**Authentic Assessment of English Language Learners Used in An Indonesia High School**

**Intan Eryantini\*, Mauly Halwat Hikmat**

Universitas Muhammadiyah Surakarta, Surakarta, Indonesia

\*Coresponding Author: eryantini16@gmail.com

Dikirim: 12-09-2024; Direvisi: 21-09-2024; Diterima: 23-09-2024

**Abstract:** The purpose of this study is to describe (1) the type of assessment used by teachers in assessing student in learning english and (2) the authentic assessment used by teachers in assessing students in learning english. The research method used is qualitative with a descriptive type. The sample technique used is purposive sampling. Two English language teachers in grades ten and eleven at SMA Muhammadiyah Special Program Kottabarat Surakarta are the subjects of this study. Interviews, documentation, and observation are the research methods used. The data analysis techniques used are data collection, data reduction, data presentation and then conclusion drawn. The researcher found that there are 4 types of assessments used by the two teachers, namely 1) formative assessment, namely in the form of assignments and try in tests, 2) summative assessment, namely in the form of midterm exams and final semester exams, 3) formal assessments, 4) informal assessments. The authentic assessment used by both teachers in English learning is an essay or portfolio.

**Keywords**: authentic assessment; english language learners; high school students

**Abstrak:** Tujuan dari penelitian ini adalah untuk menggambarkan (1) jenis penilaian yang digunakan oleh guru dalam menilai siswa pada pembelajaran bahasa Inggris dan (2) penilaian autentik yang digunakan oleh guru dalam menilai siswa bahasa Inggris. Metode penelitian yang digunakan adalah kualitatif dengan jenis deskriptif. Teknik sampel yang digunakan adalah *purposive sampling*. Dua guru bahasa Inggris di kelas sepuluh dan sebelas di SMA Muhammadiyah Program Khusus Kottabarat Surakarta adalah subjek penelitian ini. Wawancara, dokumentasi, dan observasi adalah metode penelitian yang digunakan. Teknik analisis data yang digunakan adalah pengumpulan data, reduksi data, penyajian data kemudian penarikan Kesimpulan. Peneliti menemukan bahwa ada 4 jenis penilaian yang digunakan oleh kedua guru yaitu 1) penilaian formatif yaitu berupa tugas dan try in tes 2) penilaian sumatif yaitu berupa ujian tengah semester dan ujian akhir semester 3) penilaian formal 4) penilaian informal. Penilaian otentik yang digunakan oleh kedua guru pada pembelajaran Bahasa inggris adalah essay atau portfolio.

**Kata Kunci:** penilaian otentik; pembelajar bahasa inggris; siswa SMA

**INTRODUCTION**

The three components of teaching and learning activities are input, process, and output. These three elements aid in maintaining the flow of instruction and learning. One essential component of education that has a direct impact on learning outcomes is the curriculum (Aprianti & Maulia, 2023). Law No. 20 of 2003 concerning the national education system, which defines the curriculum as a set of plans and arrangements regarding the objectives, content, and learning materials as well as the methods used as guidelines for the implementation of learning activities to achieve specific educational goals, is based on the regulations currently in place in Indonesia.

Assessment in education is one curriculum component, so assessment is critical and cannot be separated from other curriculum components. Assessment as a form of evaluation technique which is an important component in the learning process (Widoyoko, 2022). Based on Permendikbud NO. 66 of 2013 assessment is a criterion regarding the scope, objectives, benefits, principles, mechanisms, procedures, and instruments for assessing student learning outcomes (Primasari et al., 2021).

SMA Muhammadiyah Program Khusus Kottabarat, Surakarta, is one of the schools that uses curriculum 2013 to learn English subjects. The purpose of learning English in high school is to be skilled at communicating in English orally and in writing. Students are expected to be able to convey ideas in English. In the 2013 curriculum, the assessment applied was authentic to assess students’ progress, including attitudes, knowledge, and skills. Based on Regulation of the Minister of Education and Culture number 104 of 2014, students' attitude assessment can be evaluated using observation, self-assessment, peer assessment, and journal assessment. While the evaluation of knowledge competence can be in the form of written tests, observations of discussions, and assignments.

Teachers must be highly skilled in assessing English courses because the evaluation, which is based on the 2013 curriculum, promotes active learning and comprehension of the subject matter. Teachers thus face a number of challenges when putting it into practice. As is well known, teachers at this high school have many things to do, such as carrying out teacher assignments while in class, such as teaching and learning, or giving lessons to students. Besides that, the teacher also supervises students and evaluates assessments. Based on this, teachers need more time to implement all reviews to obtain the required common values.

