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

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THESIS

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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

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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].

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[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

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[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

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[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 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

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.

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