

**EFL TEACHERS' AUTHENTIC WRITING ASSESSMENT  
PRACTICE IN TEACHING *TEKNIK KENDARAAN RINGAN*  
VHS STUDENTS**



*Building  
Future  
Leaders*

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A thesis submitted as a partial fulfilment in the requirements for degree of  
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## ABSTRACT

**Jizly Patricia Wuisang, 2015.** EFL Teachers' Authentic Writing Assessment Practice in Teaching *Teknik Kendaraan Ringan* Vocational High School Students. Thesis of English Education Program, Faculty of Languages and Arts, State University of Jakarta.

Authentic assessment was a problem faced by school teachers, especially in understanding the concept and implementing it. This study was aimed to explore the practice of authentic writing assessment by teachers in EFL classroom. It used qualitative method as the approach with exploratory design and employed three kinds of instruments: checklist document analysis of lesson plans, teachers' questionnaires, and students' interviews. The writer investigated 20 teachers of seven vocational high schools (VHS) in North Jakarta as the participants. The results of this study shows that EFL Teachers of VHS in North Jakarta had been implemented the authentic writing assessment in their classroom. Teachers implemented authentic writing assessment for assessing students' achievement. It means that, teachers often plan a test in order to know the students' progress and how well their students have learned. In assessing students' authentic writing, most teachers used essay technique very often. Besides essay technique, teachers also used other techniques, they were: fill in the blank, open-ended question and true-false. All of the types have already used by the teacher but intensive type was the most. It focused on students' appropriate vocabulary within a context and correct grammatical features in a sentence.

**Key words:** *authentic writing assessment, purposes of authentic writing assessment, techniques of authentic writing assessment, types of authentic writing assessment,*

## ABSTRAK

**Jizly Patricia Wuisang, 2015.** Penerapan Penilaian Menulis Otentik oleh Guru dalam Mengajar Siswa Teknik Kendaraan Ringan di Sekolah Menengah Kejuruan (SMK). Skripsi dari Jurusan Pendidikan Bahasa Inggris, Fakultas Bahasa dan Seni, Universitas Negeri Jakarta.

Penilaian otentik merupakan sebuah masalah yang dihadapi oleh guru, khususnya dalam pemahaman konsepnya dan penerapannya. Penelitian ini bertujuan untuk mencari tahu penerapan penilaian menulis otentik oleh guru Bahasa Inggris di kelas. Penelitian ini menggunakan pendekatan metode kualitatif dengan disain exploratory dan menggunakan tiga instrumen, yaitu: analisis RPP sebagai dokumen, kuesioner guru, dan wawancara murid. Penulis melibatkan 20 guru dari 7 Sekolah Menengah Kejuruan (SMK) di Jakarta Utara. Hasil dari penelitian ini menunjukkan bahwa guru-guru bahasa Inggris SMK yang ada di Jakarta Utara sudah menerapkan penilaian menulis otentik di kelas mereka. Para guru menerapkan penilaian menulis otentik untuk menilai pencapaian siswa. Itu artinya, para guru sering merencanakan tes untuk mengukur pencapaian hasil belajar siswa dan mengetahui sejauh mana pembelajaran siswa mereka. Dalam menilai tulisan otentik siswa, para guru sangat sering menggunakan teknik uraian. Selain teknik uraian, guru juga menggunakan teknik-teknik yang lain, seperti: isian, pertanyaan singkat, dan benar-salah. Semua jenis penilaian menulis otentik sudah digunakan oleh guru akan tetapi jenis *intensive* yang sangat sering. *Intensive* menilai kesesuaian kosakata siswa dalam konteks dan tata-bahasa yang benar dalam kalimat.

**Kata Kunci:** penilaian otentik menulis, tujuan penilaian otentik menulis, teknik penilaian otentik menulis, jenis penilaian otentik menulis

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## CHAPTER I

### INTRODUCTION

This chapter presents the background of the study, problem identification, research questions, scope of the study, and the significance of the study.

#### **1.1 Background of The Study**

Education and assessment are intimately linked, because in teaching and learning process, assessment plays an important role. Teachers need to implement the assessment in their classroom in order to help them easy to know about the learners' progress. Through assessment, teachers can make some improvements for teaching and learning process and also can make a decision about the learners' achievements. Assessment takes too much time in the classroom. Stiggins, R. (2007:22) stated that teachers spend from one-quarter to one-third of their professional time on assessment. It makes teacher should give extra time and should pay attention to the assessment because teacher must prepare and implement an appropriate assessment for the students. Based on the regulation of the Minister of national education No. 20/2007 assessment is *proses pengumpulan dan pengolahan informasi untuk menentukan pencapaian hasil belajar peserta didik*.

The way to gather and collect the data of teaching and learning process, assessment should appropriate with the learning materials based on *Kompetensi Inti* and *Kompetensi Dasar* because assessment is one of eight national standards

that are directly related to the curriculum. According to the regulation of the minister of education and culture (No. 66 Th. 2013) “national standard of education is functioning as basis in the planning, implementation and supervision of education in order to achieve the quality of education”. Therefore, the development of the assessment of student learning outcomes should be in line with the development of the curriculum to be used. The curriculum itself is *seperangkat rencana dan pengaturan mengenai tujuan, isi, dan bahan pelajaran serta cara yang digunakan sebagai pedoman penyelenggaraan kegiatan pembelajaran untuk mencapai tujuan tertentu* (PP No.19, th/2005 article 1, no.13). In order to measure the achievement of the curriculum, it is not about goals and content, but it is also about assessment.

Assessment is a very important and even essential part in education. It became an important part because assessment's component was believed to be delivering real impact to the success of student learning. It also can be a tool to measure the difficulty of the learners. In brief, assessment is the process of collecting and processing information to measure the achievement of the learning results of the learners. Teachers should know the development of students' learning, so the teachers can ensure that students experience learning properly. If the data collected shows that the students were less in learning result, teachers can immediately take appropriate action to overcome that problem, so that is why assessment cannot separate with education.

