

## THE DEVELOPMENT MODEL OF ASSESSMENT WRITING BASED ON AUTHENTIC

**Masrul**

English Study Program, University of Pahlawan Tuanku Tambusai  
masrul@universitaspahlawan.ac.id

### **ABSTRACT**

*The destination of the research is to pattern a model of English learning assessment writing based on authentic for teacher and students of Senior High School English. Within few decades, the assessments of English learning process and learning outcomes for some aspects are isolated. The guides of English learning ways are teacher's performance, students' behavior toward English learning, and English learning amenities. Meanwhile in English learning outcomes the indicators are focused on writing. The result of isolating the learning process and outcomes are the students' English writing based on authentic mitigated. The research design used is Research and Development (R&D). In this pattern, the development model and its setting are ADDIE (Analysis, Design, Develop, Implement and Evaluate). The products testing are carried out at Grade XI Natural Science of Senior High School in Bangkinang Town. The instruments of the research are observation, tests and questionnaires. The experts of assessments, methodology and English education test the validity, practicality and effectiveness of the model of English learning assessment writing based on authentic. The research finding indicates that the assessments of English learning process and learning outcomes affect to the students' English writing based on authentic. The students' English mastery is better when these two processes, learning process and learning outcomes are integrated. In conclusion, the assessment of English learning process and English learning outcomes must be comprehensively integrated. This indicates the importance of assessing English learning holistically*

**Keyword:** *English Learning Assessment writing, Authentic*

### **Introduction**

English is spoken all over the world by people of different mother tongues not only to communicate, but also to master science and technology since English is used in most science and technology. Today, English education in Indonesia is quite far from what is expected. The quality of English teachers causes students'

output of using English to communicate directly proportional to its process. In accordance to the fact that the education is not as expected, evaluation in teacher's competence, learning process, restrictiveness of students' language skill exploration opportunities is needed.

Writing is a means of communicating ideas and information. The responsibility lies on the teacher's

shoulders to enhance their students' abilities to express themselves effectively. In order for students to communicate well they need to have to expand their cognitive academic language proficiency level (CALP). CALP contains the genres of power that leads to success. It is important for students to learn how to think critically and creatively. It is the teacher's responsibility to initiate this thought process. Writing improves a person's ability to think concisely and clearly. Students learn to organize their ideas in a cohesive and flowing manner. Writing is an essential part of the developing child.

Writing is both a means of making sense – 'how can I tell what I think till I see what I say?' (Forster 1927/1976:99) – as well as a means of communicating with others. As we will explore later in the chapter on writing and multimodality, writing has particular affordances as a means of representation and as a 'language' or mode of communication. We will leave the discussion of its affordances in systemic terms until later. Here we look particularly at writing as meaning-making.

Writing has often been seen (for example, by Vygotsky) as a secondary symbolic system, based on speech. It is understandable how such a conception could form: speech comes first in the child; writing comes second, and seems in many ways to be used to represent speech; writing has dialogic properties that seem to be borrowed from speech; writing systems, at least in the alphabetic written languages, seem to be based on a broad (though often inexact) correspondence with speech-sounds.

Palmer (1994: 5) states that writing is recursive. It goes back and

forth we plan a little, put words on paper, stop to plan when we want to say next, go back and change a sentence, or change our minds altogether. Harmer (2004) states that writing is a process and that we write is often heavily influenced by constraints of genres, then these elements have to be present in learning activities. Boardman (2002) states that writing is a continuous process of thinking and organizing, rethinking, and reorganizing. Writing is a powerful tool to organize overwhelming events and make them manageable. Writing is really a form of thinking using the written word. From the definitions above I can conclude that writing is a way to produce language that comes from our thought. It is written on a paper or a computer screen.

Authentic learning is real life learning. It is a style of learning that encourages students to create a tangible, useful product to be shared with their world. Once an educator provides a motivational challenge, they nurture and provide the necessary criteria, planning, timelines, resources and support to accommodate student success. The teacher becomes a guide on the side or an event manager, a facilitator not a dictator. Processes become the predominant force and the content collected is organized appropriately into portfolios.

Assessment authentic is a form of assessment in which students are asked to perform real-world tasks that demonstrate meaningful application of essential knowledge and skills – (Jon Mueller). Engaging and worthy problems or questions of importance, in which students must use knowledge to fashion performances effectively and creatively. The tasks are either replicas of or analogous to the kinds of

problems faced by adult citizens and consumers or professionals in the field. -- Grant Wiggins -- (Wiggins, 1993, p. 229). Performance assessments call upon the examinee to demonstrate specific skills and competencies, that is, to apply the skills and knowledge they have mastered." -- Richard J. Stiggins - (Stiggins, 1987, p. 34).

