

**THE AUTHENTICITY OF WRITING SKILL ASSESSMENT
FOR THE TWELFTH GRADE STUDENTS OF SMA MTA SURAKARTA
IN ACADEMIC YEAR OF 2016/2017**



Submitted as a Partial Fulfillment of the Requirement
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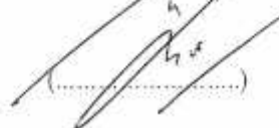
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Abstract

This study investigates the authenticity of writing skill assessment for the twelfth grade students of SMA MTA Surakarta in Academic Year of 2016/ 2017. The study employed qualitative case study. The research data was obtained by means of interview, documentation, and observation. Interview was used to get the information from the teachers who taught in the twelfth grade while the observation done to observe how the teachers assess the students. Documentation was obtained from both the students and the teachers. The data analysed included not only the kinds of the assessments but also the scoring system or the grading system and the problem faced by the teachers in applying authentic assessment. The finding revealed that the teachers used two types of assessment namely formative test and summative test. The kinds of writing assessment used in formative test was portfolio and written test while multiple choice was used to assess writing skill in summative test. Formative test had high level of authenticity and Summative test had low of authenticity. Meanwhile the scoring system used was the Criterion Reference Test which refers to Minimum Mastery Criteria. In this case the minimum mastery criteria was 68. Furthermore there were at least two problems in applying authentic assessment, namely, lack of the time in applying authentic assessment and insufficient learning facilities.

Keywords: Authentic assessment, Writing skill, Authenticity

Abstrak

Penelitian ini bertujuan untuk mengetahui keotentikan assessment yang digunakan dalam ketrampilan menulis bahasa Inggris siswa kelas XII SMA MTA Surakarta tahun pelajaran 2016/ 2017. Dalam hal menyangkut tipe dan jenis assessment, penilaian serta masalah yang dihadapi guru dalam menerapkan assessment yang otentik. Adapun pengumpulan datannya dengan melalui wawancara, telaah dokumen, dan observasi. Hasil dari penelitian ini adalah memberi gambaran bahwa assessment yang digunakan dalam writing skill ada dua tipe yaitu formatif tes dimana guru menggunakan portfolio dan written dan summative tes dimana assessmentnya dalam bentuk soal pilihan ganda. Dalam hal ini guru menggunakan system scoring sesuai dengan kurikulum 2013 dengan KKM 68. Lebih jauh lagi tentang penerapan otentik assessment ada dua kendala yakni kurangnya waktu dan kurangnya fasilitas pembelajaran.

Keywords: Authentic assessment, Writing skill, Authenticity

1. INTRODUCTION

Writing skill is one of language skills which are taught to students. Also, writing skill is the frame work of communication and determines the students' communicative competence in English. Writing is a complicated process, because the writing process needs cognitive abilities in recognizing some segments of languages to produce a qualified writing. Writing involves meaningful segments of language: words, sentence, grammar, and how to transfer those segments into written forms. A writing process is done through some stages.

Furthermore, Richard and Renandya (2002: 303) state that the process of writing consists of planning, drafting, revising and editing. On the planning stage, the students are encouraged to write. The drafting stage is focusing on the fluency of writing and is not preoccupied with grammatical accuracy or the neatness of the draft. Next, on the revising stage, the students re-write their text on the basis of feedback given in a responding stage. The students, on the editing stage, are engaged in tidying up their texts as they prepare the final draft for evaluation by the teachers. Evaluation is very important because it shows whether the objectives can be achieved or not. To know about it, assessment should be given to the students. Assessment should be done to measure or to know the students' ability in writing. The effectiveness of a learning process of writing skill can be measured through assessment. The assessment itself should focus on the process as well as product. (Brown and Hudson: 2004).