According to the regulation of the minister of education and culture (No. 66 Th. 2013), assessment itself is divided into eleven categories, they are: 1) authentic assessment, 2) self-assessment, 3) portfolio assessment, 4) test, 5) daily test, 6) mid-term test, 7) final test, 8) competence level test, 9) competence level of quality test, 10) national test, and 11) school/madrasah test . Lately, authentic assessment were become a hot news in education because this model is recommended, or even should be emphasized, its use in the activity of assessing student learning outcomes. Teachers know it as ongoing assessment. Based on the regulation of the minister of education and culture (No. 66 Th. 2013) Authentic Assessment is *penilaian yang dilakukan secara komprehensif untuk menilai mulai dari masukan (input), proses, dan keluaran (output) pembelajaran*. In other words, authentic assessment is one of many other assessments that collecting and processing information of the learners, but the differentiation of authentic assessment and others assessment is authentic assessment assess the overall of the students include the input and process not only in the end of the learning. It also can be a learning tool to measure the achievement of the learners. Authentic assessment is concerned with the assessment process and the results at once. Thus, the entire appearance of students in learning activities can be assessed objectively and is not solely based on the end result (product) only. We can see from the viewpoint of Bloom's theory, a model that made the references of assessment development in some curriculum in Indonesia, the assessment shall include the cognitive, affective, and psychomotor. The authentic assessment is also varied, can use a non-tests and tests at once, and can be done at any time even while the

learning activities. However, the authentic assessment should be planned well before it will be used.

In fact, authentic assessment has long been known in education. Authentic forms of assessment are familiar for teachers in Indonesia because some teachers have done the assessment model of it, but most of the teachers are more familiar with the traditional model of assessment. Traditional assessment in regard to this assessment was seen as more tapped into the knowledge that has been dominated by students as a result of the learning through objective tests. On the other hand, authentic assessment more emphasis on giving task that demands the learners' presentation, practicing, or demonstrating the lesson that results in the real world in a meaningful, reflecting the mastery of knowledge and skills in a subject. In research article, some researchers also stated that, (Wiggins Grant, 1990:21) "assessment is authentic when we directly examine student performance on worthy intellectual tasks". According to (Jon Mueller, 2014:11), "a form of assessment in which students are asked to perform real-world tasks that demonstrate meaningful application of essential knowledge and skills". It can be said that authentic assessment is a process to match students' meaningful experience in the real world to the classroom activities. Authentic assessment is expected to stimulate students to develop their knowledge, attitudes and skills for their future in the real world. But a fact problem of education that there are gaps between teaching in school and the real world and it also happen between assessment tasks and what occurs in the world of work (Achieve, 2006; Boud, 1990 stated in Gulikers, 2006:4). It means that the teachers do not provide

meaningful assessment for students' real world. Authentic assessment is suitable for Vocational High School, because one of its principles is to prepare students with the professional life. Authentic assessment is assessment that aligns with real world task and expectation in professional life (Frey 2013:201). Vocational High School also prepared students with their professional life. It can be said that, the expectation of the practice of authentic assessment in VHS can help to develop students' competencies which are knowledge, attitudes, and skills that relevant for their future world of work. In other words, authentic assessment is suitable with VHS because it can monitor and measure the ability of students in the various possibilities of solving the problem faced in real-world situations or contexts and in a real process of learning.

One of the problems that emerged was not necessarily all teachers understand the concept and the implementation of authentic assessment, especially when the former Minister M. Nuh decided to implement the 2013 curriculum. There were so many teachers who have difficulty with authentic assessment. In [kompas.com](http://kompas.com), the minister of education and culture (Mohammad Nuh) said that the most difficult part and always complaining by the teacher is the assessment. He also stated in [republika.co.id](http://republika.co.id) from many kinds of assessment, authentic assessment is one problem that difficult to face by the teachers. Teachers in different school have various levels of interest and awareness in authentic assessment. Some teachers may have attended workshops of authentic or performance assessment. Some of them have already tried some form of authentic assessment in their class, for example: used portfolio, provided feed-back,



designed rubric scoring and etc., even though, some of these teachers do not really know about the form itself. On the other hand, there may be others who have only heard about authentic assessment and want to know more. It is not only about this level of experience, but some teachers also need to make improvement of their self in competences especially in knowledge and skill. Because of these reasons so that is why some teachers may found that the authentic assessment is difficult to use. If a concept does not understand yet, how the teachers can use it for the purposes of practical learning activities? It may just be the person thinks or says that he/ she had to use authentic assessment to assess their student learning process, but in fact, it is not the case. Teachers have to assess the overall process not only the result. So, by using authentic assessment, teacher can assess student objectively with reality aspects, not only focus to the result but, many teachers are not able to provide students with assessment that relate with authentic assessment, especially writing skill. Teacher usually used text-book and work-book for student; they do not bring the real-world task into the classroom. So that is why the students do not receive what is real life task in authentic assessment.

## **1.2 Problem Identification**

The writer found a big problem that relate to authentic writing assessment in EFL classroom. Many teachers find assessment was a great challenge for them. It was happened when the teachers have lack of competences, especially knowledge and skill. Although the authentic assessment is an important tool to ensure the quality of education and also recommended for assessing teaching and

learning process, how do teachers use authentic assessment appropriately if they do not understand the concept of authentic assessment itself. Moreover, like I have described in the background of the study, some teachers may have implemented authentic assessment in their teaching and learning process but the fact it does not concurrent in the reality. Every English teacher expected their students can master the spoken and written form in English because those are very useful and beneficial for their future life. So, that is why, teachers should give contextual assessment that relate to the real world of the students which mean by using authentic assessment because this assessment is important for preparing students' unexpected world of work.

