

IMPLEMENTING AUTHENTIC ASSESSMENT OF CURRICULUM 2013: TEACHER'S PROBLEMS AND SOLUTIONS

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Abstract

Curriculum 2013 requires English teachers to apply authentic assessment as a method of educational measurement. Authentic assessment is an evaluation process involving multiple forms of student's performance on instructionally-classroom activities. This assessment contributes to the development of the effective classroom measurement. It encourages students to be more active and helps teacher reflect on their teaching and improve the instruction. Conversely, applying this method effectively is quite challenging. This study was conducted at one of Senior High School in Aceh Barat Daya and aimed at finding the teachers' problems in implementing authentic assessment based on curriculum 2013 and what efforts she used to overcome the problems. The English teacher and the curriculum coordinator were interviewed and the classroom instruction was observed to gather the data. The result indicated the teachers difficulties included the excessive marking loads, managing valid assessment, monitoring academic dishonesty, and maintaining quality and consistency of marking. In other words, teacher has been implementing authentic assessment as directed in curriculum 2013. However, the English teacher still experienced some constraints during instructional activities so that the assessment process did not run effectively. Therefore, the teacher is expected to extent her insight and creativity to improve the quality of the assessment.

Keywords: *Authentic Assessment, Implementation, Curriculum 2013*

INTRODUCTION

Curriculum is a fundamental part of educational program. It provides educators planned and structured framework of an instructional design to achieve particular educational goals. In 2013, the Ministry of Education and Culture published the curriculum 2013 to refine the implementation of KTSP. The Curriculum 2013 used to improved religious tolerance as education should not only make people smart but also to train Indonesian to be mentally tough, physically healthy, tolerant and willing to live in harmony with others with different religions, race and tribes. One of the significant alteration in curriculum 2013 is the use of new method in assessment.

Based on *Permendikbud No. 81a 2013*, teachers are demanded to implement authentic assessment as the method of assessing the students' competence. The implementation of authentic assessment is expected to be able to improve the quality of formative assessment during the process of learning English. However, implementing authentic assessment requires the English teacher to be skillfull since there will be many problems that are probably will be faced by them.

Authentic Assessment

According to O'malley & Pierce (1996) authentic assessment is the multiple forms of assessment, that reflects students' learning motivation and attitudes on instructionally-relevant classroom active-

ties. Particularly, in implementing the authentic assesment, teacher should apply some criteria which related to the activities of constructing knowledge, observing, trying new concept and student's achievement outside the school. This kind of assessment is highly relevance with the implementation of curriculum 2013 as its ability to describe the progress of students performance such as in observing, reasoning, trying and net-working. The tendency of authentic assessment in the use of contextual and complex tasks enables students to show their more-authentic competences.

Types of Authentic Assessment

According to Feuer & Fulton, there are numeruos types of authentic assessment used in classroom today (1993). Teacher can select from a number of option to meet specific purposes or adapt approaches to meet instructional and students needs. However, Curricullum 2013 demand teachers to apply four kinds of authentic assessment. Those are performance assessment, portfolio assessment, and project assessment.

1) Performance Assessment

Performance assessment is assessment tasks that require students to construct a response, create a product or demonstrate application of knowledge. A performance assessment (a) requires students to create a product or demonstrate a process, or both and (b) uses clearly define criteria to evaluate the quality of student's work. It demand students to do something with their knowlege, such as make something, produce a report or demonstrate a process.

2) Portfolio Assessment

Portfolio assessment is a purposefull colection of students work that is intended to show progress over time (O'malley & Pierce, 1996). The portfolio may includes samples of students works, usually selected by the students, or by the students and the teacher to represent learning based on the instructional objectives. Portfolio assessment can also be defines as a continuous assessment process based on a set of information that show the development of students competence in a certain period of time (*Permendikbud No. 81a Tahun 2013*). Basically, portfolio assessment assess students works individually in a certain time toward certain subject. At the end of the period, the students submit the work which will be scored by the teacher. Based on the information of the students progress, teacher and student themselves do some improvement. As the result, portfolio can indicate the students progress through their work such as writing letter, composing poem or designing an advertisement.

3) Project Assessment

Project assessment is activities of assessing students tasks which have to be finished within a period of time. The tasks is in the form of investigation starting from the planning, data gathering, organizing, data analysis and data presenting. Project assessmnet can be used to know the students understanding, thir ability in applying, and their ability in informing toward a certain subjects.

