THE IMPLEMENTATION OF
ONLINE AUTHENTIC ASSESSMENT OF WRITING SKILL
AT SMA BOARDING AL-IRSYAD AL-ISLAMIYYAH
PURWOKERTO

IAIN PURWOKERTO

THESIS

Submitted to Faculty of Tarbiya and Teacher Training of State Institute of Islamic Studies Purwokerto as a Partial Fulfillment of the Requirement for Achieving the Bachelor Degree on English Education (S.Pd.)

By:
ANISATUL KHUSNA
(1717404004)

ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TARBIYA AND TEACHER TRAINING
STATE INSTITUTE OF ISLAMIC STUDIES PURWOKERTO
2021

# STATEMENT OF ORIGINALITY

Here with I,

Name   : Anisatul Khusna

Student Number   : 1717404004

Grade   : Undergraduate

Faculty   : Tarbiya and Teacher Training

Study Program   : English Education

Declare that all statements, opinions, and analysis that I have written in this thesis are my original work, except some writings that referenced from sources.

Purwokerto, 15th of June 2021

I who declare,
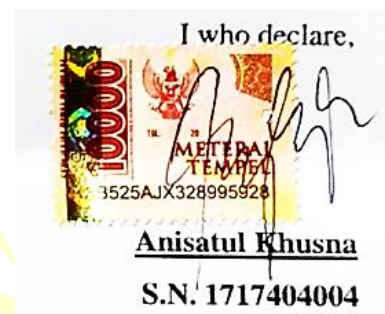
Anisatul Khusna

S.N. 1717404004

APPROVAL SHEET

This thesis, entitled

THE IMPLEMENTATION OF ONLINE AUTHENTIC ASSESSMENT OF WRITING SKILL AT SMA BOARDING AL-IRSYAD AL-ISLAMIYYAH PURWOKERTO

written by **Anisatul Khusna,** Student Number 1717404004, English Education Study Program, Faculty of Tarbiya and Teacher Training, State Institute on Islamic Studies (IAIN) Purwokerto, was examined on Friday, July 9, 2021 and declared qualified for achieving the degree of *Sarjana Pendidikan (S.Pd.)* in English Education.

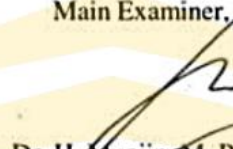Examiner I/Head of Examiners/ Supervisor,

Muflihah, S. S., M. Pd.
NIP. 19720923 200003 2 001

Examiner II/Secretary,

Desi Wijayanti Ma'rufah, M. Pd.
NIP. 19921215 201801 2 003

Main Examiner,

Dr. H. Munjin, M. Pd. I.
NIP. 19610305199203 1 00

Legalized by:

Dean,

Dr. H. Suwito, M.Ag.
NIP. 19710424 199903 1 002

IAIN.PWT/FTIK/05.02
Tanggal Terbit :
No. Revisi :

OFFICIAL NOTE OF SUPERVISOR

To the Honorable,

Dean of Faculty of Tarbiya and Teacher Training

State Institue of Islamic Studies Purwokerto

In Purwokerto

Assalamu'alaikum Warahmatullahi Wabarakaatuh

Having guided, analyzed, directed and corrected the thesis by Anisatul Khusna, Student Number 1717404004, entitled:

THE IMPLEMENTATION OF ONLINE AUTHENTIC ASSESSMENT OF WRITING SKILL AT SMA BOARDING AL-IRSYAD AL-ISLAMIYYAH PURWOKERTO

I recommended the thesis to be submitted to Dean of Faculty of Tarbiya and Teacher Training, State Institute of Islamic Studies Purwokerto and examined in order to get Undergraduate Degree in English Education (S.Pd.)

Wassalamu'alaikum Warahmatullahi Wabarakaatuh

Purwokerto, 15th of June 2021

Supervisor

Muflihah, S.S., M.Pd.
NIP. 19720923 200003 2 001

iv

MOTTO

The chief task in life is simply this: to identify and separate matters so that I can say clearly to myself which are externals not under my control, and which have to do with the choices I actually control.

-Epictetus

God, grant me serenity to accept the things I cannot change, courage to change the things I can, and wisdom to know the difference.

-Serenity Prayer

DEDICATION

Myself, thank you for surviving well so far and be ready for any challenging journey

ahead.

My parents, Solehan and Hani Maftuhah, who have guided me, loved me

unconditionally and supported me since I was born more than two decades ago until

now.

ACKNOWLEDGEMENT

In the name of Allah, all praises and thanks be to Allah, the Lord of the universe, who has given His blessing, guidance, loves, and helps to the writer for completing this thesis. Peace and salutation be upon to our beloved prophet Muhammad SAW., his family, and companions.

This thesis is presented as a partial fulfillment of the requirement for achieving the undergraduate degree of education in Faculty of Tarbiya and Teacher Training of State Institute of Islamic Studies Purwokerto. The write would like to express the deep gratitude and appreciation to:

1. Dr. H. Suwito, M.Ag., as the Dean of Faculty of Tarbiya and Teacher Training of State Institute of Islamic Studies (IAIN) Purwokerto

2. Muflihah, S.S., M.Pd., as the Head of English Education Department of State Institute of Islamic Studies (IAIN) Purwokerto and as the supervisor who always encourages me to write diligently and supports me with the best prayer ever.

3. Khairunnisa Dwinalida, M.Pd., as the writing mentor who provides me more perspectives of life as a human being as well as a student.

4. All the lecturers, especially the lecturers of English Education Department of State Institute of Islamic Studies (IAIN) Purwokerto who have thought and shared much knowledge and new perspectives of life.

5. All staffs and officials of State Institute of Islamic Studies (IAIN) Purwokerto

6. Sholeh Setiaji, M.Pd., as the headmaster of SMA Boarding Al-Irsyad Al-Islamiyyah Purwokerto who has given me chance to study this thesis at school, lent me some books of authentic assessment and shared writing thesis tips.

7. Efi Kurniati, as the English teacher of the tenth grade students of SMA Boarding Al-Irsyad Al-Islamiyyah Purwokerto who has given me chances to

follow some online zoom meetings and spared the time for conducting some interviews.

8. All the students of the tenth grade of SMA Boarding Al-Irsyad Al-Islamiyyah Purwokerto who have given me the chances to join the online zoom meetings and to interview some of them.

9. My parents, Solehan and Hani Maftuhah, and my brother, Muhamad Rijal Fathoni, who have loved me, supported me through my good and bad days and prayed for the best of me as always.

10. Two closest friends of mine, Asa Nabilah Arju and Chusfatun Khasanah, who have accompanied me through my ups and downs for 8 and 4 years, supported me with the best prayers, shared tears and laughs, and cheered me up when everything is just complicated.

11. All of my friends of TBI 2017 who have shared memories for three years on offline courses and a year on online courses.

There is no string of pearls of words that the researcher can convey, except thank you and prayers be to all the parties who have helped in the completion of the preparation of the thesis. Hopefully all the good deeds are received by Allah SWT. and hopefully this thesis can be beneficial to writers in particular and to readers in general. Aamiin.

Purwokerto, 15th of June 2021
The Researcher

Anisatul Khusna

THE IMPLEMENTATION OF
ONLINE AUTHENTIC ASSESSMENT OF WRITING SKILL
AT SMA BOARDING AL-IRSYAD AL-ISLAMIYYAH PURWOKERTO

Anisatul Khusna
S.N. 1717404004
English Education Study Program
State Institute of Islamic Studies (IAIN) Purwokerto

ABSTRACT

Assessment as one of the main components in teaching plays a big role to teacher and students. The assessment administrator needs to manage a good assessment, so they will find out the results of the learning process. As the world changes so fast, it demands the learning process to be more efficient and more authentic as it is. During the pandemic Covid-19, SMA Boarding Al-Irsyad Al-Islamiyyah Purwokerto offers the students online authentic assessment, especially in English writing skill subject. This research aims to find out and analyze the implementation of online authentic assessment of English writing skill at SMA Boarding Al-Irsyad Al-Islamiyyah Purwokerto.

This qualitative research examined on how the English teacher carried out the online authentic assessment of writing skill and the responses of the students. Class observations, interviews, and documentation were used to gain the data of the research. The English teacher and the students were the subjects of the research. And the data analysis technique were data reduction, data analysis, and conclusion.

The result of the research showed that there were two kinds of online writing assessment which were carried out by the English teacher, writing a personal blog and writing a personal email. The implementation of online authentic assessment of writing skill was clear but there were some suggestions regarding the time allocation, giving feedbacks, and the rubrics of the assessment. And another result was found that the implementation of online authentic assessment of writing skill fulfilled the principles of the criteria and characteristics of authentic assessment and online assessment.

Keyword: online assessment, writing skill, authentic assessment

TABLE OF CONTENTS

LIST OF PICTURE

LIST OF APPENDICES

1. Field Note of Observation (February)
2. Field Note of Observation (March)
3. Interview Guidelines for Teacher
4. Interview Guidelines for Students
5. Interview Results (with teacher)
6. Interview Results (with students)
7. Students' Writing Projects
8. Scoring Rubrics Unit Test 4
9. Scoring Rubrics Unit Test 5

CHAPTER I

INTRODUCTION

A. Background of Study

As one of the three main components in the field of teaching and learning process, evaluation is a big deal which a teacher should pay attention to. It is said that evaluation is a process which an evaluator conducts normally to gain as well as to improve the quality of a learning process[1]. In the terms of evaluation, the other two words, assessment and measurement, may confuse some people. Scriven states that evaluation is the way of how the value or worth or grade of something is identified[2]. In evaluation, some related standards identification of the worth, grade or value are included, those are the inquiry of the process *per se* and the blend of the outputs[3]. On the other hand, measurement is characteristically numerical scale test which determines the quantity of something and it is basically describing the merit and no need to integrate the process to the next step as evaluation does[4]. According to Mabry, in education the term assessment has become the way to examine the worth of students' performance in order to obtain their level of achievement[5]. Different from the term measurement, Mabry criticizes that most social phenomena in educational field cannot be measured but can be assessed, that is why the term assessment is more applicable in the world of education[6].

---

[1] Dinda Syifaun Nida, "Content Validity Analysis of English Formative Assessment in 8th Grade of SMP Al-Irsyad Al-Islamiyyah Purwokerto", Thesis, Purwokerto: IAIN Purwokerto, 2020, p.1.

[2] David D. Williams, "Measurement and Assessment Supporting Evaluation in Online Settings", in David D. Williams, *et al*. (Eds), *Online Assessment, Measurement and Evaluation*, London: Information Science Publishing, 2016, p.2.

[3] David D. Williams, "Online Assessment, …, p.2.

[4] David D. Williams, "Online Assessment, …, p.2.

[5] L. Mabry, "Assessment", in S, Mathinson (Ed). *Encyclopedia of Evaluation*, CA: Sage, 2005, p.22.

[6] L. Mabry, "Assessment", …, p.22

As a synonym of evaluation, assessment is not a new thing for teachers in the daily life school[7]. Teachers are in need of assessing the students in order to find out their performance of a particular skill of material. By doing so, hopefully teachers will evaluate the teaching and learning process which they conducted to the students. Other than that, assessment is also used as a tool to enhance the quality of teaching and learning process. To assess students, teachers can choose and decide what kind of assessment she/he is going to undertake to evaluate based on the needs and practicality. This causes the emerging of various kinds of assessment in educational field to serve teachers assessing the students based on the needs.

According to Achieve and Boud in Gulikers between what is being taught at school and what real world looks like and between the assessment of a subject at school and what is happening in real world become big deal gaps in educational field[8]. School should be the place where students gain the more factual knowledge for the future lives, so preparing students for a professional life is one of the crucial goal of education[9]. Students are no longer intended in only understanding the materials at classroom, but they have to integrate the skills of theirs and what they have learned at classroom to solve and handle the unknown situations out there[10]. As a reaction to this, Biggs states that both assessment and instruction practices are supposed to be changed to change learning. This is said that because the culture of assessment emphasizes the significance of competencies, understanding and application[11]. To answer the

---

[7] David D. Williams, "Online Assessment, …, p.2.

[8] Judith T. M. Gulikers, *et al*., "Authentic Assessment, Student and Teacher Perceptions: The Practical Value of the Five Dimensional-Framework", *Journal of Vocational Education and Training*, 2006, Vol. 58, p. 4

[9] Judith T. M. Gulikers, *et al*., "Relations Between Student Perceptions of Assessment Authenticity, Study Approaches and Learning Outcome", *Studies in Educational Evaluation*, 2006, Vol. 32, p. 382

[10] Judith T. M. Gulikers, *et al*., "Relations Between, …, p. 382

[11] Judith T. M. Gulikers, *et al*., "Relations Between, …, p. 382

restlessness above, authentic assessment comes to teacher to serve authenticity in assessing students.