The previous study about authentic assessment had been conducted by (Ika Supriatin, 2008) at Elementary School in Pisangan Timur. She investigated the authentic assessment as a means to develop students' English. She said that teacher should try to implement authentic assessment in their classroom because authentic assessment is done continuously during the teaching and learning process. It is very important and will give continuous information about the students' progress of learning. Another study about authentic assessment also had been conducted by (Natalia, 2013) in Elementary schools in Buleleng Regency. She investigated the authenticity of teachers' made assessment and its contribution to students' English achievement. She said that the important thing that the teacher should have is the understanding about authentic assessment itself. If the teacher understands well about the authentic assessment, it is expected that the authentic assessment will help the teacher to reach the purpose of classroom

assessment and not only for helping the students to enhance their achievement. Unfortunately, those studies were not related to the main problem of the study that the writer try to conduct which is about EFL teachers' authentic writing assessment practice in teaching *teknik kendaraan ringan* VHS students.

### **1.3 The Research Question**

According to the background of the study, some questions arise, they are:

The main question is:

1. What authentic writing assessment practices do VHS teachers employ in their classroom?

The sub questions are:

- a) What purpose do their authentic writing assessment practices serve?
- b) What authentic writing assessment types do they choose to serve?
- c) What assessment techniques do they choose to serve in their authentic writing assessment?

### **1.4 Scope of The Study**

The study focuses on the practice of authentic writing assessment by VHS teachers in EFL classroom. The writer also used policy of Minister of National Education number 66/2013 about assessment standard to find out the techniques on authentic assessment. The writer only investigates Vocational High School Teachers of *teknik kendaraan ringan program*.

### **1.5 Significance of The Study**

This study is expected to enrich English teachers' knowledge about authentic writing assessment in order to make them aware and carefully select the appropriate assessment for student that they implement in the classroom. For students of English language education study program, this study is hoped to help them as a reference for their future planning of teaching English. The writer also hopes this study can beneficial for English teachers in Indonesia.

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter presents a discussion on theories relates with this study in order to help the writer to analyze it.

#### **2.1 Assessment in Educational Term**

Assessment in the past often refferd as “testing”, has been an important aspect of educational practice for a long time. In order to collect the achievement of the students, teachers need to implement assessment in their classroom. Based on the regulation of the minister of education and culture (No. 66 Th. 2013) Assessment is the process of collecting and processing the information to measure the achievement of learning outcomes of the learners. (Brown, 2004:83) stated Assessment is an ongoing process that encompasses a much wider domain. It is not only about testing at the end but also the overall process; the input, process and also output. Moreover, assessment also evaluates teacher performance when they are teaching in the classroom.

Teachers used assessment in monitoring the progress of their student. It is the first aim of the assessment, by using assessment teacher can measure the student’s progress like the understanding about the material that has been taught. Assessment provides teacher and student to achieve learning objective. After monitoring student progress, teacher should increase the effectiveness of teaching and learning process. It means teacher improves their instruction to provide

appropriate learning process for student. In this case, teacher will collect all of the information and evidence from the students in order to know the effectiveness of the assessment itself. Assessing student achievement is the third aim. It means that, teacher evaluates how well student could understand comprehension about the learning that they have learned. And grading each individual student will be the last aim. In brief, assessment is not same with test. While testing is one of formal and often standardized tools that teacher used to assess student's performance in the end of learning, assessment is based on collection all of information or data of the student about what they have already known and what they are able to do.

## **2.2 Principle of Assessment**

### **2.2.1 Practicality**

Assessment is practicality when it is effective. According to Brown (2004:19), assessment is effective when it is not expensive. Assessment is effective when the assessment is relatively easy to administer. Assessment is also practicality when it is stays within to appropriate time constrains. He also stated that assessment is practical when it has a scoring procedure that is specific and time-efficient. It can be concluded that the assessment is practicality when it is effective with the time and money consuming and has a clear and specific scoring procedure.

### **2.2.2 Validity**

The extent to which inferences made from assessment results are appropriate, meaningful, and useful in terms of the purpose of the assessment (Gronlund, 1998) as cited in (Brown, 2004:22). He also stated that, teacher may be concerned with how well a test determines whether or not students have reached an established set of goals or level of competence. According to Weir (2005:12), validity is defined as the extent to which a test can be shown to produce data, which are an accurate representation of a candidate's level of language knowledge or skills. It can be said that assessment is valid when the assessment results are meaningful and appropriate with the level of language knowledge or skills. In short, assessment is assessing what it is intended to assess.

### **2.2.3 Reliability**

According to Brown (2004:20) a reliable test is consistent and dependable. Huot (2002:24) also stated that traditional measurement that spawned multiple choice tests and the entire testing culture and mentality that has become such an important part of current ideas about education. Weir, C. J. (2005:49) also stated that reliability can be defined as consistency of measurement across different characteristics of facets of testing situation. If teacher gives the same test to the same student or matched students on two different places, the test should yield similar result because it is consistent.

### **2.2.4 Authenticity**

According to Brown (2004:28) the authenticity of assessment defines in the following ways:

- a. The language in the assessment is natural as possible
- b. Items are contextualized rather than isolated
- c. The topics are meaningful for the students
- d. Tasks represents real world tasks

Bachman and Palmer (1996) as cited in Brown (2004:28) also defines authenticity as “the degree of correspondence of the characteristics of a given languages test to the features of a target language task”. Essentially, teacher claim the authenticity of assessment, the assessment is likely to be enacted in the “real world”. As stated in Frey (2013:201), assessment is authentic if the assessment aligns with real world task and expectations.