Based on the problems above, the research aims to describe teachers’ use of types of assessment in assessing English Language Learners and to know the authentic evaluation used by the teachers in assessing English Language Learners at SMA Muhammadiyah Kottabarat.

This study builds upon previous research conducted by several researchers. Language Assessment Used by the Teachers in Teaching English Learning Process at SMA Negeri 11 Enrekang is the title of a 2020 Hasni study. The types of language assessments that instructors utilized during the English language learning process are covered in this article, as well as how they were used for teacher evaluation. The results of this study demonstrate the three types of assessments that the teacher employed when teaching English. These included the physicomotor, cognitive, and affective assessments. A descriptive research study conducted at the seventh grade of SMP Unismuh Makassar, titled "An Analysis of Assessment Used by Teachers In Teaching English" (Juswanti, 2020). The results of this study explain that teachers use authentic assessment consisting of performance, portfolio and project assessments. The way the teacher uses the assessment is by giving assignments to students. Nugrawati (2020) titled “The Analysisis of English Teachers’ Authentic Assessment Types at SMP Negeri 1 Siompu Barat, Buton Selatan”. The legitimate assessment method used by the English teachers at SMPN 1 Siompu Barat is covered in this article. Performance, project, and portfolio assessments are among the forms of authentic evaluation that are employed based on the study's findings. Performance evaluation was employed by the dominating teacher. The authentic English language assessment for the twelfth graders of SMK (Vocational High School) Negeri 4 Surakarta was published in Hidayati (2016). The types of assessments that are employed, their authenticity, teachers' grasp of the assessment system, and challenges in implementing authentic assessment are all covered in this study. First, the teacher employed three different forms of assessments: formative tests that covered affective, cognitive, and psychomotor elements; midterm tests; and semester tests. Second, there was little sincerity in the formative exam. Thirdly, the minimum mastery standards referenced in the Criterion References Test served as the grading method. There were four issues with using authentic assessments: the teacher felt overworked due to the excessive number of assessment formats; teachers were confused by inconsistent regulations; they were ineffective due to inadequate learning facilities; and the IT system needed to be improved. After reviewing the previous studies, the researcher discovers some differences. From the previous studies, the researcher finds the differences of this study based on the subject, technique and the method of the study.

The study seeks to answer what types of assessments are usually used by teachers in assessing students in English language subjects and what authentic assessments are commonly used. This can be knowledge and insight for English language teachers and prospective English language teachers in assessing their students.

**METHODS**

This study is classified as a descriptive qualitative study (Rizky et al., 2024). The sampling technique used is purposive sampling (Emzir, 2020; Sudaryono, 2018; Sugiyono, 2019). Two English teachers from SMA Muhammadiyah PK Kottabarat-one teaching the tenth grade and the other the eleventh grade-are the study's subjects.

The information used in this study was gathered from interview questions, field notes, and descriptive information regarding the school, lesson plan, book, and test document. Three methods were used to gather the data: documentation, observation, and interviews. The researcher used data reduction, data condentation, display, and data conclusion in the analysis of the data. The data obtained from the three techniques will be combined and taken into one complete conclusion so that it is able to answer the questions formulated in the research.

**FINDING AND DISCUSSION**

**Finding**

1. **The type of assessment used by teachers in assessing English Language Learners**

Based on interviews, observations and documentation conducted by researchers in grades ten and eleven in English subjects, it can be found that there are five types of assessment used, namely formative assessment, summative assessment, informal assessment, formal assessment and alternative assessment

1. Formative assessment

In English subjects, the two teachers used assessment instruments, namely try-in tests and assignments. Based on the results of observations in the tenth grade, the teacher teaches the material in chapter 7: Great History which focuses on understanding recount text. The recount text describes the social function, generic structure, language features and grammar used for recount text. During the observation, the teacher went over the past perfect and perfect continuous tenses in the grammar part. In order to assess each student's proficiency with the content, the teacher gives diagnostic tests in which they must respond to questions concerning the past perfect tense and past perfect continuous tense. In addition to giving tests during the learning process, the tenth-grade teacher also held a try-in as an assessment of English subjects. A try in is a test that has been designed to fetch monthly values. If in other schools this test can be referred to as a test at the end of each learning chapter. However, at SMA Muhammadiyah PK Kottabarat, this test is more structured because it is held simultaneously at every grade level.