Students may complete a project on specific topic and or exhibit their work. A project can include displays or models of buildings or objects appropriate to an instructional setting, role-plays, simulation, artistic creation, videotaped segment,

charts, graphs, tables, etc. A project may be conducted individually or in small group and is often presented through an oral or written report. Project presented orally can be reviewed by a panel of judges rating the content presented, its organization and the language used. Teachers often ask students to develop a presentation on a particular historic period and to generate drawing and written product appropriate to the period. This approach may be effective when English language learners are taught to communicate step by step procedure or project description that are supported by diagrams or realia.

METHODOLOGY

This thesis is a case study which was conducted at one of Senior High School in Aceh Barat Daya. It attempts to find teacher's difficulty in implementing authentic assessment to assess students' English competence based on curriculum 2013. Creswell (2003) defines a case study as "a study which explore processes, activities and events". Furthermore, Nunan and Bailay (2009) state that "a case study explores and describes the context as an essential part of understanding the phenomenon under investigation". Based on those definition, a case study is a research method which include in-depth investigation about a phenomenon or issue by describing the processes and activities happen in the current issues.

Gathering data is an essential part in conducting research. In this research, interview, classroom observation and document check were applied to obtain the data. The researcher interviewed the English teacher as the practioner in the assessment process, capture the situation in the classroom by using classroom observation and explore the written

regulation of the school assessment by applying document check technique.

Data analysis is the process of analyzing and arranging the data that has been collected in order to enable the researcher to come up with findings. The data analysis was interactive model proposed by Miles and Hubberman (in Sugiyono, 2013) which is considered as the most appropriate to the topic of the study. Accordingly, there are three activities done by the researcher in analyzing the data. They are data reduction, data representation and drawing conclusion and verivication.

RESEARCH FINDING

Teachers' Difficulties in Implementing Authentic Assessment

Implementing authentic assessment (portfolio, performance, and project assessment) in assessing students' English skills competence is quite challenging for the English teacher. She is strongly demanded not only to comprehend the curriculum 2013 evaluation system but also to enhance their insight about the authentic assessment theories at the time. Additionally, curriculum 2013 which brings the English syllabus in an integrative package insists teacher to design each of the English-speaking, listening, reading, and writing assessment effectively. Above all, managing the classroom assessment activities and scoring the result of the students' task are the two most complicated duties to administer since English subject should be assessed in three domains of competencies during a semester.

She also specifically mentioned that each type of the authentic assessment compensated different problems in three process of its enactment. The detail report is presented as follows:

Difficulties in Applying Performance Assessment

Evaluating students' achievement through performance assessment is not a new strategy in the school. The English teacher N has been using this type of assessment even during the previous curriculum. The problem then arises since the curriculum 2013 demanded teacher to use this assessment annually at every end session of completing one basic competence. In other words, based on the syllabus, teacher should be able to design and organize 11 performance assessments in a semester.

The English teacher stated that it was hard to manage the class activities proportionally. In approximately 95 minutes per week, she had to be able to deliver the materials while at the same time conducting the assessment. She added that if one student spent 5 minutes to individually perform a task, teacher should allocate 150 minutes to give equal opportunities to the whole class of 30 students. It meant that she spent 55 minutes longer than the allocated time in the syllabus without teaching the materials. Moreover, it was also possible to have them work in group but the scoring process would be absolutely complicated. She had to carefully concentrate on one by one to give objective score for it.

Another problem was the class organization. The English teacher said that at the afternoon class, students have been tired enough and was not in such a good mood to perform a good task. In addition, there were some low achieving students who needed more attention to motivate and assistance too. The class would get worst when one student performed, the other would impatiently wait their turn and started to produce some noise. Above all,

scoring procedure was the hardest part in conducting this assessment. She should directly score 30 students by using rubrics at the same time they perform the task in very limited time. Despite the availability of a scoring standard, maintaining consistency score was difficult to conduct. Besides she should avoid bias in scoring the students task to give objective judgment. She added that sometimes teacher tend to give high score to high achieving students and low score to low achieving students without looking at their performance carefully.