Some researchers define authentic assessment as performance assessment, but others note a special stress on authentic assessment. Authentic assessment has got high adherence of the task and situations meanwhile performance assessment hasn't. Gulikers notes authentic assessment is a kind of assessment which demands students to combine their competencies, knowledge, skill and attitudes to apply in the criterion situation of professional future life[12]. Developing and applying authentic assessment also means that teacher requires to be up-to-date to what kinds of performance standards are needed in professional future work. Remember that authentic assessment is to link what is being taught and what professional future life occurs. It is needed to be done in order to avoid more gaps in educational field and future life beyond school.

However, with the rapid development of ICT, learning can be undertaken in any ways of condition. The change of learning is along with the change of the assessment as well. In some circumstances, learning only can be conducted through online ways and this may be challenges for teachers to design the online assessment as they usually do. Authentic assessment also can be conducted both online and offline learning. In applying authentic assessment in an online learning environment, teachers require support to design online learning to be more meaningful and to make sure that appropriate assessment practices are in place[13].

Discussing authentic online assessment is an inseparable unit to language skill, especially productive language skills in English language

---

[12] Judith T. M. Gulikers, *et al.*, *"A Five-Dimensional Framework for Authentic Assessment"*, ETR&D, Vol. 52, No. 3, 2004, p. 69.

[13] Jennifer V. Lock and Petrea Redmond, "Empowering Learners to Engage in Authentic Online Assessment", in Selma Koc *et al.* (Eds), *Assessment in Online and Blended Learning Environments*, USA: Information Age Publishing, 2015, p.34.

teaching. Writing belongs to productive skills of English and it becomes a big deal for students either at school or in future life beyond school to require this skill completely. Students need to handle writing skill because this kind of productive skill is inevitably used in future work. As a consequence of it, teachers are supposed to design authentic online assessment of writing skill clearly and meaningfully to enhance students' competencies in facing the real world of work beyond school.

Due to the pandemic in 2020, all the schools have changed their offline learning into blended or online learning process. This occurs in all regions of Indonesia, included Banyumas. One of the educational institutions that applies online learning is SMA Boarding Al-Irsyad Al-Islamiyyah Purwokerto. This institution has run online learning from the first instruction of Education and Culture Minister of Indonesia. From the results of the preliminary research in October 19, 2020, the headmaster of SMA Boarding Al-Irsyad Al-Islamiyyah Purwokerto said that they have been implementing online authentic assessment of writing skill particularly to the 10th grade students.

Conducting a research concerning authentic assessment may not be a new thing for some people. Some earlier researchers did a research about the same topic as well yet with some different gaps. In 2019, Bening Tyas Dairi wrote a thesis which focuses on how authentic assessment is implemented in assessing English based on the Curriculum 2013 in related school. The gaps between the earlier research to this research are the online assessment and writing skill. Another research conducted by Nurul Inayah, Endang Komariah, and Abdin Nasir in 2019. The gaps between this research to the upcoming research are the skill which is tested by the practice of authentic assessment and online assessment.

SMA Boarding Al-Irsyad Al-Islamiyyah Purwokerto is one of the best bilingual schools in Purwokerto which has implemented Global Scale of

English curriculum from Pearson. The teacher and students learn English through the guideline book from Pearson in online way during the pandemic now. For example, the assessment task of writing regarding the material of asking help expressions, students are asked to write an email to their virtual friend. They have to write an email which has the expressions of asking help to their friend. This kind of assessment reflects what professionals usually do in daily life. As a consequence of it, the implementation of online authentic assessment of writing skill at SMA Boarding Al-Irsyad Al-Islamiyyah Purwokerto is an interesting topic to be studied more.

B. Conceptual Definition

The following definitions are provided to make readers have the same understanding or perception for some terms used in this research. They are also aimed to avoid ambiguity or misunderstanding. There are three key terms, they are:

1. Online Assessment

   Online assessment is where teachers assess students by utilizing ICT-based and internet due to the distance among students and teachers either synchronously or asynchronously.

2. Authentic Assessment

   Authentic assessment is a kind of assessment which serves the fidelity of what usually people or professionals undertake in their daily life which can also provokes students' performance, attitude and skill. This assessment requires students to conduct school activities to be more realistic.

3. Online Authentic Assessment

   Online authentic assessment is measuring or assessing students' performance based on what professionals do in daily life by utilizing ICT and internet either synchronously or asynchronously.

C. Research Questions

Based on the background of the study above, the research questions are formulated as follows:

1. What the kinds of online authentic writing assessment are conducted by the English teacher at SMA Boarding Al-Irsyad Al-Islamiyyah Purwokerto to the tenth grade students?

2. How does the English teacher implement online authentic writing assessment to the tenth grade students?

3. Does the writing assessment fulfill the principles of online authentic assessment of writing skill?

D. Objectives and Significances of the Research

1. The Objectives of the Research
   a. To find out the kinds of online authentic assessment of writing skill
   b. To analyze the implementation of online authentic assessment of writing skill
   c. To determine the implemented writing assessment whether fulfills the principles of online authentic assessment of writing skill or not

2. The Significances of the Research

   The significances of this study are divided into two aspects, they are theoretical and practical significances.

   a. Theoretical Significances
      1) This research can provide more knowledge in understanding authentic assessment of writing skill to the students, especially through online learning process.
      2) This research can be useful to improve the quality of English writing assessment, especially related to the online authentic assessment.
      3) This research can be used as a reference for further research.

b. Practical Significances

Practical significances of this research are:

1) For teachers

The result of this research expectedly will be useful in enhancing online authentic of writing skill and enriching their insight about it for further assessment.

2) For school

The result of this research hopefully will be beneficial as new insights and evaluation of the current assessment.

3) For readers

The result of this research will be advantageous for other researchers with the related topic in improving online authentic assessment of writing skill.

E. Structure of the Research

To make a systematic research, it is necessary to classify the structure of this research. This research is divided into five chapters, they will explain as follows:

Chapter I presents introduction. It consists of background of study, operational definitions, research questions, objectives and significances of the research, reviews of relevant studies, literature review, research methods and structure of the research.

Chapter II explains the theories of online learning, authentic assessment and writing skill and each of them are divided into some sub sections.

Chapter III explores research method which deals with the research design, subject of the study, object of the study, instruments for obtaining data, techniques of collecting data, techniques of analyzing data, and triangulation.

Chapter IV presents the results of the research which discusses general description of the implementation of online authentic assessment of writing skill at SMA Boarding Al-Irsyad Al-Islamiyyah Purwokerto.

Chapter V presents conclusion and suggestion of the research. In this chapter, the researcher concludes and gives some suggestions related to the research.

CHAPTER II
LITERATURE REVIEW

A. Evaluation

1. Definition of Evaluation

The word "evaluation" is derived from value which means that evaluations are a process of including creating value judgements[14]. Definitions of evaluation have varied over the years. The previous definition of evaluation was associating it with finding out performance based on objectives through undertaking some tests and experiments[15]. Meanwhile the current definition of evaluation is firstly presented by Scriven that it is a process of assigning the merit of worth or value of something or the evaluand based on the determined objectives and it may be conducted through structured and objective way along with an expertise standard which demands comprehensive particular learning or training[16][17].

Evaluation is comparing and describing what it is or an empirical aspect and what should be or value judgement, meanwhile assessment is an essential tool to collect information about the two things previously by involving some kinds of measurement within[18][19]. Measurement and assessment are also utilized to create 'what should be' in broad kinds of

---

[14] Daniel L. Stufflebeam and Chris L.S. Coryn, *Evaluation Theory, Models, and Applications*, (San Fransisco: Jossey-Bass), 2014, p.6&8

[15] Daniel L. Stufflebeam and Chris L. S. Coryn, *Evaluation Theory, Models, and Applications*, …, p.6

[16] Michael Scriven, *Evaluation Thesaurus*, (California: Edgepress), 1981, p.139-140

[17] Michael Scriven, "The Logic of Evaluation", in H.V. Hansen, *et al.* (Eds), *Dissensus and the Search for Common Ground*, CD-ROM, Windsor, ON: OSSA, 2007, p.1

[18] David D. Williams, "Online Assessment, …, p.2

[19] D.M. Fournier, "Evaluation", in Sandra Mathison (Ed), *Encyclopedia of evaluation*, Thousand Oaks, CA: Sage, 2005, p.139-140

situations[20]. Measurement is a tool which is used to transform such behaviors that happen into categories or numbers. Meanwhile assessment is a tool which is used to generate the the quality of someone's work for purposes or students' level of performance related to some materials or skills[21].

B. Assessment

1. Definition of Assessment

The word "assessment" derived from Greek which means "to sit with[22]." According to Black and William, assessment means the activities which have done by teachers and students during learning process to produce information regarding students' learning development then teachers can use them as feedbacks to modify the teaching and learning process[23]. Assessment is one of the cores in language teaching as well. It is used as a tool to measure students' skills through the evidences which usually happen during the learning process[24].

Green argues that assessment in language teaching are aligning with teaching and learning process. Language assessment is about gaining someone's descriptions regarding his/her knowledge related to language ability or skills[25]. As one of the important roles in language teaching, teachers should ensure the assessment practices at the classroom run well

---

[20] David D. Williams, "Online Assessment, …, p.3

[21] L. Mabry, "Assessment", in S. Mathinson (Ed), *Encyclopedia of Evaluation* , CA: Sage, 2005, p.22

[22] L. Mabry, "Assessment", in S. Mathinson (Ed), …, p.22

[23] Liying Cheng and Janna Fox, *Assessment in the Language Classroom*, (London: Palgrave), 2017, p.1.

[24] Michelle Bakerson, *et al*., "The Value of Embedded Formative Assessment: An Integral Process in Online Learning Environments Implemented through Advances in Learning", in Selma Koc *et al.* (Eds), *Assessment in Online and Blended Learning Environments*, USA: Information Age Publishing, 2015, p.4.

[25] Anthony Green, *Exploring Language Assessment and Testing*, New York: Routledge, 2014, p.5-6.

to improve students' learning[26]. Teachers are required to be able to design, score, and interpret the students' results of learning. Bachman states that language assessment may occur in two kinds of setting situations. First, in educational programs where the assessments are generally produced to make inferences from the students to grade their achievement purposes or diagnosis purposes during the language learning. This assessment is called as educational assessment[27]. Second, real-world settings where the assessment usually asks the participants to be involved in real-world activities or called as proficiency assessment[28]. This kind of assessment aims to get professional certification, employment, and citizenship[29].

2. **Purposes of Assessment**

Assessment also has several purposes and generally there are three main purposes[30]:

a. Instructional

Basically, assessment is used to gather the description of students' of related skills or understanding. It means that this instructional purpose requires teachers to collect the data from students' learning process and results by using the assessment tools.

b. Students-Centered

Assessment has to help teachers in identifying students' learning pace improvement at the classroom and support the learning process *per se*. to undertake this kind of assessment purpose, teacher may use diagnostic or placement assessment which is able to provide teachers

[26] Liying Cheng and Janna Fox, *Assessment in the Language Classroom*, …, p.1.

[27] Anthony Green, *Exploring Language Assessment*, …, p.12.

[28] Anthony Green, *Exploring Language Assessment*, …, p.13

[29] Lyle F. Bachman, *Statistical Analyses for Language Assessment*, Cambridge: Cambridge University Press, 2004, p.6.

[30] Liying Cheng and Janna Fox, *Assessment in the Language Classroom*, …, p.7-8.

about students' information regarding their needs to support the learning process.

c. Administrative

Assessment in educational settings are used to make judgments from the collected grades of each student related to their learning performance. This administrative purpose is used to show students' grades by numerical grading (e.g., 80) or ordinal (e.g., A, B, or C).

C. Authentic Assessment

1. Definition of Authentic Assessment

Authentic assessment may be called as a new approach to evaluation. This assessment takes place where teaching connects the context of an authentic activity to complex and realistic situations[31]. Gulikers *et al.,* define authentic assessment as a sort of assessment which serves students to encourage themselves to learn and expand their skills, knowledge, and attitudes to look like more as professional practices activities[32]. In another article, Gulikers *et al.,* note authentic assessment is an assessment which demands students to combine their competencies, knowledge, skill, and attitudes to apply in the criterion situation of professional future life[33]. According to Boud, Newmann & Associates, and Segers *et al.,* in Gulikers, it is a kind of new model assessment which

---

[31] Raimundo Olfos and Hildaura Zulantay, "Reliability and Validity of Authentic Assessment in a Web Based Course", *Educational Technology & Society*, 2007, Vol. 10 No. 4, p.156.

[32] Judith T. M. Gulikers, *et al.*, "Relations Between Student Perceptions of Assessment Authenticity, Study Approaches and Learning Outcome", *Studies in Educational Evaluation*, 2006, Vol. 32, p.381-382.

[33] Judith T. M. Gulikers, *et al.*, "A Five-Dimensional Framework for Authentic Assessment", *ETR&D*, 2004, Vol. 52 No. 3, p.69.

prepares students' competence to face the real future work world, so they will be readier to the dynamic world of work[34].