While based on the observation in the eleventh grade, the teacher teaches the material about explanation text in chapter 3 based on the English book published by Intan Pariwara. The purpose of the material being taught is for students to understand how to make written explanation text based on social functions, language features and text structure. To see the teacher's success in teaching this material, the teacher gives group assignments in which each group consists of 4-5 students. Students are asked to be able to explain the picture that has been given by the teacher in the form of an explanation text. Group assignments are very useful for training team work skills, elaborating, improving reasoning and also uniting common opinions. In addition to giving assignments as explained above, in the assessment the teacher also does a try-in test. This try-in test aims so that the teacher can take a detailed score regarding the material that has been taught. for the eleventh grade, the try-in is only held in January because at the end of another month, the teacher must hold a try-out for the twelfth grade. So that all classrooms are used and of course there is a shortage of teachers if they continue to hold try-ins at the same time as the twelfth-grade try-outs.

1. Summative assessment

The semester and midterm exams were administered at SMA Muhammadiyah PK Kottabarat. The semester and midterm exams were administered at SMA Muhammadiyah PK Kottabarat. There were three description questions and thirty-five multiple-choice questions on the midterm exam. The material tested is announcement text, recount text, simple past tense, present perfect tense and present perfect continuous tense. While the questions in the semester test consist of 40 multiple choice and 3 description questions. The material tested is about annnoncement text, recount text, great history, simple past tense, present perfect tense and present perfect continuous tense. This test aims to determine the achievement of student understanding during this even semester. Both tests were carried out individually using a computer-based test system. When it comes to reducing the likelihood of students cheating on these questions, computer-based exams work better. The computer-based exam also makes it much easier for the teacher to keep track of the answers provided by the students. A prearranged 1.5 hours were allocated for the execution of each of these exams. As a result, the teacher creates the questions themselves in order to determine their level of difficulty and modify processing times.

Meanwhile, in the eleventh grade the material being tested in the mid-term test is in the form of personal letters and cause and effect. The number of questions tested was 40 questions consisting of 35 multiple choice questions and 5 description questions. The two materials were tested so that students could identify the social function, text structure, and language features of personal letters. Another goal is that students can understand and apply the difference between cause and effect in sentences that are in accordance with the provisions of linguistic rules, and are able to apply conjunctions that are in accordance with the requested sentence. In addition to the two materials that have been tested in the mid-term test, the teacher adds two materials to be tested in the semester test, namely explanation text and songs. The number of questions tested in the semester test is 46 questions consisting of 40 multiple choice questions and 6 description questions. Both exams were carried out using a computer-based test with a duration of 1.5 hours. This test is carried out with the aim of taking the final score which will be added up at the end of the semester as the total score for this semester.

1. Informal assessment

In the middle of the explanation, the tenth grade teacher tried to ask the students about the difference between the past perfect tense and the past perfect continuous tense according to the students' understanding. This is done to check whether students follow the lesson well or not. In addition, this test is carried out so that the class becomes more active and students dare to express their opinions in front of the class. After the student representatives answered, the teacher would explain in detail about the two tenses based on the time difference and how to use them in the correct sentences.

While, in the eleventh grade, teacher asks one of the students about examples of conjunctive adverbs. This test is carried out as additional information for teachers about the extent to which students can understand the material being taught. Another purpose, as a form to attract students' attention to focus more on the material being taught.

1. Formal Assessment

In English subjects, both teachers apply formal assessment as the type of assessment used. The type of test used is a try in, mid term and semester test which is carried out using the rules that have been set during the test. The three types of tests are carried out simultaneously with a predetermined schedule. All students get the same time in working on the test using a computer-based test.

Based on these types of assessment, in making the questions on the try in test, mid term test and semester test for English subjects, the two teachers referred to two aspects, namely the knowledge aspect and the skill aspect. In assessing the cognitive aspect in the tenth grade, the teacher gives questions in the form of multiple choice, short answers, fill the blank and rearrange the sentences. While in the eleventh-grade, the teacher gives questions in the form of multiple choice, short answer questions, and fills the blank questions. For assessing the aspect skills in both of class they use writing and reading skills.

1. **The authentic assessments used by the teachers in assessing English language learners**

In this section, the researcher discovers how teachers at SMA Muhammadiyah PK Kottabarat Surakarta who teach in the tenth and eleventh grades do reflected assessments in authentic assessment. Both cognitive and skill characteristics made up the assessment that teachers used, according to the results of the first research question. (Interview on July 09, 2022 with Mr. Edo as English teacher for tenth-grade)

In learning English for class 10, I always design questions based on Higher Order Thinking Skills. This speaks to the curriculum created by the Ministry of Education in 2013. There are always preset learning objectives in the syllabus and lesson plans I have created; this is also connected to the requirement that the questions I create correspond to learning outcomes. This semester, I will be evaluating students' English proficiency through essays or portfolios. Although not all talents can be evaluated, this test is meant to evaluate students' skills, which is why I believe it to be one of the legitimate evaluations.