### **2.2.5 Wash-back**

Wash-back generally refers to the effects the tests have on instruction in terms of how students prepare for the test (Brown, 2004:24). Wash-back also implies that students have ready accessed from teacher to discuss the feedback and evaluation teacher has given.



### **2.3 The Concept of Authentic Assessment**

Authentic assessment is also known as performance assessment, because authentic in other definition is perform or demonstrate or show up what the learner has learned. Performance assessment also requires students to accomplish complex and significant tasks, while bringing the knowledge, recent learning and relevant skill to solve realistic or authentic problems. (Richard J. Stiggins 1987:34) stated that performance assessments call upon the examinee to demonstrate specific skills and competencies, that is, to apply the skills and knowledge they have mastered. (Gulikers, Bastiaens, & Kirschner, 2004:69) stressed that authentic assessment is an assessment requiring students to use the same competencies, or combinations of knowledge, skills and attitudes that they need to apply in the criterion situation in professional life. According to (O'Malley & Pierce, 1996:17) to describe the multiple forms of assessment that reflect student learning, achievement, motivation, and attitudes on instructionally-relevant classroom activities is authentic assessment. It also emphasizes students' need to learn and subsequently demonstrate the ability to apply the knowledge and skills in real-world or authentic contexts (Mueller, 2005:2). It means, authentic assessment gives contextual assessment that relate to the real world of the students for preparing them to face the unexpected world of work.

Authentic assessment is an alternative assessment too; it integrates the assessment of traditional academic content with the knowledge and skills important to lifelong learning using a variety of techniques, including "real world" situations. (Dikli. S, 2003:26) stated "Alternative assessment assesses higher-

order thinking skills”. Students also have the opportunity to demonstrate what they have learned. Alternative because it is an alternative to traditional assessment. This alternative assessment tools used portfolios, independent projects, journals and so on. Alternative assessment is typically authentic because it is based on activities that represent classroom and real-life settings. As we know, teacher is more familiar with traditional assessment rather than alternative assessment. But as teachers, they need both of traditional and alternative assessments to implement in their classroom.

An Authentic Assessment model which is covered in the domain of cognitive, affective, and psychomotor, neither of which appears to be the end result of a process of learning, as well as in the form of changes and development activities, and the acquisition of learning during the learning process in the classroom and outside the classroom. Assessment is an activity that is done not solely to assess student learning outcomes but also a variety of other factors, including teaching activities conducted itself. That is, based on the information obtained can be used as feedback assessment of activities performed. It is explained in *Lampiran PERMENDIKNAS No. 66 Tahun 2013* which is about the education assessment standard that educators have to implement in their teaching and learning classroom.

*“Penilaian pendidikan sebagai proses pengumpulan dan pengolahan informasi untuk mengukur pencapaian hasil belajar peserta didik mencakup: penilaian otentik, penilaian diri, penilaian berbasis portofolio, ulangan, ulangan harian, ulangan tengah semester, ulangan*

*akhir semester, ujian tingkat kompetensi, ujian mutu tingkat kompetensi, ujian nasional, dan ujian sekolah/madrasah.”*

*(Lampiran PERMENDIKNAS No. 66 Tahun 2013)*

Furthermore, it is also explained that

*“Penilaian hasil belajar oleh pendidik yang dilakukan secara berkesinambungan bertujuan untuk memantau proses dan kemajuan belajar peserta didik serta untuk meningkatkan efektivitas pembelajaran”.*

*(Lampiran PERMENDIKNAS No. 66 Tahun 2013)*

It means teachers need to understand about the assessment it self and should provide appropriate assessment for their learners. The authentic assessment is one of many tools that very recommended for teachers to implement in their teaching and learning classroom especially in Vocational High School because authentic assessment is used to relate the assessment to the real life experience of the students and assess the overall of the students, from input, process and also output.

### **2.3.1 The types of authentic assessment**

This is the types of authentic assessment based on (J. Michael O'Malley and Lorraine Valdez Pierce 1996:25).

<b>Assessment</b>	<b>Description</b>
Oral interviews	Teacher asks students questions about personal background, activities, readings, and interests.
Story or test retelling	Students retell main ideas or selected details of text experienced through listening or reading
Writing Samples	Students generate narrative, expository, persuasive, or reference paper
Projects / exhibitions	Students complete project in content area, working individually or in pairs
Experiment / demonstration	Students complete experiment or demonstrate use of materials
Constructed-Response Items	Students respond in writing to open-ended questions
Teacher observation	Teacher observes student attention, response to instructional materials, or interactions with other students
Portfolio	Focused collection of student work to show progress over time

(Table 2.1 Types of Authentic Assessment)

Based on the table of authentic assessment types above, the writer can conclude that, there are eight types (oral interviews, story or test retelling, writing samples, projects/ exhibitions, experiment/ demonstration, constructed-response, items, teacher observation and portfolio) of authentic assessment who have different purpose and also different advantages of each type. It means as a teacher, in order to help them, she/he should master of all the types, so the teacher can choose the appropriate types of authentic assessment for the learners.

#### **2.4 Authentic Writing Assessment**

Writing skill is a necessary condition for achieving employment in many walks of life and is simply taken for granted in literature cultures (Brown, 2004:107). According to (Hamp\_Lyons 1996:53) writing is a personal act in

which writers take ideas or prompts and transform them into “self-initiated” topic. It means, writing is about some ideas of the writer than she/ he writes it down into a paper. According to (O’Malley & Pierce (1996:134-135), there are three purposes of writing. First is informative writing; second, expressive/ narrative writing, and the last persuasive writing. In brief, as a productive skill, writing skill is needed to master because it was become an important skill in our global literate community.

