AN ANALYSIS OF AUTHENTIC ASSESSMENT ADMINISTERED BY ENGLISH TEACHERS AT GRADE ELEVEN OF NURUL IKHLAS ISLAMIC BOARDING SCHOOL, PANYALAIAN X KOTO TANAH DATAR

THESIS

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ABSTRAK

Penilaian autentik memiliki peranan penting dalam penilaian pada proses belajar mengajar. Penelitian studi kasus ini dilakukan untuk mengetahui*jenis-jenis* penilaian autentik apa saja yang di implementasikan guru dalam pengajaran Bahasa Inggris dan mengetahui bagaimana cara guru mengimplementasikan jenis-jenis penilaian autentik tersebut dalam kegiatan pembelajaran bahasa Inggris di kelas XI.SMA Nurul Ikhlas dijadikan sebagai tempat penelitian karena sekolah ini telah mengadakan ujian mandiri semenjak beberapa tahun belakang. Setiap guru mata pelajaran membuat soal-soal ujian tersendiri untuk siswa. Oleh karena itu, mereka tidak menggunakan soal-soal ujian (Ujian Tengah Semester dan Ujian Akhir Semester) yang disediakan oleh pihak berwenang setempat. Selain itu sekolah ini juga mengadakan ujian lisan khusus untuk mata pelajaran bahasa (Bahasa Inggris dan Bahasa Arab) sebelum para siswa mengikuti ujian akhir semester. Populasi dari penelitian ini adalah semua guru Bahasa Inggris yang mengajar di kelas XI yang berjumlah dua orang. Hasil penelitian ini menunjukkan bahwa ada lima jenis penilaian autentik yang digunakan guru dalam menilai kemampuan berbahasa Inggris siswa yaitu : *oral interview, story or text retelling, writing samples, experiment/demonstration* dan *teacher's observation.* Seluruh jenis penilaian autentik tersebut di implementasikan guru yang bersangkutan dalam proses pegajaran Bahasa Inggris. Berdasarkan data observasi, dokumen, dan interview dapat disimpulkan bahwa implementasi penilaian autentik dalam pembelajaran Bahasa Inggris perlu di tingkatkan, agar tujuan pembelajaran yang tercantum dalam dapat tercapai dengan maksimal.

Kata kunci: *English teaching learning, Autenthic Assessment, Implementation.*

ABSTRACT

Authentic assessment has important role in assessing students' competences in the process of teaching and learning. The case study research was conducted to find out what types of authentic assessment that teachers implemented in teaching English and to investigae how teachers implemented these types of authentic assessment in learning English in grade eleventh. SMA Nurul Ikhlas was selected as research site because this school has been holding independent examinations since a few years back. Every teacher composed the forms of examination for students. Therefore, they did not use examination forms (Mid-Semester and Final Semester Exams) provided by local authorities. In addition, this school also holds special oral examinations for language subjects (English and Arabic) before students take the final semester examination. The population was all English teachers who taught in grade eleven, there were two English teachers. The results of this study indicate that there were five types of authentic assessments administered by teachers in assessing students' English proficiency, namely: oral interview, story or text retelling, writing samples, experiment/demonstration, and teacher's observation. All types of authentic assessment were implemented by the teacher concerned in the English language teaching process. Based on observation data, documents, and interviews it can be concluded that the implementation of authentic assessment in learning English needs to be improved, so that the learning objectives listed in can be achieved optimally.

Key Words : *English teaching learning, Autenthic Assessment, Implementation.*

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CHAPTER I

INTRODUCTION

A. Background of the problems

The purpose of learning English as a foreign language is to be able to use English as communicative tool in real communication context. In other words, people need to learn the authentic use of English so they can have a conversation with anybody, in any situation and for any purpose. Implicitly, the materials of English language learning should reflect the real life context. Consequently, the assessment of learning should also be authentic.