It is evident from the interview and the document that the teacher's abilities were evaluated through the use of an essay-based assessment. One way that writing proficiency in English courses is evaluated is through essays. Essay questions based on the announcement text are given to the students. The teacher can gauge the pupils' progress in grasping the announcement material by looking at such essay. In addition, the essay is very useful to see the ability of students to express opinions based on text in written form. In the assessment, the teacher gives an individual score to see the progress of each student. At this stage, the data teacher diagnoses the students' strengths and weaknesses in writing skills. Based on the teacher's assessment method, it can be categorized as authentic assessment because it assesses students' abilities, one of which is writing skills.

(Interview on 10 July, 2022 with Miss. Ika as English teacher at eleventh-grade)

The questions in the English assessment that I give are always based on the HOTS, as stated in the 2013 curriculum that the school uses. Before teaching schools, I always ask the teacher to design the syllabus and lesson plans at the beginning of the semester, from here I always see the learning objectives in each KD. In this semester, for the eleventh grade, I also gave questions in essay form. This aims to see the achievement of learning objectives and also student learning outcomes are useful for diagnosing students' weaknesses. For authentic assessments in my opinion, I have applied it to learning English in this class by giving essay or portfolio questions.

Based on the results of the interview and also the analysis of the document, it can be concluded that the topic discussed in the essay is tuberculosis. The provision of the text is based on the students' material in chapter 2: cause and effect. Giving essay questions was chosen to see the ability of natural students to understand texts that contain information and explanations about the causes and effects of tuberculosis. It aims to develop students' critical thinking and also the ability to express opinions based on the questions attached to the problem. In the assessment, the teacher gives a special score for the assessment of the essay. these scores can support the results of students' multiple-choice scores. In the teacher's assessment, it has referred to authentic assessment because essays or portfolios are one way for teachers to assess students' skills specifically

**Discussion**

1. **Types of assessment are used by teachers in assessing Engish Language Learners**

Formative, summative, formal, and informal assessments are the four methods that teachers at SMA Muhammadiyah PK Kottabarat use to evaluate English language learners, particularly for students in the tenth and eleventh grades. These methods are based on the findings of the research question above. The teacher uses the school's task and try-in exam for the formative assessment. However, midterm and semester exams serve as the summative evaluation. Informal assessment was also used by both teachers. The examinations administered are official assessments or tests with a systematic framework. The teacher directly creates the questions, taking into account both the cognitive and skill aspects. For the cognitive aspect of the tenth-grade students, the teacher gives it in the form of multiple choices, short answers, fill the blank and rearrange the sentences, while the skills aspect is reading and writing skills. In the meanwhile, multiple choice, short answer, and fill in the blank questions are used to assess eleventh grade cognitive ability. While the writing assignment is an essay, the reading skill is presented as multiple choice, referencing several works that have been studied. It is a part of the standard assessment, including questions created by the teacher. Brown states that assessment is part of any systematic basis for making inferences about the characteristics of people, usually based on multiple sources of evidence, information about individuals in order to understand and describe them better (Lund & Winke, 2008).

This is supported by a statement from Johson & Johson which explains that the assessment is collecting information about the quality and quantity of a change in a student, group, teacher or administrator (Johnson & Johnson, 2002). This is also supported by (Arifin, 2016) assessment is a process to collect information about the process and student learning outcomes in making decisions based on certain criteria and considerations systematically and continuously.

Based on this, the results of the research that have been carried out are in accordance with the meaning of the assessment. Both teachers use several types of assessment to assess English subjects. This is in accordance with the theory used, namely the theory of Brown which says that the types of assessment are divided into formative and summative assessment, informal and formal assessment, criterion- referenced and norm-referenced assessment and traditional and alternative assessment. Based on this theory, there are four types of the same assessment used by both teachers (Lund & Winke, 2008). Although not all types of assessments in Brown's theory have been found, these findings are sufficient to explain the types of assessments used (Lund & Winke, 2008). This is supported by the results of research from Mohammad Ali (2016) that he only found two types of assessment, namely formative and summative assessment.