In other cases, authentic assessment also called as performance assessment, alternative assessment, or direct assessment. However, some researchers don't agree that authentic assessment and performance assessment are alike. Reeves and Okey in Gulikers stress that authentic assessment has higher degree of realism of the task and condition[35]. On the other hand, Newmann prefers saying authentic assessment as authentic intellectual work since it encourages students to apply the real or original practice of knowledge or skills rather than merely a routine practice of facts and procedures[36].

2. Criteria of Authentic Assessment

Generally, authentic assessment is familiar with construct validity and consequential validity to reach the authenticity. Construct validity means that assessing what it is supposed to be assessed or measure. In contrast, consequential validity means assessing something which has impact or meaningful to students[37]. Newmann *et al.,* presents several criteria of authentic intellectual work as *construction of knowledge* through the practice of *disciplined inquiry* to obtain and gain discourse, products, or performances which have *value beyond school*[38].

a. Construction of knowledge

To provide a sufficient solution to new problems, students are supposed to construct knowledge since those problems cannot be

---

[34] Judith T. M. Gulikers, *et al*., "Authentic Assessment, Students and Teacher Perceptions: The Practical Value of the Five-Dimensional Framework", *Journal of Vocational Education and Training*, 2006, Vol. 58, p.3.

[35] Judith T. M. Gulikers, *et al*., "A Five-Dimensional, …, p.69.

[36] Fred M. Newmann, *et al*., *Authentic Instruction and Assessment*, Des Moines: Department of Iowa, 2007, p.3.

[37] Judith T. M. Gulikers*, et al*., "Relations Between, …, p.383.

[38] Fred M. Newmann, *et al*., *Authentic Instruction, …*, p.3.

solved by undertaking the routine of facts or procedures which have been learned. This activity encourages students to organize, interpret, synthesis previous knowledge to provide solutions to new problems. And this constructing of knowledge is required to be practices frequently rather than just being taught explicitly at the classroom[39].

b. Disciplined inquiry

After constructing knowledge, authentic intellectual work needs to be guided by the disciplined inquiry to provide a valid and adequate solution of a problem. By doing so, we require the prior of knowledge, in-depth understanding, and elaborated communication. Building the previous knowledge base either in academic or applied discipline is a must to undertake this tough inquiry. Other than that, students are required to have in-depth understanding to help them get the deeper understanding of specific problems. However, after fulfilling the prior knowledge base and in-depth understanding, students may feel difficult in communicating of what they have got. This makes elaborated communication don't always come up in research or essay papers. A math proof, CAD drawings, complex display, board, or musical score also belong to elaborated communication[40].

c. Value beyond school

Some meaningful works have personal value to students because when they try to write a letter, speak to foreign people, or design a tiny bridge they basically are trying to communicate ideas which have impact on others. This kind of activity which usually seems more meaningful to students because they learn what they will do beyond school[41].

---

[39] Fred M. Newmann, *et al*., *Authentic Instruction, …*,p.3-4
[40] Fred M. Newmann, *et al*., *Authentic Instruction, …*,p.4-5.
[41] Fred M. Newmann, *et al*., *Authentic Instruction, …*,p.5.

14

The other criteria for authenticity also offered by Wiggins, first that the assessments should represent the professional practices activities. Second, active engagement, exploration, and inquiry on the part of the students are characterizing the assessments. These two criteria also belong to the criteria of authenticity which are proposed by Darling-Hammond. They add the other two criteria more as the assessments should count on several sources of evidence which gathered in some different contexts and they are evaluated by systematic professional standards[42].

3. **Characteristics of Authentic Assessment**

   To help teachers design the assessment to be more authentic, some researchers have provided several guidelines. Herrington and Herrington stress that the assessment may be authentic by using these guidelines if it fulfills the criteria below[43]:

   a. Context

   To reach an authentic assessment, it needs realism of the task to the situation where usually would undertake. Other than that, the connectedness to the real world beyond class is required either.

   b. Students Factors

   From student factors perspective, they need to have problem solving skills and higher order thinking skills. More than that, it should encourages students' depth of knowledge, requires them to be involved in the production of knowledge. Authentic assessment also asks students to be more active learners to create performances with the depth of knowledge.

   c. Task Factors

---

[42] Peter Rennert and Ariev, "A Theoretical Model for the Authentic Assessment of Teaching", *Practical Assessment, Research, and Evaluation*, 2005, Vol. 10, p.1.

[43] Jan Herrington and Anthony Herrington, "Authentic Conditions for Authentic Assessment: Aligning Task and Assessment", *Proceedings of the 29th HERDSA Annual Conference*, Western Australia, 10-12 July 2006, p.147.

Authentic assessment should provoke multiple active responses from the students. The alignment of assessment and the activities at classroom is required as well.

d. Indicators

Authentic assessment is required to present a wide range of indicators of learning and it should reach the validity and reliability with appropriate criteria to score several performances.

Gulikers *et al.,* present five-dimensional framework which reflects the characteristics of authenticity in assessment[44], those are:

a. Task

Authentic task is the problem task which stimulates students with the practices that are also undertaken by professionals[45]. In aother article, Gulikers et al., explain that task in authentic assessment is defining the content of the assessment through the assessment assignment[46]. Furthermore, authentic task reflects the criterion task concerning the combination of knowledge, skill, and attitudes, its intricacy, and its ownership[47].

b. Physical Context

The physical context in authentic assessment should describe how the professionals practice their knowledge, skill, and attitudes or how the environment occurs where students should carry out the assessment task[48].

c. Social Context

---

[44] Judith T. M. Gulikers, *et al*., "Relations Between, …, p.384.

[45] Judith T. M. Gulikers, *et al*., "A Five-Dimensional, …, p.71.

[46] Judith T. M. Gulikers, *et al*., "Relations Between, …, p.385.

[47] Judith T. M. Gulikers, *et al*., "A Five-Dimensional, …, p.71.

[48] Judith T. M. Gulikers, *et al*., "A Five-Dimensional, …, p.74.

Social context in authentic assessment presents how the society interaction possibilities may occur during the assessment[49]. We need to underline that in authentic task, the social process of the assessment should reflect much the same as the reality does.

d. Assessment Result or Form

It is related to the sort of method of the assessment, independent of the content. The result or form is characterized by four elements, first is product or performance quality which can be asked to students to perform in real life. Second, how students demonstrate the product or performance related to the underlying competencies. And because demonstrating performance may not be in one single test, then it requires the third element. It is including the structure of tasks and some indicators to come to the conclusion of the task. And the last is presenting the project of the performance or product in written or oral test[50].

Svinicki explains more regarding the characteristics of authentic assessment which previously have been described by Wiggins as the six characteristics of an assessment that would adequate as authentic[51].

a. The assessment should be realistic which means it needs to reflect the knowledge or skills usually sued in the real world.

b. The assessments involves continuous judgment and innovation. Students are required to make informed choices since the activity of the assessment is based on unlocking the unstructured problems which may have more than one right answer.

c. The assessment demands the students to do the subject beyond the activity itself.

[49] Judith T. M. Gulikers, *et al*., "Relations Between, …, p.385.
[50] Judith T. M. Gulikers, *et al*., "A Five-Dimensional, …, p.75.
[51] Marilla D. Svinicki, "Authentic Assessment: Testing in Reality", *New Directions for Teaching and Learning*, No. 100, Winter 2004, p.23-24.

d. Students are undertaking the assessment in a typical situation close to real-related-skill context.

e. Students are required doing multiple skills related to the complex problems which involved creating judgment.

f. Feedback, practice, and second chances are allowed to solve the problem being addressed in the assessment.

D. Online Assessment

1. Definition of Online Assessment and Online Learning

In the last decades, the internet access has increased either domestically or internationally which makes the emerging popularity the use of e-learning. This phenomenon also aligns with the increasing of internet users in all over the world and it eases any sectors of life, including education. The internet access and its facilities helps educational stakeholders to create distance learning as well as the assessment. Students may be not coming to the classroom, but they are attending the class virtually.

The term online learning is generally used interchangeably with the term e-learning. From many definitions exist respect to online learning, Gikandi *et al.,* define online learning as the use of digital technologies such as television, mobile phones, CD ROM, and the internet or which is called as ICT (Information Communication Technology) in undertaking learning and teaching[52]. And according to Garrison, online learning reflects diverse educational branch with its main in conferencing

---

[52] J. W. Gikandi, *et al.*, "Online Formative Assessment in Higher Education: A review of the literature", *Computers and Education*, 2011, Vol. 11, p.2336.

through computer and the approaches of collaborative constructivist to learning[53].

Meanwhile, online assessments is enhancing the efficacy of online learning through the internet usage to deliver, analyze, and report exam content appropriately[54]. Overcoming the barriers of time, location, and cost of the test delivery is one of the advantages of administering assessment online. Nevertheless, to get the online assessment run effectively, it is important to meet with the delivery of e-learning system and combine with the pedagogical objectives of well-realized learning program[55].

Mason states that there are three main elements in relation to the phenomenon of the online course environment for learning. These are asynchronous group and individual chatting, course materials access, and synchronous or real-time interactive events. Bartley adds that ensuring the tool which incorporates the elements above, fits the mode of delivery, and legitimately measures the desired outcome is one of the important considerations for having effective online assessment[56].

2. Criteria of Online Assessment

Assessment is one of the pivotal aspects in learning environment. However, during online learning, threats to reliability and validity gets

---

[53] Jennifer V. Lock and Petra Redmond, "Empowering Learners to Engage in Authentic Online Assessment", in Selma Koc *et al.* (Eds), *Assessment in Online and Blended Learning Environments*, USA: Information Age Publishing, 2015, p.22.

[54] Betty Bergstrom, *et al*., "Defining Online Assessment for the Adult Learning Market", in Mary Hricko and Scott L. Howell (Eds), *Online Assessment and Measurement: Foundations and Challenges*, USA: Information Science Publishing, 2006, p.48.

[55] Betty Bergstrom, *et al*., "Defining Online, …, p.49.

[56] Jeanette M. Bartley*,* "Assessment is as Assessment Does: A Conceptual Framework for Understanding Online Assessment and Measurement", in Mary Hricko and Scott L. Howell (Eds), *Online Assessment and Measurement: Foundations and Challenges*, USA: Information Science Publishing, 2006, p.11.

higher. So, it is better for teachers or test developers to design higher-order thinking skills since some testing situations cannot be controlled[57].

3. Effective Online Assessment Techniques

Translating the unique benefits of face-to-face interaction to online activities is involved as effective online instruction. Teachers are required to get the students to actively participate in the learning process through designing the activities which encourage students' interactions. Gaytan and McEwen state that one of the essential consideration in online teaching and learning is deciding what effective online course assessment techniques would be like[58].

And finding for the kind of effective online assessment has been largely discussed by scholars but has not been thoroughly addressed yet. Designing effective online course doesn't merely transforming the traditional learning activities into online ones, but it needs a more ongoing, systematic approach than used in traditional instruction or traditional learning activities. Furthermore, online assessment gets teachers to modify the methods of learning instruction to make them more innovative and attractive than the traditional ones. It is said that the online way changes human interaction, communication, learning and assessments methods either. Gaytan and McEwen also note several effective online assessment techniques[59]:

a. Improvement of realistic scenarios for learning

b. Learning objectives align with realistic scenarios

c. Use of software (as soon as possible)

---

[57] M. Bakerson, *et al.*, "The Value of Embedded Formative Assessment: An Integral Process in Online Learning Environments Implemented through Advances in Technology", in Selma Koc *et al.* (Eds), *Assessment in Online and Blended Learning Environments*, USA: Information Age Publishing, 2015, p.6-7.

[58] Jorge Gaytan and Beryl C. McEwen, "Effective Online Instructional and Assessment Strategies", *The American Journal of Distance Education*, 2007, Vol. 21, No. 1, p.117-118.

[59] Jorge Gaytan and Beryl C. McEwen, "Effective Online Instructional, p.119.

d. Online mentors availability

e. On-site delivery and instructor-based training responsive to individual students learning differences

E. Writing Assessment

1. Definition of Writing

Writing is one of four language skills which considered as an influential mode of communication[60]. It belongs to productive skills along with speaking skill. To be able to write requires intricate integration of linguistic and textual knowledge also strategic knowledge and sociocultural awareness[61].

2. Types of Writing Assessment

Cushing argues that in terms of the degree to which writing assessments reflect real-world writing conditions, we can think that they are as a continuum from least to most authentic. And we can differ which one belongs to direct test and indirect test of writing at the end of the continuum[62].

a. Indirect test

It is aimed to measure the writing subskills, such as grammar, spelling, and usage, by using multiple choice questions or other selected

---

[60] Md. Mehadi Rahman and Taposhi Rani Sarker, "Teachers' Classroom Practice to Develop Student's English Writing Skills at Primary Level of Bangladesh", *Jurnal Pendidikan Progresif*, 2019, Vol. 9, No. 1, p.7.