Since traditional assessment fails to assess an overall ability of students because it focuses on knowledge rather than skill (Zaim & Refnaldi, 2016), the authentic assessment is highly recomended to be implemented because it can gather informations about the process of learning which includes all aspects of students abilities such as knowledge and skill Fthemselves. (Zaim & Refnaldi, 2016) (Herrington and Herrington, as cited in Zaim and Refnaldi, 2016). Thus authentic assessment may be an appropriate tool for teachers in assessing students' abilities through teaching and learning process because it will reflect students' learning outcomes from various aspects such as : cognitive, affective and psychomotor.

Implementing language authentic assessment to assess students language skills has been assigned by the government through the implementation of the curriculum. It is aimed to allow students to have contextual material and assessment so they can use English contextually after learning it. Zaim (2013) states that School-Based Curriculum (Kurikulum Tingkat Satuan Pendidikan/KTSP) clearly stated that

assessment that is implemented by the teacher should direct to the effort to measure students' achievement based on the curriculum. The achievement refers to the abilities that the students are able to perform which includes cognitive, affective and psychomotor aspect. So, the assessment should refer to achieve students' standard competence by evaluating the process of assessments from the beginning of teaching and learning. Through the process of teaching and learning , the assessment is also on going and teacher should assess students' improvements along that time. The multiple ways of assessment can be observed during teaching and learning. In associated with the curriculum, authentic assessment is the process of collecting information by teacher about student's learning development and achievement through multiple techniques. It will be presented accurately that purpose of learning is reached.

However, based on the researcher pre-observation, there are some poblems which still become hinder for teachers to increase students'language abilities even though they have implemented the authentic material and assessment. First, teachers have to provide the classroom activities that reflect real life experience for the students, however they do not have sufficient background knowledge in preparing authentic materials for students. Second, teachers still have difficulties in creating students' communicative classroom activities for enriching students' competences. Furthermore, langauge assessment as an important part of teaching and learning process is rather unfamiliar for both teachers especially at junior and senior high schools. Meanwhile, the authentic assessment should be adminstered and implemented in order to know students' abilities in English.

The basic standard of a good assessment does not only measure what it is supposes to be measured but also gives contributions to increase students'to study. Thus, the assessment is the important part of learning process which can show students' real applications on a broader area (Earl & Counsins; Stiggins; Hagreveas, dkk, as cited in Hasan, 2010). In contrast, some teachers in secondary schools only are concerned about the theoretical concept using test model in assessing teaching and learning process. As a result, not all aspects of language competences can be observed.

Authentic assessment is as important as authentic material. According to Sudrajat as cited in Hasan (2010), authentic assessment is an assessment which can describe the result of the students' achievement during the study. The authentic assessment is not only concerned about the results but also takes into account about the process of teaching and learning from multiple ways. In other words, the teachers should provide an assessment that enable them to assess students' attitude and activity such as being active in asking question while in the classroom. The teachers need to integrate students' comprehension through the student's cognitive, affective and psychomotor aspect as well. The teachers do not only assess the students quantitatively by using scores but they are required to assess students' qualitatively.

Since the curriculum assigned the teacher to use authentic material and authentic assessment, thus the teachers need to provide them in teaching learning process. Considering the fact that authentic assessment is very important for teachers in assessing the language skills, the teacher needs to design and implement it.

B. Identification of the problems

Based on the background of the problems above, there are some problems that become obstacles in increasing students' language abilities in English as a foreign language. Firstly, some of teachers is inclined to provide students with traditional assessment that only assess students knowlegde and ingnore the skill. The assessment which has been implemented cannot covered some of other aspects that are supposed to be measured. The implementation of authentic assessment is highly recommended. Another problem is the teachers difficulties in adapting curriculum assessment standard in classroom implementation.

Then the next problem is some teachers in secondary schools only concern about the theoretical knowledges of the students by using test model in assessing the process of teaching and learning process, as a result not all aspects of language competences are observed by only using test model. After that, many of senior high school graduates can not communicate in English as the main purpose of learning English. Meanwhile, the assessment is the important part that have huge impact in increasing students' abilities in learning English as a foreign language.