Besides, there are the genre of writing assessment, namely: academic writing, job related writing, and personal writing. (Brown: 2004) Each of the genre in writing has different kinds of examples. Genre academic writing included paper and general subject reports, essays, composition, academically focused journal, short-answer test responses, technical reports, theses, and dissertation. Genre job-related writing consists of some activities that are related to job-related writing are messages, letters/e-mails, memos, reports, schedules, advertisement, announcements, and manuals. And genre personal

writing consists of the activities related to personal writing are letters, e-mails, greeting cards, invitations, messages, notes, diaries, calendar entries, shopping lists, reminders, financial documents, forms, questionnaires, medical report, immigration documents, and fiction.

It can be said that writing is important to communicate each other. Writing is productive skill and needs more understanding. Moreover writing should be correct spelling, grammatically correct, and logical development of a main idea. It also must be tended to students so they have ability in writing. It can be said that it is not simple for the teacher to assess the students' writing skill. This condition has led to the researcher's concern about finding out the authenticity of the writing skill assessment. Authentic assessment was also stated in curriculum 2013.

Curriculum 2013 has been established as the new one to be applied in schools in Indonesia since 2013. The famous term of assessment used in Curriculum 2013 is authentic assessment. Curriculum in 2013 reinforces the shift in the assessment, from assessment through test (based on the course) to authentic assessment (measure attitudes, skills and knowledge based on the process and results). Authentic assessment has strong relevance to the scientific approach to learning according to the demands of Curriculum 2013. This assessment not only relies on the assessment of the product, but also consider the terms of the process.

The reason why the researcher tries to find out the authenticity of the writing assessment in SMA MTA is that SMA MTA Surakarta has been applying Curriculum 2013 since 2013. Applying Curriculum 2013 is a compulsory for this school because SMA MTA Surakarta was one of RSBI school. The researcher focuses the research on the writing skill assessment since the teacher actually used test and task to know the students' ability but she seldom assess writing skill because of the complexity. Assessing writing skill needs a lot of time while time period stated in Curriculum 2013 is very limited.

Meanwhile the culture also becomes the background of the study of this research. For example the students were often given the tasks such as answer the questions, fill in the blank, choose the correct answer, and speaking but they were seldom given writing for the task. Even the students have studied English since in the elementary school, Junior High School, and Senior High School their capability in writing is still low and when the teacher gives the writing task, they will be very confused where or what they should write. As stated by Brown (2003: 218), every educated child in develop countries learns the rudiment of writing in his or her native language, but very few learn to express themselves clearly with logical, well- develop organization that accomplishes an intended purpose. That is why the teacher should more carefully in assess the student's writing skill

There is a wide range of research related to the assessment. First, Hidayati (2015) conducted her research on the authenticity of English assessment in SMK (Vocational High School) Negeri 4 Surakarta. The title of her research is "The Authenticity of English Language Assessment For The Twelfth Graders of SMK (Vocational High School) *Negeri 4 Surakarta*". The aims of the study was to find out the type of the assessment given to the students, authenticity of assessment, the grading system, and the problem in applying the authentic assessment.. Second, Finch (2002) also conducted research with the title "Authentic assessment: Implications for EFL performance testing in Korea". in tertiary learning institutions in the republic of Korea. Third, Czura (2013) from University of Wrocław conducted research with title "Implementing Portfolio Assessment in Lower-Secondary School". The research was conducted toward secondary school. The aims of a research was to determine whether portfolio assessment contributes to the development of autonomy in adolescent learners. The analysis revealed that the implementation of portfolio assessment failed to affect the overall level of learner autonomy. Fourth, Atac (2012) from Hacettepe University conducted the study with the title "Foreign Language Teachers' Attitude toward Authentic Assessment in Language Teaching". The study aims to determine

the ideas and opinions of English language instructors regarding the use of authentic assessment. This study found that it will be pedagogically useful to attach the importance of authentic assessment in curriculum and educational programs of language teaching. Fifth, Javed (2015) conducted study in the secondary senior school. The title of the study is “Assessment in Writing Skills of the English Language”. This study addressed to evaluate and assessed the students’ competency in writing skills at secondary school level in the English Language focusing five major content areas: word completion, sentence making/syntax, comprehension, tenses/ grammar and handwriting. All the researches mentioned was focus on the assessment.