#### **2.4.1 The Concept of Authentic Writing Assessment**

As an ongoing assessment, authentic assessment means the process that relates competencies which are knowledge and skills with relevant professional world. So, the teacher should give the tasks for the students based on real-life situation and expected that the students can demonstrate and perform the situation of professional life in classroom activity. The writing assessment content is about the activity used in the professional life or real-life too, for example; teacher can ask students to write curriculum vitae, proposal and so on. It will be useful for the students in their future when they will work with some institution or company.

Teacher gives time for students to revise their assessment in order for the task to be authentic (O’Malley, J. M. & L. Valdez Pierce, 1996:139). It means; teacher is responsible to give the student opportunity to edit and revise their assessment in certain time. After that, the teacher can gives scores as the result of their writing assessment.

### **2.4.2 Purpose of Authentic Writing Assessment**

According to (O'Malley, J. M. & L. Valdez Pierce, 1996:134), there are four purposes of authentic writing assessment. They are: first, monitoring students' process and development; second, increasing the effective of teaching and learning process; third assessing students' achievement; and the last, grading each individual student. It means that, authentic writing assessment is needed for students' learning process, because as the explanation above the authentic writing assessment is directed from monitoring the learning process of the students; after monitoring, increasing the teaching and learning of teachers based on the students' achievement. Next, the weaknesses and strengths of the students should be assess; and authentic writing assessment is used to monitor student progress and determine if changes the instruction are required to meet students' needs. After that teachers should grading every student based on the data and information that had been collected.

### **2.4.3 Types of Authentic Writing Assessment**

There are four types of writing assessment based on (Brown, 2007:220).

1. Imitative, this category focusing on the ability to spell correctly. The learners must achieve skills in the fundamental, basic tasks of writing letters, words, punctuation, and sentences.
2. Intensive, this category focusing on meaning and context sentences. The learners must produce appropriate vocabulary within a context, collocations, and idioms.

3. Responsive, the assessment tasks require learners to perform at a limited discourse level, connecting sentences into a good paragraph and creating logically connected sequence of some paragraphs.
4. Extensive, the learners focus on achieving a purpose, organizing and developing ideas logically. This type of writing assessment can be useful for an essay, term paper, a major research project report, or thesis.

#### **2.4.4 Techniques of Authentic Writing Assessment**

Indonesian Education and culture ministry regulation (No. 66, 2013) stated that the assessment techniques divided into three main parts based on students' competencies:

1. Attitude competencies
2. Knowledge competencies
3. Skill competencies

The first technique is used to measure students' attitude competencies. Teacher assesses students' attitude through observation, self-assessment, peer assessment and journal. The instrument used to gain this result by rating scale and rubric. Teacher measures students' knowledge competencies through written test, oral test and tasks. Written test is divided into six; they are multiple choice, fill in the blank, open-ended question, true-false, matching and essay. Oral test is about lists of questions. Written and oral test implemented during the learning process in classroom, while teacher asked students to do their homework or task after the students finish their study in the school. Teacher knows students' skill

competencies through performance test, project, and portfolio; teacher assesses students' skills competencies by using checklist or rating scales with rubric. In order to make the explanation above clearer, technique of assessment shows in the table below.

<b>Competencies</b>	<b>Techniques</b>
Attitude Competence	Observation Self-assessment Peer assessment
Knowledge Competence	Written test Tasks
Skills Competence	Performance test Project Portfolio

(Table 2.2 The competencies and techniques based on policy no. 66, 2013)

## 2.5 National Assessment Standard (policy no.66, 2013)

The national Assessment standard is the standard that governments have regulated to enhance the learning process. The purposes of national assessment standard are to assess students based on their competencies will be achieved and based on assessment principle, to implement students' assessment in a professional, transparent, educative, effective, efficient, and appropriate with social and culture, and to report students' assessment in objective, accountable, and informative. National Assessment Standard consists of the definition of assessment and the criteria about mechanism, procedure, scope, coverage, and instrument of assessment.

National Assessment Standard of education in Policy No. 66 (2013) provides clear several assessment techniques such as authentic assessment, self -



assessment, portfolio assessment, quiz, test, mid-term test, final test, test of competency, quality level of competency test, national examination and school examination. Those techniques then classified into three competencies; they are attitude competence, knowledge competence, and skills competence. The differences between National Assessment Standard of education in Policy No. 66 (2013) and National Assessment Standard in Policy No. 20 (2007) is the techniques implemented in classroom. The current policy stipulate authentic assessment to be employed in classroom, while the previous policy stipulate test, observation, individual or group assessment, and others to be employed in CBA.

## **2.6 Theoretical Framework**

Authentic assessment defines as a process that related the competencies with the students' future world of work and expected to stimulate students to develop their competencies that relevant to their future life; because as an alternative assessment, authentic assessment integrates the assessment of traditional academic content with the knowledge and skills important to lifelong learning using a variety of techniques, including "real world" situations. While, authentic writing assessment means; to demonstrate and perform situation in professional life in classroom activity. There are four purposes of authentic writing assessment. First is monitoring students' process and development. Second is increasing the effective of teaching and learning process. Third is assessing students' achievement. And four is grading each individual student.

Moreover, the types of authentic writing assessment is divided into four; first is imitative, second is intensive, third is responsive, and the last is extensive.

Teachers need to have a clear understanding of each of these types of writing assessment. Based on the explanation above, there are several ways or techniques that may be used by teachers when practice the authentic writing assessment in classroom. Based on the Ministerial regulation No. 66 of 2013 of National Assessment Standard, authentic writing assessment can be assessing by: 1) observation, 2) self-assessment, 3) peer assessment, 4) written test, 5) task, 6) project, 7) portfolio.