[61] Anne Burns and J. Siegel, "Teaching the Four Language Skills: Themes and Issues", in A. Burns and J. Siegel (Eds), *International Perspectives on Teaching the Four Language Skills*, London: Palgrave, 2018, p.8-9.

[62] Sara T. Cushing, "Assessment of Writing", in Carol A. Chapelle (Ed), *The Encyclopedia of Applied Linguistics*, USA: John Wiley & Sons, 2019, p.2.

response measures. Hughes defines indirect test is attempted to measure the abilities which underlie the skills teachers or test developer are interested in, writing proficiency for instance[63]. In fact, indirect test of writing is testing students' writing skills without producing any kinds of writing unless the subskills of writing *per se*[64].

b. Direct test

The second type of writing assessments is direct test or also called as live testing. This test requires the test takers to carry out the test or writing skill directly precisely as what we want to measure[65]. Since this kind of test measures the specific level of the skill that we want to assess, direct test is considered as a valid test format. Direct test not only assesses the subskills of writing, but also requires students or test takers to produce any kinds of writings[66]. This test get the examinee or teachers to prepare a set of instructions of the test which usually asks the students to write any writing, at least 100 words for instance, provide directions of the test. And then the responses of the test are read one by one using a common scale and the result of the test may be in numerical result as the addition to the verbal description of the writing[67].

3. Characteristics of Writing Assessment

There are two considerations in assessing writing, first is task or what the writer will respond to and second is scoring or how the writing will be evaluated. Plenty of scholars have been interested in how different

---

[63] A. Hughes, *Testing for Language Teachers*, Cambridge: Cambridge University Press, 2003, p.17

[64] Deborah Crusan, "Assessing Writing", in Antony John Kunnan (Ed), *The Companion to Language Assessment*, USA: John Wiley & Sons, 2014, p.6.

[65] A. Hughes, *Testing for Language Teachers*, …, p.17.

[66] David D. Qian, "Comparing Direct and Semi-Direct Modes for Speaking Assessment: Affective Effects on Test Takers", *Language Assessment Quarterly*, 2009, Vol. 6, No. 2, p.114-115.

[67] Sara T. Cushing, "Assessment of Writing", …, p.2.

task characteristics affect the writing test performance and evaluating the writing samples by the raters from multiple different background. In addition, these considerations may guide teachers and administrators to design their own assessments or adopt the available tests[68].

a. Task Features

Weigle offers two task dimensions for writing assessment[69]. These are the features of the writing task itself and the features of the test. The features of the writing task is what test takers or students actually respond to. Meanwhile the features of the test incorporate administrative and logistical considerations.

Subject matter, discourse mode, and stimulus material are considered to be several important features of the test task[70]. Subject matter is inseparable from discourse mode or other topic variables, but there are two wide classification of subject matter. First, personal topics include describing themselves, a family, hobby and any others. Second, nonpersonal topics comprise argument essays with regard to certain issues or any others. Some researchers argue that nonpersonal topics may be easier for administrators to score. On the other hand, the personal topics of writing may provide broad responses from the test takers and be accessible to them.

Discourse mode indicates the writing type which the students or test takers are supposed to produce. According to Hout, the discourse mode may be in the structure of genre (essay, letter, etc.), rhetorical task (narrative, descriptive or exposition text), exposition patters (comparison/contrast, process, etc.) or cognitive demands[71].

---

[68] Sara T. Cushing, "Assessment of Writing", …, p.3.
[69] Sara Cushing Weigle, *Assessing Writing*, Cambridge: Cambridge University Press, 2009, p.63.
[70] Sara T. Cushing, "Assessment of Writing", …, p.3.
[71] Sara Cushing Weigle, *Assessing Writing*, …, p.62.

And the last of the essential features the test task is stimulus material. Stimulus material refers to using pictures, graphs, or other texts to base the writing task[72]. Hughes states that visual materials which used as the base for writing task is to make sure that its only writing that is being assessed and not content knowledge.

And in designing a writing test, the administrators may consider some logistical or administrative matters, such as time allocation, test instructions[73]. The administrators need to make sure that the time allotment is adequate for the test takers to do the writing test task. And according to Bachman and Palmer, there are several guidelines in design instructions of the test: (1) they should be understandable enough for the test takers; (2) they should be adequate to read in order to save the time administration; and (3) they should be detailed so the test takers will exactly know what is expected of them[74].

b. Scoring Features

In scoring writing assessment, there are two essential considerations[75]. First, selecting or designing scoring rubric or a rating scale. The scoring procedures are important since administrators will make decision and inferences about the writer using the available score. Second, choosing and training people, machines as addition, to assess the responses. Weigle adds in training the raters, make sure that they use the scale precisely and constantly[76].

---

[72] Sara T. Cushing, "Assessment of Writing", …, p.4.
[73] Sara T. Cushing, "Assessment of Writing", …, p.4.
[74] Sara Cushing Weigle, *Assessing Writing*, …, p.103.
[75] Sara T. Cushing, "Assessment of Writing", …, p.4.
[76] Sara Cushing Weigle, *Assessing Writing*, …, p.108.

4. Types of Writing Assessment Rubrics/Scales

To score the writing test responses is another challenge in undertaking the writing assessment. Rubrics, as used to score writing test in many cases, is scoring scale which is utilized to measure test performance along a task-specific set of criteria[77]. At least there are three main advantages of using rubrics for assessing the writing performances. First, they provide more objective and constant evaluation. Then, rubrics allow for feedbacks with respect to the effectiveness of the instruction to teacher and offer standards upon which to measure and record improvement.

Weigle provides three main types of rating scales as they do in the composition literature. These are primary trait scales, holistic scales, and analytic scales. In recent second-language literature, a multiple-trait scale is emerging as the fourth scale type. Nevertheless, Weigle doesn't distinguish the fourth scale from the analytic scale for it has to do more with procedures for developing and using the scales[78].

a. Primary Trait Scales

The primary trait scale or rubrics is an instrument to assess students' or test takers' specific writing skills[79]. For every writing task in primary trait scales, these points are included in the scoring rubric when it is created. The points are the writing task, a statement of the primary rhetorical trait, expected performance hypothesis on the task, a statement in relation with the task and the primary trait, a rating scale which indicate the rank of the performance, model scripts at every level, and explanations why each script was scored as it was[80].

Since the primary trait scale is used to assess students' specific writing skill, it is useful for the second language writing classroom.

---

[77] Deborah Crusan, "Assessing Writing", …, p.10.
[78] Sara Cushing Weigle, *Assessing Writing*, …, p.109.
[79] Deborah Crusan, "Assessing Writing", …, p.11.
[80] Sara Cushing Weigle, *Assessing Writing*, …, p.109.

Students may focus on certain specific skill feature of writing without any worries to the rest of the features and it can raise their awareness of that one issue and ways to combat it[81]. In addition, this primary trait scoring also may be helpful for the parents who are not proficient in the language which is being assessed. They can find out specifically the description of what their child is capable of doing with the language.

b. Holistic Trait Scales

This scoring scale mostly is used when the fast evaluation is needed and there are a lot of writing responses which have to be assessed in a short time, such as in a placement test[82]. Weigle states that holistic scoring is determining of a single score to a student or test taker writing response based on the overall impression of it. In this type of scoring, the administrators or the raters read the script quickly and judge it based on the available scoring rubric which summarizes the whole scoring criteria[83].

If it is seen from the practical point of view, holistic scoring is much faster for the raters to read and judge a single score than to read it for many times while focusing on each aspects of the writing scoring criteria. White as cited in Weigle provides several advantages of applying holistic scoring to assess writing performance. First, this rating scale is meant to focus on writer's strengths in writing test rather than on the pitfalls. Other than that, holistic scale is intended to focus reader's attention on certain writing aspects which become the most important part in the context. Thus, White states that holistic scale is more valid than analytic scale since it is more authentic and

---

[81] Deborah Crusan, "Assessing Writing", …, p.11.
[82] Sara T. Cushing, "Assessment of Writing", …, p.4.
[83] Sara Cushing Weigle, *Assessing Writing*, …, p.112.

focus on the certain parts of the writing strengths than in analytic scale which focuses on several parts and as a consequence it blurs the meaning of the whole[84].

Besides, holistic scale has several disadvantages, especially in second language context. As using a single score, holistic scale doesn't provide the certain and beneficial someone's writing ability. The single score usage doesn't allow the administrator or raters to differentiate between various aspects of writing skills. This case may be a problem for second language learners for they cannot figure out their certain strengths and pitfalls of their writing ability. Furthermore, the raters may give the same score but they have different criteria to reach that score[85].

c. Analytic Trait Scales

Analytic scale is more detailed scoring instrument which generally consists of several aspects of writing skill, such as content, organization, vocabulary, language use, and mechanics[86]. In analytic scale, the raters give each score based on each different aspects of writing, then this scoring rubric doesn't belong to single score scale[87]. Thus, analytic scoring offers detail descriptions of student or test taker's writing performance on each aspects of writing skill[88].

Since analytic scoring is useful as it provides specific information regarding someone's writing ability, it is applicable for second language learners. Some second language learners have different

---

[84] E. M. White, "Holisticism", *College Composition and Communication*, 1984, Vol. 35, No. 4, p.409.

[85] Sara Cushing Weigle, *Assessing Writing*, …, p.114.

[86] Deborah Crusan, "Assessing Writing", …, p.11.

[87] Sara T. Cushing, "Assessment of Writing", …, p.4.

[88] Deborah Crusan and Paul Kei Matsuda, "Classroom Writing Assessment", in John I. Liontas (Ed), *The TESOL Encyclopedia of English Language Teaching*, USA: John Wiley & Sons, 2018, p.4.

capability in completing the features of writing, so by using analytic scoring the raters are easier to judge each aspect of the writing features. However, assigning the writing performance by using analytic scale takes longer and requires the raters to identify each aspect of the writing features on student's script carefully[89].

5. **Types of Classroom Writing Assessment**

   Classroom writing assessment isn't merely text quality evaluation at the end of the course, it somehow has much larger meaning. It is an ongoing process, aligning with teaching and learning. In relationship with learning, classroom assessment can be categorized into three types: assessment of learning (AoL) which belongs to summative assessment and assessment for learning (AfL) as well as assessment as learning (AaL) belong to formative assessment. Crusan and Matsuda shortly define summative assessment as assessing students to measure their learning and performance, meanwhile formative assessment as assessing students to facilitate learning and performance[90]. And the terms AoL, AfL, and AaL are used to specifically denote the different purposes of each assessment.

   a. Assessment of Learning (AoL)

   This kind of classroom assessment serves the traditional testing where students' performance and improvement are assessed at the end of the course to summarize whether or not they have accomplished the objectives and learning targets[91]. Other than that, AoL is used to make judgments regarding students' learning status in certain point in time[92]. However, AoL is usually used in several classrooms yet it has some impacts as well. Since AoL is the traditional brand of assessment and

---

[89] Sara Cushing Weigle, *Assessing Writing*, …, p.120.
[90] Deborah Crusan and Paul Kei Matsuda, "Classroom Writing Assessment", …, p.1.
[91] Icy Lee, *Classroom Writing Assessment and Feedback in L2 School Contexts*, Singapore: Springer Nature Singapore, 2017, p.10.
[92] Liying Cheng and Janna Fox, *Assessment in the Language Classroom*, …, p.4.

happens at the end of the learning, it is less effective in facilitating learning. Moreover, at the writing classroom which requires more tests during the learning process. AoL is focusing on measuring students' learning and reporting it to the other parties. That's why this classroom assessment is widely used to serve administrative and certification purposes though it isolates students from the assessment process since all of it become teachers' responsibility.

b. Assessment for Learning (AfL)

AfL is somehow different from AoL. Through the quality feedbacks, this assessment is used to figure out students' strengths and pitfalls to help teachers in reviewing teaching objectives and strategies to develop the learning instructions[93]. During the process, students are contributing on the assessment as well, unlike AoL where teachers dominate the process. The judgments which teachers have gathered from the students are able to be used as the guidance to improve the equality of teaching and learning[94]. It can indicate where the students are now, how to proceed and get the next step[95].

c. Assessment as Learning (AaL)

AaL is part of AfL which emphasizes students' participation in AfL or extends the role of AfL itself. AaL is using assessment as the tool to improve students' metacognitive and self-monitoring abilities, so they can put themselves as the center of the learning[96]. Students internalize the criteria for effective writing, which also helps them assess and improve their own writing as well as their peers', by actively and metacognitively engaged in the process of assessment[97].

