

## Research article

# Authentic Assessment: Is It Good to Be Implemented in My Classroom?

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**ORCID**Syafira Alfiani: <https://orcid.org/0000-0003-3244-7600>**Abstract.**

Since curriculum 2013 is implemented in Indonesia, teachers have changed the way they give task as well assess the students. Referring to the new curriculum, all of the tasks and assessments should include high order thinking skill (HOTS). However, up to now, there are some teachers who find it difficult to develop task that really reflect high order thinking skill, such as authentic task. Based on previous research, some teachers claim that authentic task cannot be employed as it is considered time consuming. This paper uses descriptive quantitative method which involved twelve junior high school English teachers in two different junior high schools in Sumenep to investigate their understanding about authentic assessment and how they implemented it in their classrooms. The results of the study show that in general, teachers have a good knowledge of authentic assessment. However, there are some obstacles in the implementation level due to some factors, namely students' critical thinking, the problem with the rubric, and the fact that this type of assessment can be time consuming.

**Keywords:** authentic assessment, classroom task, curriculum, HOTSCorresponding Author: Syafira  
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## 1. Introduction

Since curriculum 2013 is implemented in Indonesia, the teaching and learning process are changed, including the way teachers assess students. In the new curriculum, the use of real-world work for assessment is considered more favorable compared to the traditional assessment. However, up to now teachers still tend to use traditional assessment such as multiple-choice, true/false, or essay as it is easier for them to do grading and make the items [1]. In the traditional assessment, teachers can monitor their students' cognitive skill and are able to evaluate their learning process through this kind of assessment. Gosh et al. [2] also explain that in this assessment, teachers want to evaluate their students' cognitive skill by asking them to memorize what they have learnt by choosing the right answer or write their thoughts in the form of essay. Those arguments are true due to the fact that there are so many teachers who prefer having paper and pencil test as they do not want their students to make mistakes in

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the use of target language like what they often do in spoken test [3]. In this 21<sup>st</sup> century, the learning process should also involve 21<sup>st</sup> century attributes, one of which is critical thinking. In reflecting critical thinking, Authentic Assessment (AA) can be the best choice to be implemented in the teaching and learning process as it involves students' deep understanding and high order thinking skill to accomplish the task.

Authentic assessment per se comes up as teacher wants to measure as well as evaluate students' learning and understanding of the materials. In order to have students achieve better in the learning process, feedback is given. This is what is called by assessment for learning. Koh [4] points out how authentic assessment is paramount in today's learning process. It helps students to reflect on what they are going to face in the future. Moreover, this kind of assessment helps both teachers and students achieve 21<sup>st</sup> century learning needs. Kumaravadivelu [5] gives another point of view on how authentic assessment brings both teacher and students to interactive classroom activity through interesting tasks. Besides, students are trained to be critical thinkers and apply the target language in challenging yet interesting way. Farrell [6] indicates the characteristic of authentic assessment as the one that focuses on high order thinking skill and reflects the real world (social interaction). In addition, authentic assessment also emphasizes learning that comes from discovery, and students use their previous knowledge to accomplish the task. Teachers' role in AA is giving question that leads the students' hypothesis which they test from the exploration in their task. In addition, this assessment is also different from the conventional assessment in terms of the use of high order thinking skill during the learning process. In conventional class, the teacher teaches students by transferring the knowledge and students' do the task by memorizing what they have learnt rather than applying it in the real world situation that teacher bring into their classroom.

Nowadays, there have been so many research which investigate authentic assessment in terms of the practice, issue, usefulness, teachers' and students' perspective of AA. A study conducted in China show that teachers are still illiterate of authentic assessment and find obstacles in implementing it, thus, they do not implement it as it is difficult to implement in their classroom [7]. In Indonesia, AA is getting more popular since the implementation of 2013 curriculum, as this assessment requires high order thinking skill required by the curriculum. In AA, students are required to use their prior knowledge to accomplish the task, and while doing the task, high order thinking skill is crucial for them to have the task done [8]. Nevertheless, there are some issues related to teachers' difficulty in implementing AA, one of which is the rubric [9]. Although AA is a good task for students as it reflects real life, there is still a gap on how teachers'

understandings implement this assessment that can engage students to real life through the tasks.

The objective of this article is to describe the implementation of authentic assessment in two junior high schools in Sumenep and how the teachers bring this assessment into meaningful activity. The researcher wants to know (1) how good the English teachers understand the implementation of authentic assessment and (2) what obstacles the teachers encounter during the implementation of the authentic assessment.

## 2. Method

The study used descriptive qualitative method to present the data. There were six English teachers from each school participating in this research. These teachers were selected as their schools are considered the most favorite schools in Sumenep as shown by the achievements of the students. The researcher distributed a questionnaire consisting of six items via Google Forms. The questions were taken from Huang and Jiang [7]. The questions asked to the English teachers consist of their familiarity of authentic assessment. It also asked them to describe authentic assessment based on their understanding, the tools that were used to implement this assessment, the way or the strategy to implement authentic assessment, and their obstacles during the implementation of authentic assessment.