<b>The Concept of Authentic Writing Assessment</b>		
<b>Purposes of Authentic Writing Assessment</b>	<b>Types of Authentic Writing Assessment</b>	<b>Techniques of Authentic Writing Assessment</b>
<ul style="list-style-type: none"><li>• Monitoring students' process and development</li><li>• Increasing the effective of teaching and learning process</li><li>• Assessing students' achievement</li><li>• Grading each individual students</li></ul>	<ul style="list-style-type: none"><li>• Imitative</li><li>• Intensive</li><li>• Responsive</li><li>• Extensive</li></ul>	<ul style="list-style-type: none"><li>• Multiple choice</li><li>• Fill in the blank</li><li>• Open-ended question</li><li>• True-False</li><li>• Project</li><li>• Portfolio</li><li>• Self-assessment</li><li>• Peer assessment</li><li>• Observation</li><li>• Essay</li></ul>

(Table 2.3 The concept of authentic writing assessment)

## **CHAPTER III**

### **METHODOLOGY**

This chapter presents the methodological structure of the study. First section describes the purpose of the study, followed by research design, population and sample of the study, time and place of the study, instruments used, the data collection procedures which included questionnaire, data analysis and interview, validity and reliability of the study, and the last is research procedures.

#### **3.1 Purpose of the Study**

The purpose of this study is to explore the EFL teachers' authentic writing assessment practice in teaching *teknik kendaraan ringan* VHS students. Specifically, this study aims to identify the purpose of their authentic writing assessment practice in the classroom and also the types and techniques of authentic writing assessment they commonly use to assess their students.

#### **3.2 Research Design**

The method used in this study is the exploratory descriptive qualitative study. According to (Brown, 2006:43) exploratory research tends to tackle new problems on which little or no previous research has been done. Exploratory study is not intended to provide conclusive evidence, but to explore the research topic with varying level of depth in order to help us to have a better understanding of the problem. (Pamela D. 2006:1) stated that exploratory research is the

methodological approach that is primarily concerned with discovery and with generating or building theory. It also defined as the initial research into a hypothetical or theoretical idea (Devin, 2014:2). This is where the writer has an idea or has observed something new, either a new topic or a new angle and seeks to understand more about it. Moreover, the writer used descriptive qualitative because the data described in numeric while the findings and discussions explained in words/ sentences. In this case, the writer wants to explore and describe about authentic writing assessment practice of EFL teachers in vocational high school.

### **3.3 Population and Sample of the Study**

The population of this study was vocational high school teachers from North Jakarta. The samples were 20 EFL teachers from seven different Vocational High Schools in North Jakarta. The writer used convenience sampling method because according to (Creswell, 2012:145) convenience sampling is when the researcher selects the participants because they are willing and available to be studied. An overview profile of the 20 respondents is provided in Tables 3.1 to 3.4. All respondents have been teaching in EFL classroom of twenty to forty students in a class with variety of teaching experiences. 55% respondents had up to ten years of teaching and 45% had less than ten years. They were university graduates, most of them were holding bachelor's degrees in English education, just three respondents who were holding bachelor in other field. Thirteen

respondents have got their profession certified, with another seven respondents haven't certified yet.

**Table 3.1 Amount of the Students in a class**

<b>Highest qualification</b>	<b>Number of Respondent</b>
Less than twenty students	0
Twenty to thirty students	5
Thirty to forty students	15
More than forty students	0
<b>Total</b>	<b>20</b>

**Table 3.2 Years of experience as an EFL teacher**

<b>Years of teaching experience</b>	<b>Number of Respondent</b>
> 5	2
5 – 10	7
10 – 15	10
> 15	1
<b>Total</b>	<b>20</b>

**Table 3.3 Highest relevant qualification to ELT**

<b>Highest qualification</b>	<b>Number of Respondent</b>
Diploma	0
Bachelor degree in English education	17
Master degree in English education	0
Doctorate in English education	0

Other	3
<b>Total</b>	<b>20</b>

Table 3.4 Profession status

<b>Profession status</b>	<b>Number of Respondent</b>
Sudah tersertifikasi	13
Belum tersertifikasi	7
<b>Total</b>	<b>20</b>

### 3.4 Time and Place of the Study

The data collection was conducted from May to June 2015. They were collected in seven Vocational High Schools located in North Jakarta. They are SMK Negeri 55 Jakarta, SMK Perguruan Cikini Jakarta, SMK Yappenda Jakarta, SMK Wiyata Mandala Jakarta, SMK Tanjung Priok 1 Jakarta, SMK Walang Jaya Jakarta dan SMK Dharma Putra Jakarta.

### 3.5 Instruments of the Study

In order to build clearer picture thoroughly, the data of this study was collected through three instruments. They were document analysis checklist, questionnaires, and structure interview. To gain the data in more detail, the writer should observe the practice of the respondents. Unfortunately, because of the limitation of time and power so that is why the writer did not use observation.

Lesson plan as the document analysis checklist, teachers' questionnaire, and students' interview are used to triangulate the data about the teachers' practice of authentic writing assessment in EFL classroom. The table below was the instruments used in this study and the data gained from those interviews.

No	Instrument	Data
1.	Document Analysis Checklist	The Purpose, Techniques and Types of Authentic Writing Assessment
2.	Questionnaire	The Purpose, Techniques and Types of Authentic Writing Assessment
3.	Structure Interview	Techniques and Types of Authentic Writing Assessment

(Table 3.5 the instruments used and the data gained from the instruments)

### 3.5.1 Document Analysis Checklist

The document was the lesson plans of EFL teachers of *teknik kendaraan ringan* program in vocational high school as the participants of this study. The lesson plans were a written plan established by teachers in order to help them to stay organized and focused. One to three lesson plans for English learning for vocational high school were collected as the data for this study. The purposes, types and techniques of authentic writing assessment were the parts which were analyzed by the writer. They were chosen as they could give information to support the data which were got from the questionnaires and interviews. The result of the lesson plans as the documents were reported descriptively into a checklist Yes or No table in order to triangulate the data.