[93] Icy Lee, *Classroom Writing Assessment*, …,p.10.
[94] Icy Lee, *Classroom Writing Assessment*, …,p.10-11.
[95] Liying Cheng and Janna Fox, *Assessment in the Language Classroom*, …, p.4.
[96] Icy Lee, *Classroom Writing Assessment*, …,p.10.
[97] Deborah Crusan and Paul Kei Matsuda, *"Classroom Writing Assessment"*, …, p.2.

F. Review of Relevant Studies

Based on several sources related to this research, the researcher presents some previous studies which correlate to this research. Here are the results comparison between this research and the previous studies:

1. A research conducted by Nurul Inayah, Endang Komariyah, and Abdin Nasir in 2019 discusses *"The Practice of Authentic Assessment in an EFL Speaking Classroom"*. This research focuses on the implementation of authentic assessment in an EFL speaking classroom which associates the kinds of assessments and the scoring rubric. The similarity to this research is both discussing authentic assessment. And the difference is the research which written by them is examining students' speaking skill in an EFL classroom, while the researcher will discuss authentic assessment of students' writing skill.

2. A thesis entitled *"Authentic Assessment Implementation in Assessing English Based on the Curriculum 2013 at SMP IT Nurul Fikri Banjarmasin"* written by Bening Tyas Dairi in 2019. The research explores the authentic assessment and aims to discover the implementation of authentic assessment based on Curriculum 2013 at SMP IT Nurul Fikri Banjarmasin as well as the students' response to the assessment. The similarity to this research is both exploring authentic assessment. However, there are some differences between the thesis which conducted by Bening Tyas Dairi and this research. First, the thesis above is finding out the implementation of authentic assessment to assess English as whole subject at the classroom, meanwhile this research is going to investigate the implementation of authentic assessment of students' writing skill. Second, another research focus is added to this research, it is online authentic assessment of writing skill.

3. A research conducted by Popi Sotiriadou, Danielle Logan, Amanda Daly, and Ross Guest in 2019 focuses on *"The role of authentic assessment to preserve academic integrity and promote skill development and employability"*. This research discusses about finding out the effectiveness of authentic assessment in interactive oral exams in order to improve the students' skill and employability prospects. The likeness is the discussion about investigating the practice of authentic assessment. The distinction is the research above explored the implementation of authentic assessment toward two classrooms of second-year undergraduate students in interactive oral examinations, while the researcher here will examine online authentic assessment of writing skill in senior high school level.

4. An article journal written Rui Huang and Lianjiang Jiang in 2020 criticizes *"Authentic assessment in Chinese secondary English classrooms: teachers' perception and practice"*. This research explores the practice and the teachers' perception toward authentic assessment in secondary English classrooms. The resemblance is the discussion of the authentic assessment in English classrooms. The differences are the research above discusses the implementation of authentic assessment and teachers' perception in secondary English classrooms, while the researcher will focus on the authentic assessment for writing skill in senior high school level.

CHAPTER III
RESEARCH METHOD

This chapter describes the procedure of the research in order to find out the answers of the three research questions as previously stated in chapter one. It includes type of the research, setting of the research, subject and object of the research, techniques of data collection and techniques of data analysis.

A. Type of the Research

This case study research was conducted to the tenth grade students of SMA Boarding Al-Irsyad Al-Islamiyyah Purwokerto. This study was carried out using the qualitative approach to analyze the implementation of online authentic assessment of English writing skill. Qualitative case study is a research methodology which is conducted to help the exploration of a phenomenon in a specific context through the variety of data sources as well as to find out what is exactly happening in social behavior aspects[98][99]. And it is conducted through the various side to uncover the multiple aspect of the phenomenon and it is undertaken by using comprehensive observation and interviews[100][101]. The phenomenon happened at school is the reason why this research led to qualitative case study.

B. Setting of the Research

This research was conducted at SMA Boarding Al-Irsyad Al-Islamiyyah Purwokerto (AABS) from December 2020 until April 2021.

---

[98] Yasir Rashid, *et al.,* "Case Study Method: A step-by-step guide for business researchers", *International Journal of Qualitative Methods*, 2019, Vol. 18, p.2.

[99] Adrian Holliday, "Qualitative Research and Analysis", in Brian Paltridge and Aik Phakiti (Eds), *Research Methods in Applied Linguistics: A Practical Resource*, London: Bloomsburry, p.49.

[100] Yasir Rashid, *et al.,* "Case Study Method: A step-by-step guide for business researchers, …, p.2.

[101] Shawn Loewen and Luke Plonsky, *An A-Z of Applied Linguistics Research Methods*, London: Palgrave, 2016, p.19.

C. Subject and Object of the Research

1. Subject of the Research

Subject of a study is a person, a thing or a micro-organism which becomes the information source of the data collection needed during the research[102]. The subjects of this research were English teacher (EK) and the students of the tenth grade of SMA Boarding Al-Irsyad Al-Islamiyyah Purwokerto.

a. The English Teacher (EK)

The English teacher also has her own role to design the assessment and assess students' performance. Moreover, the way the teacher assesses students' performance is quite different from the other English teacher in common. This is said so because the use of Global Scale of English (GSE) is also followed by the use of English Focus handouts from Pearson as the learning guideline and students' workbook. Being the only one teacher who is responsible for the English learning process, for the tenth grade students especially, gets her understand the whole process of it.

b. The Tenth Grade Students

In SMA Boarding Al-Irsyad Al-Islamiyyah Purwokerto, there are 4 classes of the tenth grade. Two classes are categorized as IPS and the others are MIPA. These students were chosen as the subject of this research based on some considerations. The tenth grade students are the ones who are being assessed by the English teacher using the certain assessment which has been designed and structured by the English teacher and been approved by the headmaster. They are the first generation which carry out the Global Scale of English (GSE) as the English subject curriculum, meanwhile 2013 curriculum is used for the previous generation. Recently, the four classes has been classified

---

[102] Agung Widhi Kurniawan & Zarah Puspitaningtyas, *Metode Penelitian Kuantitatif*, Yogyakarta: Pandiva Buku, 2016, p.58.

into four study groups which is based on the result of their performance in the last semester. There are 2 high level classes which are called Banana Girls and Banana Boys and 2 low level classes which are called Apple Girls and Apple Boys. The interviewees were chosen by purposive sampling.

2. Object of the Research

The object is the online authentic assessment of writing skill which was conducted at SMA Boarding Al-Irsyad Al-Islamiyyah Purwokerto. This topic becomes essential to be studied more since assessment is one of the keys to achieve the complete cycles of teaching and learning process, including in distance education. Other than that, designing authentic assessment in an online way may be a challenge for the teachers. Furthermore, the role of writing skill –as productive skill –is important to be mastered by students as it is inseparable skill which they will deal with in everyday life.

D. Techniques of Data Collection

Observation, interview, and documentation were used to collect data. The following explanations below offers the benefits of them, how each technique was conducted, and who were involved in it.

1. Observation

Observation was used to gain the data to find out the certain condition of the research. It was also aimed to brainstorm in designing the questions for the interview. Observation of qualitative research is gaining and taking notes on the social behavior and individual activities at the site of research[103].

---

[103] John W. Creswell and J. David Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, Los Angeles: Sage Publishing, 2018, p.262.

Observation was conducted in every writing class. In last semester, the final test was observed and in this semester, the writing class was undertaken 2 times in line with the amount of the chapter which was taught at class. At least there were 6 observations were conducted in this semester by observing how the teacher and students interacted to each other during the English writing class zoom meeting.

The instruments which were used during the online observations were observation checklists and observation field notes. Observation checklists were developed through how it was seen at the first preliminary research and reading some books and journals related to the topic. So, after every observation was done, the checklist would increase as it had been seen. Meanwhile, after the observations were conducted, all data were written in the field notes. They were written in detailed sequence, including the time, participant and how it was going completely.

2. Interview

Conducting interview is aimed to obtain the clearer explanation regarding certain condition or situation from the previous observation. It can be utilized as a tool to clarify what have been observed and to gain the deeper data from the interviewees. Interview is one of the aspects of qualitative research which is useful to obtain and reveal another individual responses through a set of questions[104]. And it is can be carried out through face-to-face meeting, conversations on telephone, or organizing a group interview with the participants[105].

Interview was conducted 3 times to different subjects of the research after undertaking writing assessment observations. Additional interviews to the teacher were also carried out after every class observation to clarify

---

[104] Shawn Loewen and Luke Plonsky, An A-Z of Applied Linguistics Research Methods, …, p.91.

[105] John W. Creswell and J. David Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, …, p.263.

some little stuffs regarding the activities during the online class. The English teacher was interviewed twice after completing each of writing assessments in this semester. She was asked to serve the data with regard to the writing assessment process, the result of the writing assessment, the difference of writing assessment process between K13 and Pearson curriculum, her opinions in experiencing teaching and assessing students with the new English curriculum, and any other things related to the writing assessment in this semester. And some of the tenth grade students were also interviewed after undertaking the second writing assessment. Two students of each Apple and Banana Class were chosen to be the interviewee. They were asked to give their opinions and tell their experiences regarding the online English writing assessment in this semester.

The instrument which was used in interview –both formal and informal –was interview guidelines. The formal interview guideline was developed based on some reading some books and journals related to the topic. And it was semi-structured interview, so it was developed more during the interview depended on the answers. While the informal interview guideline was developed through what was happening during the observation since it was utilized to be confirmation tool.

3. **Documentation**

The documents which were gained during the class observations and assessment observations were in the form of assessment rubric, results of students' writing project, the instruction of the assessment and some photos of the activities during the classroom observations. The students' writing projects were utilized to help the analysis of how students implemented the authentic assessment of writing skill and as the results of instruction as well as teaching and learning process which was conducted by the teacher previously.

The instrument of documentation was developed from the interviews and observations. It was in form of note of checklist. When the interviews and observations were done, some files, pictures and many others would come up as the documentation as the compensation for the data which hadn't been gained from the previous techniques.

E. Techniques of Data Analysis

Basically, technique of data analysis in qualitative is to classify, unpack the set of the data, and combine them again, so it is just like peeling the back of onion[106]. Meanwhile Miles and Huberman state that there three steps in data analysis. They are data reduction, data display, and conclusions (drawing/verifying)[107].

1. Data Reduction

The data from classroom observations were analyzed by using report, categorization, and interpretation. Firstly, field note was used as a report after conducting every observation. Things which were written on field notes were date, time, place, and explanation of the activities during the teaching and learning process. Field note was also used as a proof of an observation and a tool to recall what had been observed. And a quick interview after each observation also was needed to clarify some events which had happened. Then data from interview were collected and transcribed into written format. Furthermore, data of documents were collected into some parts of the data need. Then the gained data were coded and categorized to each indicator of the related theories. Such categorization was beneficial to analyze whether or not the data was

---

[106] John W. Creswell and J. David Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, …, p.267.

[107] Matthew B. Miles and A. Michael Huberman, "Drawing Valid Meaning from Qualitative Data: Toward a Shared Craft", *Educational Researcher*, 1984, Vol. 13, p.20-30.

complete. So, it was way easier to elaborate. Other than that, it was useful when attempting to construct the data display.

2. **Data Display**

After coding and categorizing the gained data, the next step was displaying them in sequence. By using explanatory figures, the data were shown in chronological order and were supported by the data from the observation, interview, and document. It was helpful for the readers to find out and visualize what was going on during the writing class and writing assessment.

3. **Conclusions**

The last step of data analysis was drawing conclusion. After coding, categorizing, and displaying data, it was way easier to write conclusion based on what happened in the field and whether the authentic assessment could answer the theories or even draw a new theory.

CHAPTER IV
RESEARCH FINDINGS AND DISCUSSION

The findings below were obtained from the observations, formal and informal interviews, and documents which were done collecting in several time. The observations were performed during two online writing assessments in the second semester of 2020/2021. As results, the data of the observations will be presented here below. Meanwhile, the formal and informal interviews were carried out after the observations along with presenting some essential documents to enhance the data. After the findings were displayed, they were interpreted based on each theory of online authentic assessment of writing skill as it was explained below.

A. Kinds of Online Authentic Assessment of Writing Skill

Based on the data collection, there were two kinds of online authentic assessment of writing skill which were conducted in the second semester to the tenth grade students. There were two chapters which were discussed in the second semester, it meant that there were two assessments. Those chapters and assessments were writing a personal blog in the form of CV and writing a personal email.

1. Writing A Personal Blog

First online authentic assessment of writing skill which was conducted was writing a personal in the form of CV. Students learnt how to write a personal blog. The English teacher taught and explained the materials in very detailed way as Pearson instructed. She also delivered the importance of comprehending this skill during their time as a student or after school later on.

At the end of the writing week, students were requested to write a personal blog about themselves in the form of CV. The English

teacher concerned that the students hadn't met each other for a year and as a consequence that they didn't know each other better. By writing a personal blog about themselves, she hoped that they would know each other better. So, after they had written the personal blog and designed it as a CV, they were required to send it to the peers based on the list which the English teacher had created before.