Moreover, learning English assessment model in research consists of learning process and learning result. In learning process, the researcher discusses teacher performance, students' attitude, and learning facilities; while for learning result the researcher discusses writing. The model was expected to reveal obstacles in the process and result of learning English. After the obstacles are revealed, English learning activity improvement would be easy to be done to achieve the goals. In short, the research focuses on finding assessment model and English learning evaluation of senior high school.

### 1. The Nature of Learning

Learning is empowering students' potency into competency. This activity cannot be success without any help. According to Dimyati and Mudjiono (Syaiful Sagala, 2011: 62) learning is programming teaching activity in instructional design to make learning active emphasizing on providing learning resources. In Laws no. 20 in 2013 about National Education System paragraph 1 article 20 that learning is students' interaction process with teacher and learning resources in a learning environment. The concept of learning in accordance to Corey (Syaiful Sagala, 2011: 61) is the process where the environment is intentionally managed to enable people involve in certain behavior in specific

conditions or respond to certain situations, learning is a specific subset of education.

### 2. English Learning Components

Main components in learning English is learning process, learning result, and students' English competency. The dominant components are English teacher performance, students' attitude toward English learning, and facilities supporting learning process. English learning result is students are able to communicate in English in oral or written.

#### a. English Learning Process

Learning process is a process includes a set of teacher's and students' actions on interrelationship in educative situation to achieve certain goals. The interaction between teacher and students is the main requirement in learning process. Three assessment indicators of learning process are teacher, students' attitude, and learning facilities.

#### b. English Learning Result

The result of learning English is students' English competency. It refers to a skill to communicate in English in oral or written. Based on the result, the achievement of English competency standard can be seen. The users of English will perform the skill of listening, speaking, reading, and writing.

### 3. The Definition of Assessment

According to Popham (1995: 3), Assessment is a formal effort to determine students' status concern with education importance. Assessment is "processes that provide information about individual students, about

curricula or programs, about institutions, or about entire systems of institutions”(Stark & Thomas,1994: 46).

Furthermore, various techniques can be done to collect information about students’ learning interest related to the process or result of learning. Technique to collect information basically is the way to assess the progress of students learning based on purposed standard competency and basic competency. The assessment of basic competency is done based on the indicators to be achieved containing one domain or more. Based on the indicators, appropriate learning assessment can be determined whether in written, observation, practice, and individual or group task. Seven techniques can be used including work performance, attitude, written, project, product, portfolio, and self-assessment. The model is intended to uncover all components related to English learning. The development of this assessment model will describe competency criteria of senior high school students in eleventh grade to be assessed and evaluated. Students’ competency to communicate in English in oral or written describes the achievement of students’ English learning in senior high school.

## Method

The development model used Research & Development to create a product in the form of learning English assessment model and learning evaluation guideline in senior high school. The research of education and development is mostly used to solve problems in education. Borg & Gall (1983: 772) proposed that education

research and development is a process used to develop and validate education product.

### 1. Development Procedure

The steps of developing English learning assessment model by using ADDIE model:

#### Product of Try Out

Product of try out in this research was based on the creating English learning assessment in senior high school. This model was in accordance to the view that the success of English learning process can be inferred to the process and result of learning. Thus, the main components to be noticed were English teacher performance, students’ attitude in learning, and facilities to support learning.

#### Design of Try Out

Model design together with its instrument and equipment made was the first draft from the developed model. After managing them, they were validated by experts (expert judgement). Experts to be involved in assessment model validation include: 1) expert in research methodology field; 2) expert in evaluation field; 3) expert in English learning field; 4) English practitioner (teacher); and 5) assessment model user represented by head master as representation of school management and English teachers. The process of validation was expected to create valid and reliable English learning assessment by involving experts in English education, practitioners, and academicians. The steps in the process of developing APBI model: 1) validation result was revised and revision draft is obtained, 2) try out. The revised first draft, then, was tested to several schools to test whether the model is proper.

### Subject of Try Out

Subject of try out was taken from three senior high schools of fifteen schools in Kampar. The researcher chose eleventh grade students from state senior high school, not private senior high school, because state school can be used to represent the process of learning English. Besides, English teachers in state senior high school are official servants (PNS) having at least bachelor degree (S1). While most teachers in private senior high schools are not official servants yet, or do not have bachelor degree designation.

### Instrument of Collecting Data

To obtain the data needed, the researcher used the test, questionnaire, and observation. Test was used to assess English learning results, in contrast, observation and questionnaire were used to collect the data of learning process.

### Technique of Data Analysis

Data analysis is an activity to analyze the data related to the previous activities including kind of assessment chosen, research question and purpose, kind of data, number of try out subject, and theoretical assumptions of research activities. Therefore, in analyzing the data, the set of previous activities were noticed as reference to make the research coherence, the steps are interrelated.