### 3.5.2 Questionnaire

To get the answers of teachers' purposes, types and techniques of authentic writing assessment, the writer conducted those instruments by using Likert-type rating scales for the EFL teachers in vocational high schools in North Jakarta. Likert-scales is a popular format of questionnaire that is used in educational research to get information of teachers' statements. The questionnaires were adapted from the literature review and especially from *Standar Penilaian Pendidikan*. The questionnaires were composed in well-structured questions and divided into two parts; first was the personal information of the teachers as the participants and second was teachers' practice of authentic writing assessment. The second part was divided into three categories; the purpose of authentic writing assessment, the types of authentic writing assessment and the techniques of authentic writing assessment. It consisted of 18 statements which were built based on the theories from experts, the policy of national assessment standard and researches compiled at the literature review.

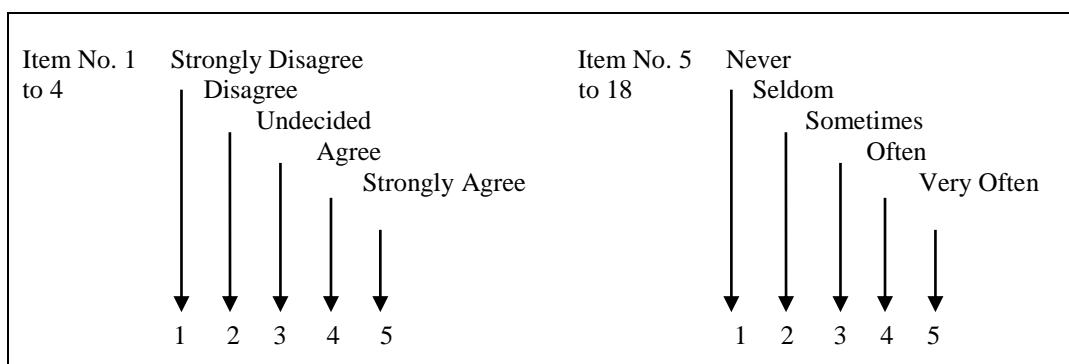


Figure 3.1. The Rating Scale of The Questionnaires



The writer used two kinds of Likert-scales that show in table above who classify into five options of each. In order to be more understandable by the participants, the writer made the questionnaires by using *Bahasa Indonesia*. The questionnaires were distributed to 20 participants from seven different vocational high schools in North Jakarta.

### **3.5.3 Interviews**

The third instrument used in this study was interview. The writer conducted the interviews with the students to support the data gained from the questionnaires about EFL teachers' practices of authentic writing assessment in their classroom in more detail. The interviews were conducted to a group of three students from each teacher. So, the total of all interviews conducted were twenty groups of vocational high school students. The interview protocols were semi-structured interview. It was divided into two parts; first is the techniques of authentic writing assessment and second is types of authentic writing assessment. The writer elaborated the questions between guided and in guided interview that the writer already prepared in order to gather clear information. The interviews were recorded and then it was transcribed. They were reported descriptively in order to support the data which were got from the questionnaires. Fourteen open-ended questions were asked to the *teknik kendaraan ringan* students, it was done in order to gain more information to be analyzed.

### **3.6 Data Collection Procedures**

#### **3.6.1 Data Collection Procedure for Document Analysis**

The document was the lesson plans that the writer got from each of the teacher. Since, the participants were 20 EFL teachers of seven vocational high schools so; the writer got twenty kinds of lesson plan. Some teacher gave the writer three units of the lesson plan but some just gave one.

#### **3.6.2 Data Collection Procedure for Questionnaires**

The questionnaires were distributed to the twenty participants from seven different Vocational High Schools in North Jakarta. The writer was checked the validity and reliability of the questionnaires before ready to distribute in some ways. First, the writer checked the face and content validity of the questionnaires by asking her thesis advisor to assess the items of the questionnaire. During this process, the writer made some revisions. Then, before the questionnaire being distributed, the pilot study is conducted to identify the validity and reliability of the questionnaire. The pilot study is conducted on 5 respondents. Fortunately, each question is clearly understood by the 3 participants but the other had a little difficulty. So the writer asked her thesis advisor about that and revised again the questionnaire before the writer made the final questionnaire and spread them out to real respondents. The writer then explained the instruction on the questionnaire to the teachers to make sure that they understand how to fill it correctly, and then waited for

about 10 to 15 minutes for the teachers to complete the questionnaires. And finally the writer got the questionnaire back from them.

### **3.6.3 Data Collection Procedure for Interviews**

The interviews were conducted to a group of three students of each teacher. The students were chosen to be interviewed by the writer from *teknik kendaraan ringan* program. The writer then interviewed them for about 6 to 9 minutes of each group by recorded the interviews using hand phone. The interview consisted of 14 questions used by the writer to explore their teachers' practice of authentic writing assessment.

## **3.7 Data Analysis Procedure**

The writer used the data from questionnaire of teachers, interviews of students and analysis of lesson plan to answer the question about EFL teachers' authentic writing assessment practice in teaching *teknik kendaraan ringan* VHS students. The steps in analyzing the data are described below:

### **3.7.1 Checklist Document Analysis**

In documents analysis, the writer asked all the EFL teachers as the participant about their lesson plans in order to support the data gained from questionnaires and interviews. After the writer got the lesson plans, the writer identified, analyzed and presented the data gained in form of table yes and no checklist by using Microsoft Excel.

### **3.7.2 Questionnaire**

The first, writer checked and analyzed the teachers' identity into a table form. After that, the writer entered the results of the questionnaires to the computer through Microsoft Excel program. In order to make sure that the data have been already proceeding correct, the writer checked it again. The results of the data were shown in form of table and chart to make them easy to read (see Appendix 1). The writer also divided the result of the questionnaires into three parts; the purpose for number 1 to 4, the types for number 5 to 14 and the techniques for number 15 to 18, then analyzed it by showing the percentage of each part. Those data were shown in form of table and chart too. The last, was interpreting the data by describing all of the results.