## 3. Findings and Discussion

The following table is the result of the questionnaire from twelve participants in the study.

TABLE 1: The findings of authentic assessment implementation

No	Question	YES (%)	NO (%)
1	Their recognition of authentic assessment	100	-
2	The implementation of authentic assessment in their classroom	100	-
3	Their knowledge about tools in authentic assessment	70	30
4	Their succeed in implementing authentic assessment	70	30
5	The obstacle that during implementation of authentic assessment	100	-

From the table above, it can be concluded that teachers have good comprehension of authentic assessment but they still have difficulty using the tools. Nevertheless, some

of them have tried to implement it although sometimes it did not work as expected. They stated that some of the obstacles in the implementation of this assessment were: rubric, time, students who are still copying their friends' work and students' critical thinking.

The explanation of authentic assessment is in harmony with the statements of some researchers as well as experts. Zaim et.al [10] stated that authentic assessment is an assignment in which students do the task to measure their progress to achieve a certain topic of competencies. Furthermore, Dahlback et al. [11] suggest teachers to use authentic assessment as it is a good way to monitor students' learning process and outcome. It is the integration of theory or knowledge and practice. James and Casidy [12] explain how important this assessment is. According to them, it helps students to be able to reflect on the real-world situation that they will face in the future. Moreover, they argue that this assessment is better than the one which asks them to memorize. It can be inferred, from the above explanation of authentic assessment by experts, that authentic assessment is the way teachers assess students by giving them real-world task by integrating problem solving, critical thinking and creativity to accomplish the task. Besides, it is used as measurement of students' progress in learning a particular competency and they also get feedback from the teacher. It is crucial for them as it helps them to be better in learning progress and they are able to improve their skill [13]. Nowadays many educators encourage Indonesian students to be assessed not only through paper and pen test (traditional assessment), but also authentic assessment. By using authentic assessment students can be measured through their real ability in accomplishing a real task [14]. However, there are still some teachers who do not understand how to conduct it due to the complex preparation and no wonder teachers tend to choose paper and pencil test to assess their students [15]. Furthermore, it is said that not all students are also ready with this kind of assessment, thus, it is necessary to have special treatment during learning and teaching.

All the participants gave the same response about the implementation of this assessment. However, they also gave further response; it was it is hard for them to implement it during online learning during the pandemic. With regard to online assessment, there is a solution which is proposed by Way et al. [16]. In their research, it is suggested that online authentic assessment should still be challenging, there is a product as the outcome of the assessment, their knowledge is used to engage with the environment where they do their authentic task, the involvement of critical thinking during the task, the use of accurate assessment (in terms of the rubric for the students' attitude, knowledge and skill), environment of the real-world simulation should be reflected in the assessment rubric, discussion and feedback are compulsory, and collaboration. Furthermore, according to

their research, it is suggested that teachers and or lecturers conduct online assessment such as experience learning (students can draw their personal experience compared to the professional experience as the assumption), problem based (students are given a task based on real life situation. By using critical thinking, they have to accomplish their authentic task) and interaction (students need to interact with people around them to practice their peer collaborative action to accomplish the task).

There was one teacher who mentions that he gave the students test using Google Forms where they had to choose the correct answer, which was considered traditional assessment. Meanwhile, the other participants gave portfolio, project, and create authentic video and observation as the tools for the authentic task. The way they implement the authentic task is also the same as what experts or researchers have done in their classroom, one of which is feedback as the students have their portfolio done. Rawlusk [17] supported what has been done by the participants. According to him, in feedback students are able to monitor their progress in learning. Besides, the feedback from teachers is connected to the rubric as the requirement of good work.

Most of the teachers reported the same obstacles with regard to the implementation of authentic assessment, namely the students' critical thinking, the fact that this process is time consuming, and rubric. These results were consistent with previous studies. Damayanti et al. [18] found that critical thinking skill is one of the biggest obstacles in the implementation of authentic assessment. This is due to the fact that some students' critical thinking ability still needs to be improved. With regard to the issue related to time, Huang and Jiang [7] mentioned that the participants in his study reported that it is impossible to conduct authentic task as the process itself is time consuming. Regarding the rubric, Mardjuki [19] also found that based on the teachers' perception, objectivity of the rubric is a challenging aspect, as well as the problem to develop the criteria that has to be matched with all students' levels.

## 4. Conclusion

All in all, authentic assessment is a model of assessment that can help students to apply their knowledge as well as their skill. English teachers need to know the theories of authentic assessment so they are more prepared with the possible obstacles. It is suggested that teachers learn more about authentic assessment for their understanding of authentic assessment so that students' learning process can be better evaluated. Currently, researchers are trying to develop authentic task for online learning.

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