics.

The table 3 showed that all of the criteria that were considered by the author to be put in the scoring rubrics were needed by the teachers. It was proven by the number of 3.52 point average of teachers who were strongly agreed to those criteria.

The result of this research was quite similar to the research done by Refnaldi, Zaim, and Moria (2017). In this research, the kinds of authentic assessment and also the topics needed by the teacher were varied. Although this two studies studied authentic assessment for writing skill, these researches had differences on the school level of study, the current study was done in senior high school level. Meanwhile, Refnaldi, Zaim, and Moria conducted study on junior high school level.

Based on the results of the Callison study (1998:4) emphasize that authentic assessments are assessments made up of different types of measurements that reflect student performance, learning, attitudes, and motivation in real-life situations outside of learning. Some form of achievement measurement should be used in the student

assessment process. This should reflect the student's actual ability to carry out learning. The measurement itself should relate to the actual situation.

Table 3. The Scoring Rubrics for Writing Assessment

No	Scoring Criteria	Response				T	A	C
		SA	A	D	SD			
1	Organization	12	18	0	0	30	3,52	VH
2	Structure of text	12	18	0	0	30	3,52	VH
3	Content of text	12	18	0	0	30	3,52	VH
4	Vocabulary	12	18	0	0	30	3,52	VH
5	Mechanics	12	18	0	0	30	3,52	VH

Additionally, an authentic review should cover a number of particularly important factors. Practicality, Reliability and Validity to Qualify. In evaluating, the above ingredients can be said to be good ingredients. O'Malley and Pierce (1996:19) emphasizes several important factors in a true evaluation, such as reliability, rater training, validity, and performance criteria. In relation to theory, this means that the evaluation process requires an evaluation rubric. The evaluation rubric criteria should consist of several items such as structure, text structure, vocabulary, content and mechanics.

D. CONCLUSION

It is important for teachers to incorporate authentic assessment into the learning and teaching process. This article is specifically about serious reviews for writing. Furthermore, as a result of the analysis, (1) there are 6 types of evaluation of authentic writing skills required by teachers: writing with purpose, picture description , picture description, daily journal, self- assessment, peer- assessment, and process writing; (2) Subjects required for writing assessment were based on the 2013 curriculum and were relevant and close to students; (3) Teachers need assessment rubrics that include structure, structure, content, vocabulary, and her mechanisms for writing. In summary, a teacher needs multiple types of authentic assessments suitable for assessing a student's writing skills.

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