Assessment is an ongoing process to measure wider domain of the designed objective or goal of teaching (Brown: 2004). There are many kinds of assessment namely Traditional and alternative assessment (O’Malley and Pierce :1996). Traditional assessment is identical standardized exams, times, multiple choice format, decontextualized test items while alternative assessment is identical to authentic assessment. Authentic assessment is an assessment which includes a variety of alternative assessment methods to allow the student to perform his ability in completing task and solving the problems. O’Malley and Pierce (1996) states there are at least six types of authentic assessment, namely: (1) Self and Peer Assessment, (2) Performance Assessment, (3) Portfolio Assessment, (4) Observation, (5) Students Projects, and (6) Interviews.

Meanwhile the authenticity of the assessment which was to be the focus for the writer was writing skill assessment. Brown (2004) divides writing into two skills namely micro skills and macro skills. Those skills will help the teacher to define the criterion in making the assessment procedure. The taxonomy of micro skills of writing can be concluded as follows: produce graphemes and orthographic patterns of English; produce writing at an efficient rate of speed to suit the purpose; produce an acceptable grammatical systems; express a particular meaning in different grammatical form; use cohesive devices in written discourse and use acceptable grammatical systems

(e.g. tense, agreement, pluralization, patterns, and rules). Meanwhile the taxonomy of micro skills of writing are as follows: use the rhetorical forms and conventions of written discourse; appropriately accomplish the communicative functions of written texts according to form and purpose; convey links and connections; distinguish between literal and implied meaning when writing; correctly convey culturally specific references in the context of the written text and develop and use a battery of writing strategies.

O'Malley and Pierce (1996: 139) states that there are some criteria for writing tasks based on O'Malley and Pierce (1996) are as follows: invite the desired type of writing or genre; engage the thinking, problem solving, composing and text making process as the central to the type of writing; be challenging for many students and accessible to all; provide equitable opportunities for all students to respond; produce interesting not just proficient writing; be liked by many students; teacher should tell the students what will be valued in writing. Meanwhile Brown (2004) states that there are three genres of writing namely: academic writing, Job related writing, and personal writing. There are two genres which are suitable for high school students namely job relating and personal writing because those genres are stated in syllabus of Curriculum 2013. The other one genre, academic writing is not suitable for high school students since this genre is academically focused journal.

There are some criteria stated by some expert which can be used to determine the authenticity of an assessment, such as: Hymes (1991) emphasized on the students' ability in completing task as well as solving the problems. In accordance with Frey, et al (2012), he also emphasized on knowledge and skills related to real world outside the school environment. McAlister (2000) added the presence of metacognition process in assessment. Brown and Hudson (2004) emphasized the presence of the following characteristic' such as: use real- world context or simulations; require students to perform, create, produce or do something; allow students to be assessed on what they normally do in class everyday; focus on process as well as products;

ensure people not using machines in scoring; encourage open disclosure of standard and rating criteria; tap into higher thinking and problem solving skills; provide some information about strength and weakness of students. The characteristic of alternative assessment based on Curriculum 2013 are: requires students to show attitude; requires students to use knowledge; requires students to use skill; require students to perform the task in real situation.

Meanwhile scoring and grading system are important parts of assessment. Scoring will show the weight of the item, and then the student's score must be converted to grades. Curriculum 2013 recommended three aspects in scoring, namely: cognitive, affective and psychomotor.

In conclusion there are many criteria of authentic assessment stated by expert, however some criteria are similar. The criteria can be extracted into some indicators as can be seen in table 1.

Table 1. The Indicators of The Authenticity of an Assessment.

No	Indicators
1.	does not use machines in scoring
2.	requires students to perform he attitude, knowledge and skill
3.	ask the students to perform the task in real situation and have value and give the meaning beyond the classroom
4.	focus on the process as well as the product
5.	provide the information about the strength and the weakness of the students
6.	cover metacognition process
7.	use higher- order thinking skills
8.	ask the students to perform, create, produce or to do something
9.	use task which represent meaningful instructional activities
10	Measure the expectation, respect, and the extent of inclusion of all students in the learning process

Those table above shows that there are ten indicators of the authenticity of the assessment that will be used to determine the authenticity of the assessment in this research.