One of schools which has implemented authentic assessment is Nurul Ikhlas Islamic Boarding School, Panyalaian X Koto, Tanah Datar. Based on the problems above, the research only concern about the analysis of authentic assessment administered by English teachers at the grade eleven of Nurul Ikhlas Islamic Boarding School at the first semester of 2017/2018 academic year.

C. Focus of the Problem

This research was focused on the authentic assessment administered by the English teachers at the grade eleven of Nurul Ikhlas Islamic School.

D. Reseach Questions

In order to answer the question above, the research problem is elaborated into some research questions below :

1. What types of authentic assessment are administered by grade eleven teachers of Nurul Ikhlas Islamic Boarding School?
2. How do the English teachers at the grade eleven of Nurul Ikhlas Islamic Boarding School implement the authentic assessment?

E. Purpose of the Research

The purpose of the research are :

1. to find out what types of the authentic assessment administered byEnglish teachers at the grade eleven of Nurul Ikhlas Islamic Boarding School.
2. to investigate how the implementation of authentic assessment in English Language Classroom activities conducted by the English teachers at the grade eleven of Nurul Ikhlas Islamic Boarding School.

F. Significance of the Research

Theoretically :

This research can enrich the theories of teaching and learning especially how the English Language Assessment authentic in some criteria. This is mainly proposed to be shared with English teachers how to compose authentic assessment and how to handle the difficulties found in creating authentic assessement.

Practically :

This research gives the contributions to the teachers and language learners especially about idea how the authentic assessment implemented.

G. Definition of the Key Terms

This section is purposed to avoid misunderstanding about the terms used in this research, the following terms will be explaining authentic language assessment administered by English teachers at the grade eleven of Nurul Ikhlas Islamic Boarding School.

1. Assessment

   Assessment is the systematic basis for making inferences about the learning and development of students. It is the process of defining, selecting, designing, collecting, analyzing, interpreting, and using information to increase students' learning and development. (Assessing Student Learning and Development: A Guide to the Principles, Goals, and Methods of Determining College Outcomes by Erwin 1991)

2. Authentic Assessment

   Authentic assessment focuses on students using and applying knowledge and skills in real-life settings.

CHAPTER V

CONCLUSION, IMPLICATION AND SUGGESTIONS

A. Conclusion

From the finding and discussion it can be concluded that:

1. The types of authentic assessment that were administered or applied by the teachers were adequate enough. Teacher A had implemented four types of authentic assessment, they were oral interview, story or text retelling, writing samples, and teacher's observation. On the other hand Teacher B only used five types of authentic assessment, they were oral interview, story or text retelling, writing samples, experiment/demonstration, and teacher's observation.
2. The implementation of authentic assessment administered by the teachers needed more guidances and improvements because there were some phases that were not completed by the teachers. There were some types of authentic assessment were only implemented in the stage of preparation and the process of assessing students' English competence as assignments only, but they did not have continuation to the final examination. The knowledge and skill of the teachers in impementing authentic assessment was very limited, as a result the advantages of the implementation of authentic assessment could not reach optimally. Then the ability of the teachers in creating rubrics for authentic assessment was also insufficient, so the objectives of the authentic assessment in contributing to increase students' motivation and skills in language teaching could not be reached.

B. Implication

There were some implications that can be drawn from the finding and discussion of this research.

1. First, the teachers have limited reference of authentic assessment for assessing language skilld. Than the rubric was not used based on the concept of suthentic assesment so even the assessment itself assumed to be authentic but the criteria was still in question.
2. The lecturers had not organized the assessment as authentic enough to assess students' ability. Even though they have planned to used authentic assesment in lesson plan but it was only on a paper and had not yet been used in the classroom.

3. Suggestion

From the findings towards the authentic assessment administered by the English teacher, it can be concluded that the teacher did not have adequate information about the authentic assessments that can be used in assessing each language skills, how to use them and what rubrics that can be used and how to use them. Thus it is suggested that;

1. The government should provide a workshop to the teachers about how to prepared and use the authentic assessment to assess students progress in learning English. Giving information without the practice and monitored would be meaningless.
2. The teacher should actively search for information about assessment rubrics for authentic assessment and how to use them.

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