2. **Writing A Personal Email**

At the second writing week, students learnt writing a personal email. They were learning in a very detailed way too. They were requested to write a personal email which consisted of some particular components. The English teacher guided them well and explained the importance of having this writing skill for their future life as a professionals.

Alike the previous assessment, students were required to produce a writing project. At the end of the second writing week, they had to write a personal email about what they had done regarding the school activities. The English teacher also instructed them to write it based on the components which she had explained during the online classes then they had to send it to the peers as the list showed. Hopefully, they would know each other better again by finding out what their friend actually do regarding the school activities which some of them didn't know before since they were away.

B. **The Implementation of Online Authentic Assessment of Writing Skill**

1. **Classroom Activities**

The online classroom observations were undertaken in February until March 2021 (2 online writing assessments) on Zoom Meeting. The online classes were divided into several small classes, Apple Class and Banana Class. Students with low ability of English are classified into Apple Class. Otherwise, Banana Class is where students with better and good ability of English learn. There are 2 classes of female

students occupy Apple and Banana Class and so the male students do. Each class consists of 27 students. Mrs. Efi Kurniati handles the English class for the tenth grade students.

The teacher prepared a link for the online class Zoom meeting and shared it to the students whom she would teach. If she taught Banana Class, she prepared writing practice and shared worksheet in Google Classroom approximately 45 minutes before the class began. She did this way because based on the ranking score at the last semester, some students –eventually were classified into Banana Class –performed better than the rest. As a result, Banana Class was believed to perform better too and the teacher did not explain more as she did in Apple Class.

When students had joined on Zoom meeting, EK asked them to turn on their microphone and camera. The teacher also greeted them one by one as she was waiting for the other students to join the online meeting. EK did greeting and having a small talk with them in order to make sure that they were ready for the English class. When the class was almost full of the students, EK started the class. She greeted *"Assalamu'alaikum Warahmatullahi Wabarakaatuh"* and the students answered. Then she asked the students to recite prayer/*basmallah*. EK asked how they were doing, were they alright and some kind of greetings. Sometimes, she asked about the last assignment to the students to make sure that they had submitted it and if one of them hadn't, she urged him/her to complete the task.

She started to share the screen which presented the English module as she asked the students to open up the page she requested to learn the particular theme of English writing class together. EK would happily ask the students to recall what they had learned in the previous writing class since sometimes it connected to each other. When she

was done with that, she started to explain what the students would learn during the writing class for about two weeks ahead. She delivered the learning objectives of the writing class and what project the students were going to perform in the writing assessment later on. She said she needed to deliver the context of the materials, so the student recognized what they actually were learning at that time. As a brainstorming activity, Pearson served a particular activity –which usually was named as 'A activity' –to make sure that they found out the materials and the writing theme they would learn.
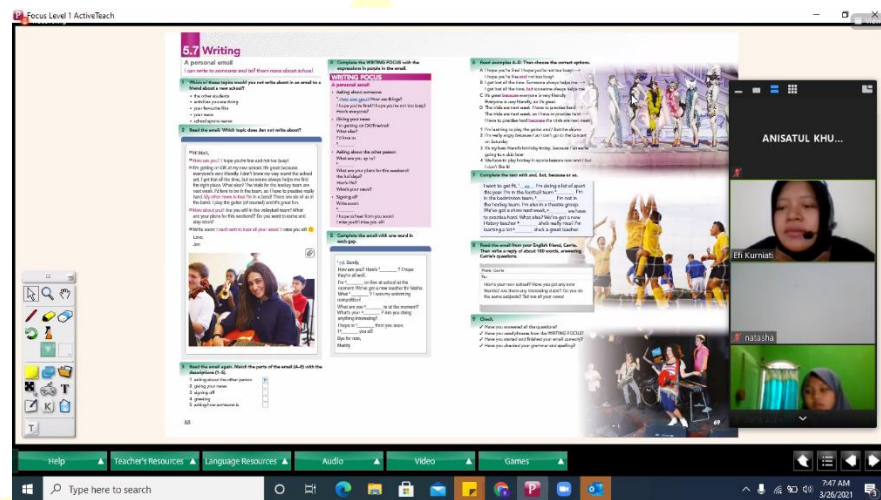
Picture 1 (Brainstorming Activity)

As the main activity of English writing class, EK performed different way to Apple and Banana Class. In Apple Class, she taught every part of the activities in detailed explanation. She had to make sure that the students of Apple Class had understood the materials she explained. She involved the students to have a part in the learning process. EK liked to interact to the students during the online class. She usually asked a student to answer a question from her or a written question on the module. If any of the students answered wrong, she gave a chance to the other to volunteer in answering the right one. As

40

she taught how to write personal email, she explained in detail about the things that the students should fulfill, how to write some expressions in email and analyze an email, and reminded them about the project they should create in the end of writing class.

The situations of the way EK taught in Banana Class was different from Apple Class. Since before the meeting began EK had given them an assignment, she just had to monitor how the students understand the materials. In Banana Class, EK just had the students practice and analyze emails and expressions in the workbook and module. Questions and answers were also available here but EK did not need to pick a students to answer her question, the students volunteered themselves easily.

There were several differences of how EK taught English writing in Apple and Banana Class. In Banana Class, she just needed to check their assignment which they had to complete it before the class began. Otherwise in Apple Class, EK had to explain the materials and the rest of the activities were the assignment which the students had to complete in the next 40 minutes after the online class finished. In addition, EK taught the materials in Apple Class in slow and detailed explanation but she didn't taught that way in Banana Class. In Apple Class, she usually explained small stuffs which the students might forget, such as grammar and capitalization.

EK also made such great interactions to her students during the online class. Before the class began, she might be like their sister as she made jokes with them and guided them if any of them asked and told some difficulties. She usually asked the students to utter their opinion of something they were discussing, to analyze the email or reading text, or even to review what they had learn during the class. She wanted that the students participated the class actively. For

example, EK got the students read an email on the module and after that she picked a students to analyze what things that didn't exist in the email based on the obligatory things which should be written in personal email. Eventually, she reviewed and recalled what things that should be completed in writing a personal email as she said in the beginning of the class.

She didn't only teach the writing skill, but also grammar as a supplement to the students' writing later on. She explained grammar explicitly as there were some activities which were served the grammar materials in writing personal blog or email for the students. Additionally, she prepared grammar supplement task for the students as they had to complete it before or after the class. However, she sometimes gave chances to the students to answer some grammar questions in the module during the class. If one of them answered, she would write it on the module and checked it to the answer key. And if one of them answer it wrong, she would give him/her another chance or let another one answer it.

As reinforcements, she didn't doubt to say it directly to the students. For example, she would appreciate the students' courage if they answered or utter their opinion regarding the materials. She said "Oh, you're good!", "Good job!", "That's awesome!", and many other. At the end of the meeting, she usually appreciated the enthusiasm of the students during the class.

Before the class ended, EK confirmed whether the students understood the materials she explained. As she was confirming this, she would asked one of the students to recall or review what they had learned that day. Then she confirmed it and she also reminded them of what they had to do or complete in writing a personal email or blog and also the tasks that the students needed to accomplish. When no

one asked regarding the materials or the tasks, she would close the meeting by reciting *Hamdalah*, prayer and she eventually said *Wassalamu'alaikum Warahmatullahi Wabarakaatuh*.

2. **The Online Authentic Assessment of Writing Skill Activities**

After conducting several practices, included the grammar focus and writing practice, the students were got to complete the online writing assessment. EK had said to the students what kind of writing assessment/writing project that they would have accomplished as they reached the end of the writing week. The students hopefully understood the benefits of the writing project, what they had to write, and also how to write it.

She really concerned about students' writing outcome that they had to write as authentic as they could. So she provided authentic writing assessment. She said in the interview that "… it needs to be authentic. If the students are requested to write an email, so they have to write a real email on their account and send it to the peers. It just doesn't make sense when I request them to write an email and they only write them on Microsoft Word."

EK gave the instructions on Google Classroom as she also attached some previous examples of writing project which could be a guidance for the students. She provided a whole day for the students to do the writing project and to submit it to Google Classroom. At the same time, EK informed the peers for the students exchanged their writing project.

When the students had to write personal blog, EK prepared the instructions, some previous personal blog project, and the list of peers. She wanted the students to send the personal blog, which should be written like a CV, to their peers. She hoped that after they sent their CV, they would recognize each other since the online class they had

joined, they couldn't meet each other in real life. Hopefully, after sending the CV to their peers would help them. This situations also happened why the students needed to send their personal email to the peers when they had to complete the second writing assessment.

Sender	Receiver
Dwito Bima Prihananto	Raditya Zaki Athaya
Haidar Hanif	Rajwa Vourza Tsaqifa
Hanif Riski Dhaifullah	Yusuf Ikbar Pradipta
Muhammad Harits Dwiputra Hadiadhy	Zahran Ardiona Prasojo
Muhammad Iqbal Ash- Shidiqy	Zhea Azima Nurivan
Musyaffa Fayyaz Adzkia	Zidane Yusavito
Roby Chandra Kusuma	Zidni Dziaulhaq
Ahmad Faris Syauqi Ramadhani	Dwito Bima Prihananto
Ammar Baisa	Haidar Hanif
Arya Perdana Putra	Hanif Riski Dhaifullah
Davin Chandra Wijaya	Muhammad Harits Dwiputra Hadiadhy
Fakhrii Rif'at Maulana	Muhammad Iqbal Ash- Shidiqy
Fariq Faqy Rozzaqy	Musyaffa Fayyaz Adzkia
Hylmi Inas Wibowo	Roby Chandra Kusuma
Maheswara Abigail Wijoseno	Ahmad Faris Syauqi Ramadhani
Muhammad Fauzan Azhima	Ammar Baisa
Muhammad Zaidan Zaki	Arya Perdana Putra
Muhammad Zidan Hifzhurrahman	Davin Chandra Wijaya
Nandana Ayudya Natasaskara	Fakhrii Rif'at Maulana
Nizhami Syafiq Fanani	Fariq Faqy Rozzaqy
Raditya Zaki Athaya	Hylmi Inas Wibowo
Rajwa Vourza Tsaqifa	Maheswara Abigail Wijoseno
Yusuf Ikbar Pradipta	Muhammad Fauzan Azhima
Zahran Ardiona Prasojo	Muhammad Zaidan Zaki
Zhea Azima Nurivan	Muhammad Zidan Hifzhurrahman
Zidane Yusavito	Nandana Ayudya Natasaskara
Zidni Dziaulhaq	Nizhami Syafiq Fanani

Picture 2 (List of Peers)

The writing practices and assessment actually had been provided by Pearson and EK just had to apply them to the students. However, she modified them to be as authentic as she could and hopefully those could be meaningful for them. As she said in the interview,

> The students haven't met each other for a year, so it will be difficult for them to gain data from their friends for writing an email. I modify it and they just need to write about themselves. Moreover, when they only send the email to me it can be useless because I don't need it. Then it's better for them to send it to their peers which I manage it before the writing

assessment is held. Writing a personal email about themselves and sending it to their peers can be a good start for them to get to know each other.

At every writing practice and writing assessment, EK informed the feedback on students' writing practice or writing project. She might comment on their grammar or their writing outputs. This was done as she commented on the private comment section on Google Classroom. Ideally, this was completed before the students moved to the next skill, so they would find out and understand their weaknesses and errors on their writing. However, EK couldn't complete this activity since she was in rush with the upcoming English skills weeks.

Regarding the rubrics, EK arranged it herself adapting some self-assessments which were available on the module. Basically, Pearson did not provide a particular rubric for assessing the writing practices and project. She said that "… the original rubric from Pearson is way too general. For example does the writing fit the requested content? So I make it more detailed and it makes me easier to assess their writings either." And she also hoped that this rubrics or scoring could be one of the considerations when she would deal with authentic assessment again. She was worried that she was too subjective on adapting the rubric.

3. Students' Perception on Online Writing Authentic Assessment

Students of the tenth grade at Al-Irsyad Al-Islamiyyah Boarding School (AABS) admitted that the teaching and learning process of online writing class was understandable and fun and so was the assessment. EK taught them in detailed explanation which helped the students understand the materials and the practices easily. They said that the amount of tasks which EK gave to them was to train them much better, moreover writing skill required more practices. As stated from the interview,

45

> Mrs. EK requested us to send a personal email to our peers using the particular form as she had taught us before at the online class, such as greeting, giving our news, asking about the other day, and signing off. Applying them on a real personal email is really effective since we are able to improve our vocabularies. Other than that, she also can find out how far our writing skill and students are able to read a real personal email which is sent to us, not only a personal email which we can read on our module.

They said this was the first time they learnt English using Pearson Curriculum which became the best learning experience they had ever had. Pearson provided more English native videos, colorful and eye-catching module and detailed explanation for every English skill. They preferred learning English using Pearson to 2013 Curriculum as they argued that it was more complicated. As stated in interview,

> I feel like now I know that learning English isn't merely learning theoretically, but also practically. When I learnt English writing using 2013 Curriculum, it just provided vocabulary and grammar section. It is different from Pearson which encourages us to write a blog, email, invitation and many others. It is like more authentic than 2013 Curriculum.