Based on the reviews of the theories and previous studies about the authentic assessment, the researcher did a study about the authenticity of

writing skill assessment used by the teacher for twelfth grade students of SMA MTA Surakarta in academic year of 2016/ 2017. This research has several research questions namely: (1) what are the types of assessment in writing skill used by the teacher for twelfth grade students of SMA MTA Surakarta in academic year of 2016/ 2017?, (2) how is the authenticity of assessment in writing skill used by the teacher for twelfth grade students of SMA MTA Surakarta in academic year of 2016/ 2017?, (3) how does the teacher use the assessment to score the students' learning outcome? and (4) what are the problems faced by teacher in applying authentic assessment in writing skill for twelfth grade students of SMA MTA Surakarta in academic year of 2016/ 2017?

This research has four main objectives namely: (1) to describe the types of assessments in writing skill used by the teacher for twelfth grade students of SMA MTA Surakarta in academic year of 2016/ 2017, (2) to describe authenticity of assessment in writing skill used by the teacher for twelfth grade students of SMA MTA Surakarta in academic year of 2016/ 2017, (3) to know the authenticity of the assessment writing skill used by the teacher for twelfth grade students of SMA MTA Surakarta in academic year of 2016/ 2017, and (4) to describe the problems faced by teacher in applying authentic assessment in writing skill for twelfth grade students of SMA MTA Surakarta in academic year of 2016/ 2017.

2. RESEARCH METHODOLOGY

The type of research used in this study was qualitative research. Fook and Sidhu (2010: 155) states that qualitative inquiry shows concern for context, it assumes that human behavior is context bound and therefore is inseparable from social, historical, political and cultural influence. It means that qualitative method considering the human environment aspect. It does not only cover about the score, but it also covers about the students' inner ability and efforts.

The research was conducted in four months, starting from the first week of September 2016 to the forth week of December 2016 at SMA MTA Surakarta.

The research object was the English writing skill assessment for the twelfth grade students of SMA MTA Surakarta in academic year of 2016/2017. There are three kinds of data sources. They are informant, document, and event. The data of the research are: (1) responses to the questions of interview which are obtained from interview; (2) field notes, photograph, interview activities which are obtained from observation; and (3) descriptive data about the background of SMA MTA Surakarta.

Data validity was done by prolonged engagement, persistent observation, triangulation, and member check. In the prolonged engagement, the researcher involved in the teaching learning process of English lesson. It can be inside or outside the classroom. Having in this step, the researcher gained and understood the culture of giving assessment in teaching learning process of English lesson. While persistent observation forces gathering requirements. It is the analysis of the information gained from the observation. The researcher perceived the answer from the research problems mentioned in chapter one related to the authenticity of the assessment used in writing skill. The other method of data validity is triangulation. Guion (2002: 1) states that triangulation is a method used by qualitative researchers to check and establish validity in their studies. The triangulation technique were applied to check the real information between the informants. The information from an informant was contrasted to the other informant. The researcher compared all data gained to find the final result of research. The last method for data validity is member check. The step of member check made the researcher solicits participant's views of the credibility of the findings and interpretations. Participants should play a major role directing as well as acting in case study research. (Cresswell: 2007)

After the data were collected from the student participants and the English teachers, the researcher analyzed the data using interactive model analysis proposed by Miles & Huberman (1994). The first examinations looked for patterns and information to determined if all participant provided answers to every questions. The researcher then recorded the entries data. Miles & Huberman (1984, 1994) in Hidayati (2015: 84) stated that data analysis linked sub processes

namely: data reduction, data display , data conclusion. The summary of the technique in analyzing the data was as follows: in the process of data reduction, the data got from the interview, documentation and observation were analyzed by reducing those data. Then in process of the data display done by the researcher are in the form of narrative text. Finally, all of the components in analyzing the data consisting reducing, display, conclusion and verification are interwoven and concurrent. They have function to build the analysis of the data from the collecting data, to differentiate the data used by the researcher, to make the clear data collection and make the research reliable, understandable, and readable.