Difficulties in Applying Portfolio Assessment

Unlike implementing performance assessment, portfolio demanded the teacher to seriously manage students' tasks. The first difficulty to deal with portfolio was monitoring students' work originality. It almost impossible for teacher to check her students one by one just to prove that they did it by themselves. Sometimes teacher got more confuse when students submitted closely similar tasks since it exacerbates the scoring validity. Another case was that the English teacher could not maximally help students when they experience problems in doing the task at home. For high achieving students it's no matter to rely on their independency but the low achiever might probably need more intensive assistant.

Additionally, scoring students task might also caused new problem. Although she has applied the scoring rubric available in the teacher book, she had to be very carefully checked the students work up to the smallest part of the task. She realize that the scoring procedure is not only giving score to students but also diagnosing how each students performed on their task from which teacher decides the reflective

teaching and the follow up actions whether to give remedy or material enrichment.

However, organizing students' portfolio binders was the most difficult to handle. In other words, the teacher considered that binder management was very complicated. Every student had one binder for one subject and should regularly insert the task into the binder. Students frequently complained about too many duties they should do at school which might made them miss-inserting or forget to archive the task. Besides, buying many binders was sometime unaffordable for students' parents. As these complex activities took both teacher and students much time and energy, teacher had a very limited time to do a reflective teaching a feedback toward the students assessment result.

Difficulties in Applying Project Assessment

Project assessment ideally enables students to demonstrate all aspects of their English skills. Unfortunately, it also caused problems in many ways.

English teacher mentioned that it was hard to rely on students responsibility for their job and even and even almost impossible to ensure that every students took the same part on doing the tasks. Nevertheless, the low achieving students tend to be more active compared to low achievers who frequently neglected their task which afterward might turn to group conflict. Conversely, the high achievers might dominate the work without assisting the others. In other words, the group failed to increase the works.

Secondly, take-home project task encouraged students to plagiarize materials. The trend of using internet among students provides them many sources that can be

copied from. Badly, as too many assignments, students might have the task done by others. In addition, grading group work could not be done purely objective and reliable. It was difficult to diagnose students who had worked best on the project. The low achieving students might get good score by chance or decreased significantly the group score as their poor commitment.

Techniques to Overcome Problems in Implementing Authentic Assessments

The English teacher of the school fully understands that implementing tauthentic assessments to assess students" English skills would be challenging and needs much effort to accomplish. However, as a professional teacher, she was responsible and committed to conduct the effective assessments process. Despite the complicated procedure, the English teacher n kept on working hard to find out the appropriate techniques or tricks to minimize the difficulties and to overcome the problems. She stated that "each type of assessments result different problems". Therefore, she always tried to prepare, administered and scored students well.

The teacher n started the semester by maintaining good communication with her studennts to avoid misunderstanding as well as to motivate students to learn. She always tried to prepare the authenticassessments organizedly and implemented the lesson plans as schedulede. Generally she prefered to conduct holistic scoring which considered to be the simplest and the most applicative for both the authentic tasks and the scoring rubrics. The teacher has even prepared the scorings instruments of every basic competence (KD) within a semester.

Particularly, to control the performance assessments, she managed such a way so that all students could have the reasonable opportunity to demonstrate their ability. If it was possible, she divided the class into two sessions. Further, she placed the portfolio binders in a particular space to avoid overloading or overcapacity. She always checked the portfolio task one by one to detect the task originality. To handle the project, then, she divided students into group which they will work together within a semester. Having the same group eased teacher to monitor students' learning progress.

Technically, scoring was the most crucial part of applying the classroom assessments. The score judged students' proficiency and determined the teacher follow up action toward the class. Therefore, teacher n had done some steps to conduct more effective scoring. She prepared the scoring instruments to be used within a semester. The students' tasks were scored just after students submitted the assignments. Moreover, the scored was regularly documented in final score forms. Teacher n believed that the techniques really helped her to control the assessments.

DISCUSSION

The process of implementing authentic assessment in English instruction based on curriculum 2013 in SMA still did not run effectively. The English teacher seemed to experience some constraints in applying performance, portfolio and project assessment.

Based on the findings, the English Teacher has generally understood both the concept of assessment system of curriculum 2013 and the idea of authentic assessment but they have not yet in depth insight about this type of assessment.