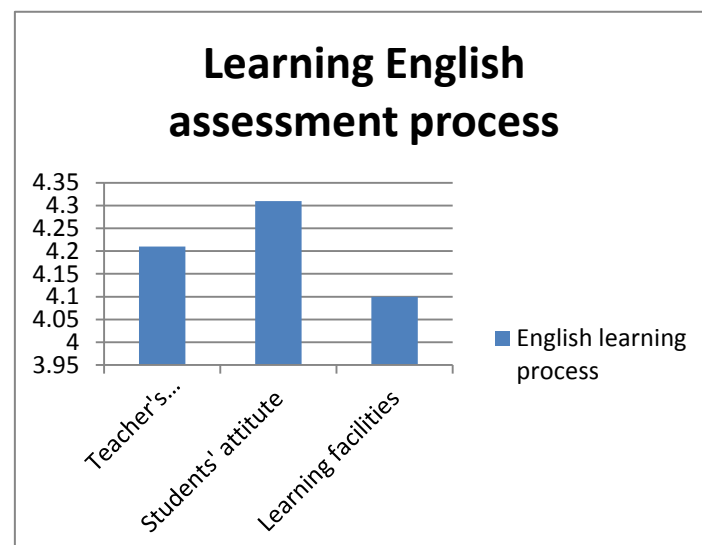
Quantitative data were analyzed by using descriptive statistic. Quantitative data consisted of validity, practicality, and effectiveness test.

### Finding and Discussion

- 1) In analyzing, assessment system focused on students such as students' cognitive, capability in

the classroom, being active, and final test result. The assessment should be holistic that is assessing process and result of learning English. Assessing the process includes teacher's performance, students' attitude, and learning facilities and assessing the result includes students' ability in listening, speaking, reading and writing. It is concluded that students' ability in English was low.

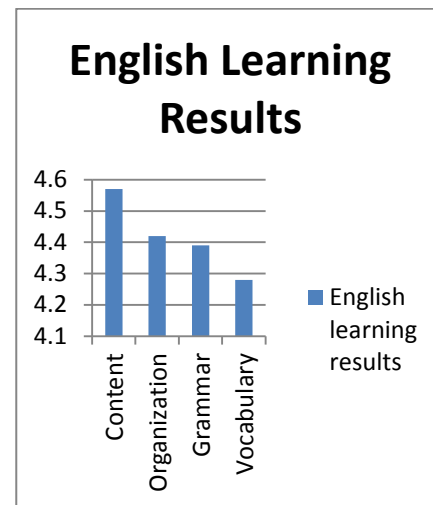
- 2) In design phase, the researcher found that all instrument equipment and product were designed as the design of the process and result of learning. Designing process and result needs learning assessment questionnaire like teacher performance and learning facilities and all were validates by assessment and English expert.
- 3) In development phase, validity, practicality, and effectiveness were valid for all instruments. Validity test of teacher performance, students' attitude, and learning facilities were very valid (84%), practicality 90%, and effectiveness was 86%. English students' ability



instrument was 88% (very valid). Moreover, in development phase the validity of developed product was tested. Validation result value of Teacher Book (BG) learning assessment was 3,96 or 95 %, very valid. Then, Students' Book (BS) validity was 3,90 or 92%, very valid. The three products were valid to fulfill the criteria of validity. Similarly, practicality test in teacher's book practicality in percentage of 100 and was very practical. Whereas students book in percentage of 92,7 was very practical. The result of practicality fulfilled practicality criteria as stated by Joyce, et al., (2009:6) that learning model is intended to ease students' learning, so that they will pass every single test given. The results show that English learning assessment model was valid and practical to be used in the classroom.

- 4) The implementation phase can be described as the following graph:

This process focuses on English learning process including the teacher's performance in the classroom, the students' attitude, and the learning facilities. Based on the questionnaire, teachers' performance in the classroom was 4,2 or 86%, very effective. The students' attitude was 4,4 or 89%, very effective. On the other side, English learning facilities was 3,5 or 80%, very effective.



In English learning result, the researcher test four skills namely content, organization, grammar and vocabulary. The conclusion that all skills was in very good scale where listening with the highest point was content 4,57 (95), organization was 4,43 (92), grammar was 4,39 (90), and vocabulary 4,29 (90).

In evaluation phase, the process of learning focusing on teacher performance, students' attitude, and learning facilities and result of learning assessment model focusing on writing were evaluated. Evaluation of the process and the result of learning focused on students' ability in learning English. The English learning assessment model developed fulfilled the validity, practicality, and effectiveness aspects. The Model Book (BM), Teacher Book (BG), and Students Book (BS) validity was very valid, practice, and effective.

## CONCLUSION

In this research to qualify the three products, the experts of assessments, methodology and English education test the validity, practicality and effectiveness of the model of English learning assessment, English

teacher's manual and students' workbook. The research finding indicates that the assessments of English learning process and learning outcomes affect to the students' English writing based on authentic. The students' English mastery is better when these two processes, learning process and learning outcomes are integrated. In conclusion, the assessment of English learning process and English learning outcomes must be comprehensively integrated. This indicates the importance of assessing English learning holistically.

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