3. FINDINGS AND DISCUSSION

This study is designed to give description of the types of the writing skill assessment, the authenticity of the writing skill assessment, the scoring system, and the problem faced by the teacher in applying authentic assessment. The following sections describe the result of the study.

a. The types of writing skill assessment

The first description was about the teacher's assessment used to assess writing skill in the twelfth grade students.

Table 2. The Types of Writing Skill Assessment

Formative Test	Summative Test
- Portfolio - Written (essay)	- Written (multiple choice)

Form the table above, it can be inferred that the teacher applied two types of assessment namely formative and summative test. For formative test the teacher used portfolio and written test to assess the students' writings skill. The written test was in the form of essay test. Portfolio was used to cover psychomotor aspect and the examples of the portfolio given to the students are making letter of application and making review. Besides written test was in the

form of essay test consisted of five questions was used to cover cognitive aspect. Meanwhile in summative test which was in the form of multiple choice test was used to cover cognitive aspect only. There were fifty questions in summative test. The questions covered listening skill, reading skill, and writing skill. Most of the questions of summative test were to assess reading skill. There were fifteen questions to assess listening skill, thirty one questions were to assess reading skill, and only four questions to assess writing skill. Besides the teacher did not make the items of summative test since the test was made by private school committee in order to standardize the items of the questions for private high school students. In this case the teacher did not apply any assessment for Mid Term Test. It means that the teacher did not make questions for Mid Term test because the score of the Mid Term Test was taken from the average of the formative test. It can be inferred that the teacher combined two types of assessment, namely, traditional assessment and alternative assessment. In this case traditional assessment was still used by the teacher since the traditional assessment covered cognitive aspect. Furthermore the score of cognitive aspect was very important because it was considered as one of the elements that was considered if the students wanted to continue their study in university without having the entrance test.

b. The authenticity of writing skill assessment

The second description was about the authenticity of writing skill assessment that can be seen in table 3.

Table 3. The Authenticity of Writing Skill Assessment

Types of assessment	Types of test used by the teacher	Authenticity	Examples
Formative	Portfolio and written (essay test)	High level	Letter of application and Review
Summative	Written test (multiple choice)	Low level	Questions in summative test.

In the previous section mentioned that the types of the writing skill assessment in the formative test were in the form of portfolio and written. Both types of the assessment used showed that level of the authenticity was high for those types covered all the criteria of authentic assessment such as; (1) does not use machines in scoring; requires students to perform he attitude, knowledge and skill; (3) ask the students to perform the task in real situation and have value and give the meaning beyond the classroom; (4) focus on the process as well as the product; (5) provide the information about the strength and the weakness of the students; (6) involves metacognition process; (7) use higher- order thinking skills; (8) ask the students to perform, create, produce or to do something; (9) use task which represent meaningful instructional activities; (10) Measures the respect, expectation, and the extent of inclusion of all students in learning process. Meanwhile in the summative test, the writing skill assessment was in the form of multiple choice since semester test items covered listening skills, reading skills, and writing skill. There was only four questions to assess writing skill. Besides, scanner was used in scoring system of summative test. Furthermore, the items of summative test did not ask the students to perform anything and the teacher also did not provide the information about the strength and the weakness of the students. it can be said that writing skill assessments in summative test had low level of authenticity. In this case the teacher still used traditional assessment to assess the students' writing skill to cover the cognitive aspect to standardize the test. It was also important to remembered that the aspect scored in the National Final Exam was only cognitive aspect.

Form data got above it can be concluded that formative test had high level of authenticity. Meanwhile semester test had low level of authenticity.

c. The Scoring System Used by Teachers to Score the Students' Learning Outcome.

The scoring system used by the teacher was based on the Decree of the Minister number 23 year 2016. The scoring system covered cognitive aspect, psychomotor aspect, and affective aspect referred to the Criterion Reference Test.