Writing assessment which the students had to complete was helpful for them. It was because they could practice the detailed explanation which they had got during the online class. Furthermore, some of them admitted that they were able to perform better in English writing when they wrote and practiced. Nevertheless, some students said that they had no enough time to do the tasks, including the writing assessment in the end of the writing week. As stated in interview, "I like the writing assessment so much since I like writing anything. And I enjoyed every tiny part I made when we were requested to have a CV as the writing assessment. It was still fun though we had no enough time, so it was just like the tasks were chasing us."

The students thought that the writing practices and assessments would help them when they had faced the real life after school.

Moreover, EK usually mentioned the benefits of their writing practices and assessments in real life later on. Though these practices might not be completely helpful because they had to learn other aspects regarding the English writing, cultures, and many other. However, these practices didn't get them like the world of writing.

In the second semester, EK decided to classify the students based on their ability on English, so there were Apple and Banana Class. She concerned to this because she noticed there were some difficulties in teaching the students with the variety of their abilities on English subject. And the students welcomed this decision with joy as they also felt the same way. The students with lower ability of English were afraid of to speak or participate during the class. Otherwise, the students with better ability felt like they needed to learn more or they would chase so much during the English class. Now, the students had got their class based on their abilities which made them feel better than before. The students in Banana Class were able to speak more confidently without being afraid of offending their classmates. And in Apple Class, they had got more detailed explanation which raised them better and became more confident in participating in the class.

The students had completed for about 4-5 writing assessment for two semesters. At first, they felt that these assessment might not be beneficial for the future life since they might not meet the chance to do anything like that. However, as time went on they learnt that the writing assessments would help them in real life someday. Moreover, EK taught and assessed them in fun ways which encouraged them to perform better. As stated in interview, "Since we had only got some real practices of English writing, it might not be really beneficial for our English writing skill. However, if we have moved to the higher grades and improved a lot, it may help our writing skill, such as

47

writing an essay. I hope as time goes by, we learn much more and better."

Besides, there would be some shortcomings among the strengths. Due to some health protocols which made some schools remained close and so AABS did. The students felt a bit bored for the practices before or after the online class. They enjoyed learning new things but they were just tired of the monotonous activities which they had to do during the online school for the two semester back then.

C. **The Conformity of Principles of Online Authentic Assessment of Writing Skill Toward The Implementation at AABS**

According to the explanation above that there are two kinds online authentic assessment of writing skill, writing a personal blog in the form of CV and writing a personal email. And here the further explanations whether they fulfill the principles of online authentic assessment of writing skill or not.

1. **Criteria of Authentic Assessment**

There are 3 criteria which is shown in the previous chapter. The first is construction of knowledge. The activities which are carried out by EK is trying to construct the previous knowledge and provide them as solutions to the current problems. For example, during the class, EK will always have a talk about how the students learned the previous writing unit and how it will influence their writing skill for the upcoming writing they will produce. EK usually delivers this kind of criterion in the beginning, middle, or in the last session of the writing class.

> It is to deliver the context of what we are going to learn today. Pearson provides the very beginning activity as the brainstorming activity. According to me, I need to deliver the context, so the students will find out why they have to learn this material. When they have found out the reasons, they will be excited during the learning process, at least they know that this

48

is not useless thing to do. If I don't deliver the context, they may get confused during the learning until the assessment.

The second criteria is disciplined inquiry. To get deeper understanding of the materials which is taught, EK teaches and provides the materials in very detailed steps as Pearson instructs. In every writing class, she will have a small discussion either to Apple Class or Banana Class regarding the ideas of writing. From generating ideas with students, EK will invite them to read and analyze the related writing on the book. When they are done analyzing it, they will have a discussion again about the expression they may use or write in their writing later on, also they learn how grammar plays role in their writing. EK teaches the students in very detailed steps is to make sure that they have deep understanding about what they will write and how to write it.

And the last criteria is value beyond school. This criteria has the most influential and the most concerned according to EK. She wants the students learn English writing by producing a real writing with the available tools with their friends. She emphasizes that she really concerns about this matter. She would like to build that what the students learn during the online class is not a waste. It is beneficial for their life after school or even during their learning process at the school. This value also may be kind of things which usually professionals do in real life. Writing an email and writing a personal profile are the examples of professional practice activities. As she said on the interview "… I pay attention of the meaningful assessment of my students. I want them to learn English writing in meaningful way and it can be practiced in real life. They are not only writing, but also they are writing a meaningful one."

They were requested to write a personal email about themselves. Why did I request it? It is because I want them to feel the real experience. They write an email in the application and they get the reply from their peers. I said to them that the email which I assess is the one that they send to their peers, not the reply for them. I want them how to write an email and reply it. And they gave me a wonderful excitement.

Other than that, EK also says to the students in some writing classes that this kind of producing writing is essential for their life now and later on. And the students also feel and think likewise. They think that what they are producing right now is a kind of real practices and it surely will affect their writing skill.

2. **Characteristics of Authentic Assessment**

There are various characteristics of authentic assessment. Herrington and Herrington states that there are at least 4 characteristics which may be utilized as guidelines implementing authentic assessment[108]. Meanwhile, Gulikers *et al.,* provide five-dimensional framework which reflects the characteristics of authenticity in assessment[109]. From the statements of Herrington and Gulikers *et al.,* some of the characteristics can be combined into one since they have the same objective.

In context *per se*, it is divided into two. They are physical and social context. The implementation of AA in AABS reflects how the assessment should look like according to professionals' lives. The students need to practice their knowledge, skill, and attitudes in an authentic way. In every writing assessment, the students are required to produce a kind of writing, based on the objective of the unit itself. In unit of writing a personal profile, the students have to write about themselves. They learn how to do self-branding. And to make it easier

[108] Jan Herrington and Anthony Herrington, "Authentic Conditions for Authentic Assessment: Aligning Task and Assessment", …, p.147.

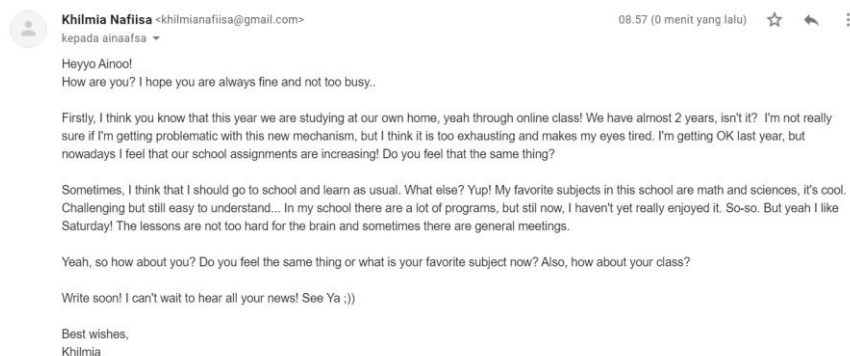[109] Judith T. M. Gulikers, et al., "Relations Between, …, p.384.

to do, EK asks them to write their personal profile in a unique way as if they are applying a job to a company. The students write their profile as they write about themselves in a CV. The difference of writing a CV here from the common ones is they write it as an introduction to their own friends. Since the pandemic hits the world and schools are closed, the students may not recognize their friends better than having a face-to-face learning every day. So, in order to get them in touch, EK initiates writing a personal profile in the form of CV. The students are enthusiastic regarding this assessment activity. This activity reflects the physical context of the authenticity in assessment. On the other hand, social context which has been implemented in AABS is the students are required to send and receive the personal profile or personal email from their own partner. This phenomenon becomes how society interaction should be when they are involved in professionals' lives.

The next characteristic is the alignment of task and students factors. As we know that AA should really rely on what actually the students will be doing if they are professionals later on. They need to have higher order thinking skills and problem solving skills either. Having both will stimulate to act as professionals who practice the knowledge, skills, and attitudes. In AABS, the students are required to produce a kind of writing in the end of every writing unit. It varies like personal profile and personal email. Before they have written them, the students learn what to write and how to write them. This activity helps the students to produce their writing the depth of knowledge they have learned before.

And assessment result or form may contain indicators and task factors. In assessment result, there are four elements which are needed to be fulfilled. First, the students are required to perform or produce

what they have learned. In this case, in AABS, every writing assessment requires the students to produce a kind of writing. Personal profile in the form of CV and personal email are the examples of this writing performance. They will need to perform those performance in real life as professionals. Second, it is how the students demonstrate the performance related to competencies. During writing class, they have practice time either within the class, before or after the class ends. EK explains what the students are required to do and how to do it. The students learn the pattern of writing, expression they may use, and grammar tips. Before she begins any practice time, she will have given the instruction regarding what the students need to undertake and how to undertake it. Likewise, in the day of writing assessment, EK announces the instruction of carrying out the writing performance in Google Classroom clearly. She even gives some examples of the performance.

The next are the structure of tasks and indicators to come to the conclusion of the task. This element includes instructions of the assessment and practices and the rubrics which is used to assess their performance afterwards. And the last element is presenting the product of the performance in written or oral format. Since this is writing class, the output of the assessment itself is students' writing. The students need to submit their performance in Google Classroom in the form of PDF/JPG or any other based on the need. For example, when they are producing personal email, they need to send their writing to their friends and they will respond it. The writing they send and the answer are the files which they need to upload to Google Classroom.

Khilmia Nafiisa <khilmianafiisa@gmail.com>
kepada ainaafsa ▾

08.57 (0 menit yang lalu)

Heyyo Ainoo!
How are you? I hope you are always fine and not too busy..

Firstly, I think you know that this year we are studying at our own home, yeah through online class! We have almost 2 years, isn't it? I'm not really sure if I'm getting problematic with this new mechanism, but I think it is too exhausting and makes my eyes tired. I'm getting OK last year, but nowadays I feel that our school assignments are increasing! Do you feel that the same thing?

Sometimes, I think that I should go to school and learn as usual. What else? Yup! My favorite subjects in this school are math and sciences, it's cool. Challenging but still easy to understand... In my school there are a lot of programs, but stil now, I haven't yet really enjoyed it. So-so. But yeah I like Saturday! The lessons are not too hard for the brain and sometimes there are general meetings.

Yeah, so how about you? Do you feel the same thing or what is your favorite subject now? Also, how about your class?

Write soon! I can't wait to hear all your news! See Ya ;))

Best wishes,
Khilmia

Picture 3 (Student's Writing Project)

3. Criteria of Online Assessment

During the online assessment, threats to validity and reliability gets higher, so it gets EK design higher-order thinking skills assessment because some situations cannot be controlled directly. Regarding the reliability, there are at least 4 points which can be discussed further. The first is about the students' condition. Most of them don't mind with online assessment, but a few of them said that it could be a bit challenging because of their limits. For example, during the test they couldn't perform better because of the signal, gadget, and some house works. As stated in the interview "… so far I have no problem unless the internet signal. I live in village which has limit internet signal. That's the problem." EK understands these problems could happen to the students and she is okay with that as long as the students are still trying to do and complete all the tasks.

EK admits that somehow she feels confused in assessing students' works. Writing should be assessed and be read carefully in order not to miss any words during the assessment. After she has read the whole of students' works, she gives them feedback on each

53

comment section on Google Classroom. When it is done, she can check it whether it fulfills the points on rubrics and she inserts the points into Excel.

Test administrator –in this case is EK –has prepared good enough so far. She can utilize Google Classroom, Gmail, and Zoom in facilitating students' learning and assessment. And the last is about the test. Some students argue that the allocation time (a whole day) for writing assessment isn't enough. They have to work on the practices after or before the class too and they want more time. Nevertheless, the students don't mind with the test material. They said that they enjoy the writing assessment since they can feel new experience and challenge in writing about themselves in English.

EK reviewed the last semester online learning and decides to make the learning and assessment to be more meaningful and useful for the students. In the last semester, if the students are requested to write an invitation via email, she didn't request them to write it on email directly. And now she wants the learning and assessment are appropriate, so she decides to utilize email to make more the assessment meaningful. She teaches writing a personal blog and a personal email, so she assesses the students how they can write a personal blog and personal email and send it to their peers via email.

4. **Type of Writing Assessment**

There are two kinds of writing assessment which are applied in AABS and both of them are classified as direct test. EK assesses students' writing skill by requiring them to produce a kind of writing based on the objective of the writing unit. She has told what the students are requested to do from the beginning of the writing week. During the writing week, they are learning how to produce it and the components they have to complete in their writing. If the day has come, EK will

inform the writing assessment on Google Classroom as well as she attach some writing examples and the instructions. She sometimes informs the list of the peers in the same day either.