1. **The authentic assessments sre used by the teachers in assessing english language learners**

The evaluations conducted by the two teachers have employed real assessments, as per the research question and the aforementioned conclusions. Both teachers employ essays or portfolios that make reference to higher order thinking skills as their authentic evaluation tool. Students in the tenth grade write an essay about the announcement test, while those in the eleventh grade write an essay that is an explanation text. Assessment, according to (O’Malley & Pierce, 1996) is one of the evaluation methods that concentrates on evaluating the attitudes, motivation, and learning outcomes of the students in the instructionally relevant class. This is supported by Abakay (2016) authentic assessment is implemented in the 2013 curriculum which focuses on measuring student learning processes related to student knowledge, skills and behavior.

In the results of the study, essay is one type of authentic assessment because it assesses writing skills that aim at High Order Thinking Skills. This is based on the theory of O'malley & Pierce which explains that writing samples (essays) are one of the authentic assessment techniques that can be used by teachers to assess English learning (O’Malley & Pierce, 1996).

**CONCLUSION AND SUGGESTION**

**Conclusion**

The researcher offers the following conclusion in light of the data gathered from the Assessment of English language learning at SMA Muhammadiyah PK Kottabarat:

1. English Assessment Types Formative, summative, formal, and informal assessments are the four categories of assessments that teachers employ at SMA Muhammadiyah PK Kottabarat. The two instructors administer tasks, try-ins, midterm exams, and semester exams as part of their assessment process. The questions made by the two teachers only assess the cognitive aspects and aspects of skills. In assessing the cognitive aspects in the tenth-grade, the teacher gives multiple choice questions, short answers, fill the blank, and rearranges the sentences. Whereas for the eleventh grade, the teacher assessed the cognitive aspects by giving multiple choice questions, short answers, and fill the blank. For the skills aspects, the two teachers are only focused on assessing reading skills through these questions and writing skills in the form of essays.
2. The assessment used by the two teachers in English subjects in SMA Muhammadiyah PK Kottabarat has implemented authentic assessments. The authentic assessment used by the teacher is an essay or portfolio that aims to assess students' abilities. To convey opinions based on essay problems given. It is to develop students' high-order thinking skills so that they are more critical and can be in detail to express their opinions in essays that refer to the correct English grammar.

**Suggestion**

Based on the research findings, the researcher makes the following recommendations to instructors regarding the kind of exam, authentic assessment, and assessment type that teachers at SMA Muhammadiyah PK Kottabarat use:

1. The assessment used by the teacher must focus on assessing four English skills, such as reading, speaking, writing, and listening, because these four skills are very important to assess students' English skills.
2. The school administration department needs to conduct training in using authentic assessment so that teachers can understand the implementation of authentic assessment of students in English subjects.

**REFERENCES**

Aprianti, A. & Maulia, S. T. (2023). Kebijakan Pendidikan: Dampak Kebijakan Perubahan Kurikulum Pendidikan Bagi Guru Dan Peserta Didik. Jurnal Pendidikan Dan Sastra Inggris, 3(1), 181–190. https://doi.org/10.55606/jupensi.v3i1.1507

Arifin, Z. (2016). Evaluasi Pembelajaran. PT Remaja Rosdakarya.

Emzir. (2020). Metodologi Penelitian Pendidikan (1st ed.). Rajawali Pers.

Johnson, D. W., & Johnson, R. T. (2002). Meaningful Assessment: A Manageable and Cooperative Process. Allyn and Bacon.

Lund, J., & Winke, P. M. (2008). Book review: Brown, H. Douglas. Language Testing, 25(2), 273–282. https://doi.org/10.1177/0265532207086784

O’Malley, J. M., & Pierce, L. V. (1996). Authentic Assessment for English Language Learners: Practical Approaches for Teachers. Addison-Wesley Publishing Company.

Primasari, I. F. N. D., Marini, A., & Sumantri, M. S. (2021). Analisis Kebijakan Dan Pengelolaan Pendidikan Terkait Standar Penilaian Di Sekolah Dasar. Jurnal Basicedu, 5(3), 1479–1491. https://doi.org/10.31004/basicedu.v5i3.956

Rizky, M., Alfatonah, I. N. A., & Pratama, M. A. P. (2024). Analisis Kesenjangan Sosial Di Sd N 06 Kayu Agung. Jurnal Ilmiah Reserach Student, 1(5), 89–93. https://doi.org/10.61722/jirs.v1i5.1222

Sudaryono. (2018). Metodologi Penelitian (1st ed.). Rajawali Pers.

Sugiyono. (2019). Metode Penelitian Kuantitatif, Kualitatif, dan RnD (27th ed.). Alfabeta.

Widoyoko, E. P. (2022). Evaluasi Porgram Pembelajaran: Panduang Praktis bagi Pendidik dan Calon Pendidik. Pustaka Pelajar.