Table 4. The table of score conversion

Form the table above, it shows that the Minimum Mastery Criteria (KKM) for scoring in English lesson in the academic year of 2016 /2017 is 68 for cognitive aspect and psychomotor aspect. Meanwhile the grading system used to score the students was: (A). for very good; $89 < N < 100$; (B). for Good; $78 < N < 89$; (C). for enough; $68 < N < 78$; and D. Not enough; $N < 68$. While the Minimum Mastery Criteria for affective score is B (Good). The students who did not achieve the minimal score were given chance to have remedial test. Besides, the teacher did not make the score and the grading system for affective aspect since the score and the grading system for affective aspect was made by Guidance and Counselling teacher. The final scores for the students from all the test can be seen in table 5.

Table 5. The Students' Final Scores of English Test

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Table 5 showed the students' final score of English Test. It was also called the students' report card for English lesson. Although the lesson was English, the report card and the description was in Indonesia. The table of the students' English final score consisted of nine columns. Column 4 showed the score of English lesson, column 5 showed the grading system of the score, and column 6 showed the description of the students' achievement. Column 4, 5, and 6 covered cognitive aspect. Meanwhile column 7 also showed the score of English lesson, column 8 showed the grading system of the score, and column 9 showed the description of the students' achievement. Column 7, 8, and 9 covered psychomotor aspect. It can also be seen that there was no score for the affective aspect since the score for affective aspect in the report card was made by the guiding and counselling staff cooperated with the teacher of Civil lesson and religion teacher.

d. Problem faced by the teacher in applying authentic assessment.

Another important finding was about the problems faced by the teacher in applying authentic assessment. The informant stated there are two problems faced in applying authentic assessment such as ; (1) due to the lack of the time : and (2) insufficient learning facilities.

The informant stated that the first problem in applying authentic assessment was lack of the time. The administration for authentic assessment is very complicated and need a lot of time to do. The teacher also said that the time was not enough. Since the curriculum 2013 applied, there was reducing time allotment for English lesson. When the school used KTSP, the time allotment for English lesson was two times 90 minutes per week. But now when curriculum 2013 applied there was reducing time allotment in studying English in the classroom from two meeting a week became only one meeting a week with the assumption that one meeting is the same as ninety minutes.

Another problem was about insufficient learning facilities. the teacher also complained that there was a lack of IT system for students since the students are not easily allowed to bring the lap top to school. So when the teacher gave the

task to browse anything using internet, it will be very difficult to do. Besides, if the teacher wanted to play the video in the classroom, she had to bring the equipment by herself for example speaker portable because the sound of the teacher's lap top was not loudly enough to be listened by the students in the classroom. Internet access was also limited.

4. CONCLUSION

The conclusion that can be drawn were divided into four. The first is the results of interview, document and observation analysis showed that the types of writing assessment for formative test were portfolio and written. Meanwhile written test in the form of multiple choice was used to assess the writing skill in summative test. In this case the teacher combined two types of assessments. She applied alternative assessment to cover psychomotor aspect and traditional assessment to cover cognitive aspect. The second conclusion was that writing skill assessment in formative test had high level of authenticity and the summative test had low level of authenticity. In this case, the teacher used two types of assessment namely, traditional assessment and alternative assessment. Traditional assessment was still important. It was used to cover cognitive aspect. Cognitive aspect was considered as an important score because it will be calculated in making the rank of the students and it is also to be considered to continue to study in the university without entrance test. Furthermore, the third conclusion is regarding the scoring system. The informant applied Criterion Reference Test which refers to Minimum Mastery Criteria based on the Decree of the Minister of Education number 23 year 2016 which applied 68 as the minimum score from the range of score 0- 100. The fourth conclusion is related to the informant's problem in applying authentic assessment. The teacher complained that it needed extra time to observe and note down all progress of knowledge, attitude and skills of the students. It means the time allotment was not enough. Besides, the facilities of IT system for learning and teaching is not sufficient. From this research, the researcher had some suggestions such as: the government should think about the time period for the students to study English in the classroom; the teachers should

cooperate with other teacher in giving the assessments; regarding the IT learning facilities, the students should be more easier to get the permission to bring the lap top to school so the applying of the authentic assessment will run well.

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