For the first semester, she held a final examination of writing yet for the second semester she doesn't need it since the two writing assessments during the semester is enough. Furthermore, she gets to take a leave after her childbirth. So, by this consideration, she thinks better to skip to include writing skill in final examination. Other than that, she modifies some instructions from Pearson, so it can be more meaningful for the students. The modification is Pearson instructs to write a personal blog/a personal email about the other person/friend. However, she modifies it becomes "write a personal blog/email about yourself so your friends will be able to know you better."

5. **Characteristics of Writing Assessment**

There are two characteristics of writing assessment, task features and scoring. Task features offer two more dimensions, those are features of the writing task and features of the test. Specifically, there are three features of the writing task. The first is subject matter. EK, in two writing assessment, prefers personal topic. She picks this topic since this can be simple one for the students to arrange their writing. Additionally, she wants the students to get to know each other because they haven't seen each other for a year. Meanwhile, non-personal topics may be difficult for the students because they aren't accustomed to producing any writing. For the second feature, EK also uses rhetorical task, specifically descriptive text. This matter makes sense since she is assessing the tenth grade of senior high school who are still learning how to write simple text, besides the reason of Pearson's material instruction. Stimulus material as the third feature is one of the guidance which EK usually uses in guiding the students before the test

begins. She attaches some files of previous writing assessment which can be used as some examples for the students.

And the second dimension is regarding time allocation and test instructions. Time allocation for writing assessment is not enough, on the other hand, EK said that this is enough for the students, but the students said it isn't. They argue this way since some of them may get some trouble on booting their gadgets, internet signals or some house works which can distract them.
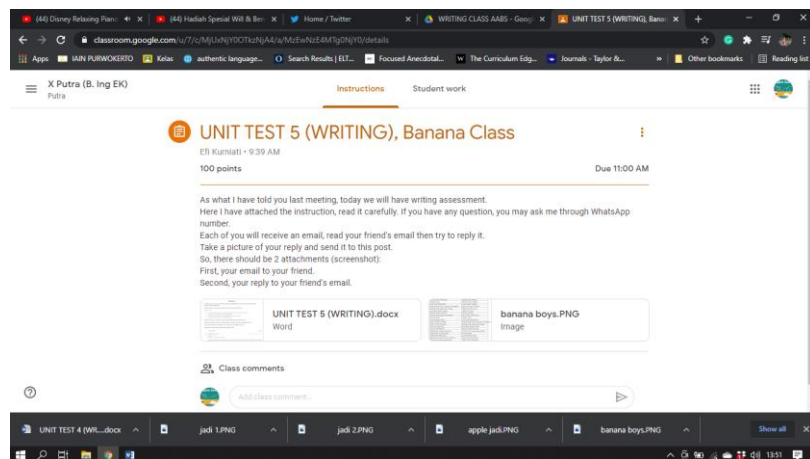
Picture 4 (Instructions of Writing Assessment)

In addition, no students complain about the complicated instructions or couldn't understand the instructions as EK admits on the interview "… nobody has asked me regarding the instructions. I wonder whether they have already understood. However, when I read the works I know that they can follow the instructions or maybe they have already asked their friends." However, some students may still ask to EK if they don't understand the instructions she gave during the class with regard to daily practice. For the writing assessment, she writes clearly on Google Classroom and students feel free to ask her regarding the instructions. She stated on the interview "… I am ready whenever the students want to ask me about the instructions or

practices or the assessment. Couple days ago, a student from Apple Class asked me regarding the instruction of writing practices and I answered him."

6. **Type of Writing Assessment Rubrics**

Since EK assesses students by using authentic assessment, she attempts to use the most detailed assessment rubrics, it is analytic trait scales. This rubrics contains various aspects of writing skill, such as content, organization, vocabulary, language use, and mechanics. Two assessment rubrics which EK has created contain different aspects for each assessment since it has different assessment objective. EK chooses to create this kind of assessment rubric because the simple self-assessment which Pearson provides is still way too general. She makes it more detailed so it will be easier for her assesses students' works. She also explains how she establishes those aspects for each assessment.

Picture 5 (English Writing Rubrics)

7. **Type of Classroom Writing Assessment**

The classroom writing assessment which runs in AABS is classified into Assessment of Learning (AoL). This assessment measures students' ability at the end of the learning process to gain the students' report on specific skill, in this case writing. EK holds classroom writing assessment at the end of the writing week and she manages all the matters with regard to assessment. She stated on the interview that the peers which she created wasn't for the self-assessment for the students. All kinds of assessment is still on her own hand.

CHAPTER V
CONCLUSION

A. Conclusion

Based on the data collection and data analysis, it was found that there were two kinds of online authentic assessment of writing skill which was conducted at SMA Boarding Al-Irsyad Al-Islamiyyah Purwokerto to the tenth grade students. Those were writing a personal blog in the form of CV and writing a personal email. The assessments were conducted at the end of the writing week and both were classified as direct writing test.

There were some things which mattered to the implementation of online authentic writing assessment. Based on the classroom observations and interviews, instructions of the tests, test material, rubrics, time allocation and the objectives of the test were clear. However, there were some notes and suggestions regarding the time allocation, giving the feedbacks, and rubrics of the assessment.

Furthermore, the implementation of online authentic assessment of writing skill fulfilled the principles of criteria and characteristics of authentic assessment and online assessment. Nevertheless, there were some notes on some points. First, it was about the first criteria of authentic assessment, construction of knowledge. The English teacher should pay deeper attention to this since it could increase the output quality of the other criteria. The other notes were written on the suggestions below.

B. Suggestions

The implementation of online authentic assessment of writing skill to the tenth grade of SMA Boarding Al-Irsyad Al-Islamiyyah Purwokerto was

59

good, however, according to the analysis above, some suggestions were offered to the teacher as assessment administrator as follows:

1. The English teacher should discuss the assessment rubrics in order to avoid some subjective perspectives.

2. The English teacher should consider the current time allocation by discussing it with the students.

3. The English teacher should perform better for constructing knowledge by conducting some online quizzes or new visualization regarding the materials which will be explained in order to find out how far the studnets understand or feel familiar to the related materials.

BIBLIOGRAPHY

Bachman, L.F. *Statistical Analysis for Language Assessment*. Cambridge: Cambridge University Press, 2004.

Bakerson, M, T Trottier, & M. Mansfield. "The Value of Embedded Formative Assessment: An Integral Process in Online Learning Environments Implemented through Advances in Technology." In Selma Koc, *et al*. (Eds). *Assessment in Online and Blended Learning Environments*. USA: Information Age Publishing, 2015.

Bartley, J.M. "Assessment is as Assessment Does: A Conceptual Framework for Understanding Online Assessment and Measurement." In Mary Hricko and Scott L.H. (Eds). *Online Assessment and Measurement: Foundations and Challenges*. USA: Information Science Publishing, 2006.

Bergstrom, B, et al. "Defining Online Assessment for the Adult Learning Market." In Mary Hricko and Scott L.H. (Eds). *Online Assessment and Measurement: Foundations and Challenges*. USA: Information Science Publishing, 2006.

Burns, A, and J. Siegel. "Teaching the Four Language Skills: Themes and Issues." In A. Burns and J. Siegel (Eds). *International Perspectives on Teaching the Four Language Skills*. Macmillan: Palgrave, 2018.

Cheng, L, and J. Fox. *Assessment in the Language Classroom*. London: Palgrave, 2017.

Creswell, J.W, and J.D. Creswell. 2018. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Los Angeles: Sage Publishing.

Crusan, D. "Assessing Writing." In Antony John Kunnan (Ed). *The Companion to Language Assessment*. USA: John Wiley & Sons, 2014.

Crusan, D, and Paul Kei Matsuda. "Classroom Writing Assessment." In John I.L. (Ed). *The TESOL Encyclopedia of English Language Teaching*. USA: John Wiley & Sons, 2018.

Cushing, S.T. "Assessment of Writing." In Carol A.C. (Ed). *The Encyclopedia of Applied Linguistics*. USA: John Wiley & Sons, 2019.

Cushing, S.T. "Assessment of Writing." In Carol A.C. (Ed). *The Encyclopedia of Applied Linguistics*. USA: John Wiley & Sons, 2019.

Fournier, D.M. "Evaluation." In Sandra Mathison (Ed). *Encyclopedia of Evaluation*. Thousand Oaks, CA: Sage. 2005.

Gaytan, J, and Beryl C. McEwen. "Effective Online Instructional and Assessment Strategies." *The American Journal of Distance Education*. 2007, Vol. 21, No. 1.

Gikandi, J.W, D Morrow, and N.E. Davis. "Online Formative Assessment in Higher Education: A review of the literature." *Computers and Education* 2336. 2011.

Green, A. *Exploring Language Assessment and Testing*. New York: Routledge, 2014.

Gulikers, J.T.M, T.J Bastiaens, and P.A. Kirschner. "A Five-Dimensional Framework for Authentic Assessment." *ETR&D* 69. 2004.

Gulikers, J.T.M, T.J Bastiaens, and P.A. Kirschner. "Authentic Assessment, Students and Teacher Perceptions: The Practical Value of the Five Dimensional-Framework." *Journal of Vocational Education and Training* 4. 2006.

Gulikers, J.T.M, T.J Bastiaens, and P.A. Kirschner. "Relations Between Students Perceotions of Assessment Authenticity, Study Approaches and Learning Outcome." *Studies in Educational Evaluation* 382. 2006.

Herrington, J, and A. Herrington. "Authentic Conditions for Authentic Assessment: Aligning Task and Assessment." *Proceedings of the 29th HERDSA Annual Conference, Western Australia*. 10-12 July 2016.

Holliday, A. "Qualitative Research and Analysis." In Brian Paltridge and Aik Phakiti (Eds). *Research Methods in Applied Linguistics: A Practical Resource*. London: Bloomsburry, 2019.

Hughes, A. *Testing for Language Teachers*. Cambridge: Cambridge University Press, 2003.

Lee, I. *Classroom Writing Assessment and Feedback in L2 School Contexts*. Singapore: Springer Nature Singapore, 2017.

Lock, J.V, and Petrea Redmond. "Empowering Learners to Engage in Authentic Online Assessment." In Selma Koc, et al. (Eds). *Assessment in Online and Blended Learning Environments*. USA: Information Age Publishing, 2015.

Loewen S, and Luke Plonsky. *An A-Z of Applied Linguistics Research Methods*. London: Palgrave, 2016.

Mabry, L. "Assessment." In S. Mathinson (Ed). *Encyclopedia of Evaluation*. CA: Sage, 2005.

Miles M.B, and A.M. Huberman. "Drawing Valid Meaning from Qualitative Data: Toward a Shared Craft." *Educational Researcher*. 1984, Vol. 13.

Nida, Dinda S. "Content Validity Analysis of English Formative Assessment in 8th Grade of SMP Al-Irsyad Al-Islamiyyah Purwokerto," Thesis. Purwokerto: IAIN Purwokerto, 2020.

Newmann, F.M, M.B King, and D.L. Carmichael. *Authentic Instruction and Assessment.* Des Moines: Department of Iowa, 2007.

Olfos, R, and H. Zulantay. "Reliability and Validity of Authentic Assessment in a Web Based Course." *Educational Technology & Society*. 2007, Vol. 10, No. 4.

Qian, D.D. "Comparing Direct and Semi-Direct Modes for Speaking Assessment: Affective Effects on Test Takers." *Language Assessment Quarterly*. 2009, Vol. 6, No. 2.

Rahman, Md.M. and T.R. Sarker. "Teachers' Classroom Practice to Develop Student's English Writing Skills at Primary Level of Bangladesh." *Jurnal Pendidikan Progresif*. 2019, Vol. 9, No. 1.

Rashid, Y, A Rashid, M.A Warraich, S.S Sabir, and A. Waseem. "Case Study Method: A step-by-step guide for business researchers." *International Journal of Qualitative Methods* 2, 2019.

Rennert, P, and Ariev. "A Theoritical Model for the Authentic Assessment of Teaching." *Practical Assessment, Research, and Evaluation*. 2005, Vol. 10.

Scriven, M. 1981. *Evaluation Thesaurus*. California: Edgepress.

Scriven, M. "The Logic of Evaluation." In H.V. Hansen et al., (Eds). *Dissensus and the Search for Common Ground*. CD-ROM. Windsor, ON: OSSA. 2007.

Stufflebeam, D.L, and Chris L.S. Coryn. 2014. *Evaluation Theory, Models, and Applications*. San Fransisco: Jossey-Bass.

Svinicki, M.D. "Authentic Assessment: Testing in Reality." *New Directions for Teaching and Learning*. 2004. No. 100.

Weigle, S.C. *Assessing Writing*. Cambridge: Cambridge University Press, 2002.

White, E.M. "Holisticism." *College Composition and Communication*. 1984, Vol. 35, No. 4.

Williams, David D, Scott L Howell, and Mary Hricko. *Online Assessment, Measurement, and Evaluation: Emerging Practices.* London: Information Science Publishing, 2006.