Similarly, the assessment method was quite complex and time consuming so that teacher confused and shifted her focus on teaching to mostly assessing. Above all, managing the classroom assessment activities and scoring the result of the student's task were the two most complicated duties to conduct since English subject should be assessed in three domains of competency during a semester.

Additionally, not all problems with fairness and in using multiple choice tests with English language learners are solved by shifting to authentic assessment. In fact, some new difficulties might be introduced. One problem is that:

The performance called for in authentic assessment is often highly language dependent, either oral or written. English students might be at disadvantages in responding to this type of questions, depending on their level of proficiency in English; a second problem is that the response involves complex thinking skill. (Newman, 2007)

Many students have not had the opportunity to learn how to express thinking skills in the English because they are continually exposed to curricula that focuses on basic skills in the English language. Third, authentic assessment is often used to measure students' knowledge in depth in a particular area. English students who have limited opportunities for exposure to the full of curriculum might easily find the knowledge and skills that they do poses missed altogether.

Particularly, it was found that every type of authentic assessment compensated different problems in the process of its enactments. Performance assessment was hard to manage proportionally, and took much time of scoring. Portfolio assessment was much dealing with complicated binder

management. Similarly, project assessment promoted students plagiarism and resulted questioning assessment score.

On the other hand, the English teacher realizes that she was fully responsible to implement authentic assessment in curriculum 2013 effectively. Nevertheless, she still faced many difficulties in administering the assessment system whatever efforts she did during the teaching process. Consequently, the teacher conducted some techniques or tricks to overcome the problems.

The findings showed that she annually maintained good communication with the students during the learning process. This help students to understand the assessment concept and prepare about what to deal with the assignment during semester.

Specifically, to control the performance assessment, she managed such a way so that all students could have the reasonable opportunity to demonstrate their ability. If it was possible, she divided the class into two sessions. Further, she placed the portfolio binders in a particular space to avoid overloading or over capacity. She always check the portfolio task one by one to detect the task originality. To handle the project then, she divided the students into the group which they will work together within a semester. Having the same group eases teacher to monitor students' learning progress.

Indeed, the English teacher has not net discovered many efficacious solutions toward all problems she had during the assessment process, yet the initiative to conduct effective evaluation was promoted better instructional activities as well as the assessment process.

CONCLUSION

The findings indicated that the English teacher was still experiencing many difficulties in administering the assessments. Organizing student's portfolio binder was full of meticulous details which frequently caused students miss-inserting tasks. Performance assessments, on the other hand, were very hard to manage due to the limited time and the complicated scoring procedure. While the validity of the project assessments was relatively poor as, within a semester, student's works in the same group where the high-achieving students tend to dominate the assignments.

However, the English teacher seriously did some efforts to conduct the assessments as effective as possible. The authentic assessments were always prepared well. She conducted the performance assessments in such a way that all students could demonstrate their expertise equally. She also considered managing the portfolio binders to avoid over capacity. Besides, she monitored the students' project tasks intensively. Nevertheless, as with all assessments the major challenges are to ensure that assessments help improve classroom instruction.

SUGGESTION

Curriculum coordinator is definitely responsible for coordinating effective school program particularly in the implementation of authentic assessments in curriculum 2013. To conduct successful assessments, curriculum coordinator is recommended to intensify the coordination among teacher in the process of preparing, administering and scoring the assessments. He should actively assist teacher to avoid problems as well as minimize the possible obstacles during the teaching process. It

would also be beneficial to ask parents to be positively critical toward their students' achievement since they spend much more time at home doing the authentic task. Once the synergy of the school, teacher, students and parents maintained, the better assessment is in positive progress.

Teacher as the frontlines and the most responsible parties in implementation the authentic assessments in curriculum 2013 should realize their crucial role in the assessment method which then determined the succeed of the students' learning. Particularly, the English teacher should well committed to improve the whole process of classroom assessment. Despite the complicated procedure, teacher is highly endorsed to acquire in-depth knowledge about the authentic assessment; how it should professionally be developed, appropriately be administered and objectively be scored. She should be more pro-active to vary the classroom instructional activities and the assessment tasks to encourage students in learning and to motivate them to produce good tasks. Furthermore, to be less dependent on the available scoring rubrics, she could start to design her own more applicative scoring instruments which have been adjusted to meet the curriculum content and the level of students' English proficiency. It is absolutely essential as valid judgment can only be derived from reliable scoring instruments.

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