### **3.7.3 Interview**

Firstly, the writer conducted face-to-face interviews with 20 groups of students as the participants by using recorder. The writer also took some handwritten notes while recorded all information from the participants. Second, the interviews' results from the participants were described into a written form. And then, the writer was calculated the interviews' data by using Microsoft Excel and presented in form of table. In the interviews, the writer got the answers of what the types and techniques of authentic writing assessment that usually used by the teachers in their classroom. Lastly, the result was then compared and analyzed in order to empower the data gained from the questionnaires and document analysis checklist.

### 3.8 Validity, Reliability and Pilot Study

#### 3.8.1 Validity

In order to make this study valid, the instruments used in this study should be valid. Validity is often defined as the extent to which an instrument measures what it is supposed to measure (Carole L. Kimberlin, 2008:2278). She also said that validity requires that an instrument is reliable without being valid. The items in the questionnaires are valid since each item is designed on what the writer need to obtain and answer in the research questions. Hence to make sure that all items on questionnaires are valid, the writer asked the advisor to help her to check the validity and reliability of the questionnaires and structure interviews and also was pilot the questionnaires to some respondents.

#### 3.8.2 Reliability

In order to make sure that all items on questionnaires as an instrument are reliable, the writer applied the alpha Cronbach formula to analyze the reliability of the items on questionnaires and interviews. The following is the formula used to check the reliability of the items on questionnaires:

$$\alpha = \left[ \frac{N}{N - 1} \right] \left[ 1 - \frac{\sum \sigma_{item}^2}{\sigma_{total}^2} \right]$$

$\alpha$  = Cronbach's alpha (the reliability of instrument)

$N$  = Number of statement in the of statements in the questionnaire

$\sum \sigma_{item}^2$  = The sum of variances

$\sum \sigma_{total}^2$  = The total variance

After finding the reliability, the writer used the standard of reliability to decide the reliability of the questionnaire, as stated by Arikunto (2006: 276) below:

Points	Interpretation
0,800 - 1,000	High
0,600 – 0,800	Fairly High
0,400 – 0,600	Fairly Low
0,200 – 0,400	Low
0,000 – 0,200	Very Low

(Table 3.6 The interpretation scoring about the questionnaire, whether the item reliable or not)

Based on the calculation, the result of  $\alpha$  (reliability) was 0.762 and showing that the reliability of the instrument was fairly high.

### 3.8.3 Piloting Study

Piloting study was conducted before the writer started the study. The writer chose randomly and tried out the questionnaires to five part-time teacher and English instructor of course as the respondents. Piloting study is used to check whether the teachers have difficulties in filling the questionnaires or not. It is also used to check whether the questions provided in questionnaires are effective to be used to collect the data and answer the research questions. When it had been distributed, the writer found that three of

five participants could understand and answer the questions properly but another had a little difficulty. The writer then also tried the interview questions by interviewing three randomly vocational high school students. The students had no difficulties in answering the interview questions since it used *Bahasa Indonesia*.

### **3.9 Research Procedures**

The writer took several steps in conducting the study with the purpose of answering the research questions. The steps she took were:

1. Defining the problems.
2. Proposing the research questions.
3. Preparing the instruments to collect the data, such as questionnaires and interview questions.
4. Piloting instruments. Questionnaires were distributed and interviews were conducted to five teachers and three VHS students in order to find out the difficulties in filling the questionnaires and also to check whether the questionnaires and interviews were effective to gather the data or not.
5. Analyzing the data gained from the pilot instruments.
6. Revising the instruments.
7. Distributing questionnaires to the EFL teachers in VHS that have *teknik kendaraan ringan* program
8. Asking the teachers about their lesson plan.
9. Interviewing the group of students.

10. Analyzing all the data. This is when the writer counted the data gained from questionnaires, data of lesson plans, and recorded interviews transcriptions.



## **CHAPTER IV**

### **FINDINGS AND DISCUSSIONS**

This chapter presents the interpretation of the data based on questionnaires that had been distributed and the structure interviews that had been conducted. This chapter also elaborates the result of lesson plan that were used by the teachers as guidance to make them keep organized and focused before they start to teach with the data of questionnaires and interviews.

#### **4.1. Data Descriptions**

This study was conducted to get the data about vocational high school teachers' practice of authentic writing assessment. The data were collected by distributing the questionnaires and conducting the structure interview in seven vocational high schools that have *teknik kendaraan ringan* program. The questionnaires were about the statement of the purposes, techniques and types of authentic writing assessment based on the research questions and consisted of 18 statements which were written in *Bahasa Indonesia* to avoid misinterpretation. Teachers' personal information was also mentioned in the first part of the questionnaire. They were distributed to twenty EFL teachers in seven vocational high schools which are, SMK Negeri 55 Jakarta, SMK Perguruan Cikini Jakarta, SMK Yappenda Jakarta, SMK Wiyata Mandala Jakarta, SMK Tanjung Priok 1 Jakarta, SMK Walang Jaya Jakarta dan SMK Dharma Putra Jakarta. The data collection was collected in all vocational high schools mentioned above. The

structure interviews were also conducted to the group of three students of each teacher and consisted of 14 questions about types and techniques of authentic writing assessment. The interview was used to gain deeper understanding related to the topic of this study. Besides that, the writer also took some lessons plan of each teacher in order to support the data gained from the questionnaires and structure interviews.

#### **4.2 Data Presentation and Discussion**

The writer classified the findings based on the research questions in order to make it easily analyzed. The research questions of this study are:

1. What authentic writing assessment practices do VHS teachers employ in their classroom?

To answer that question clearly, the writer has proposed three sub-questions as follows:

- 1.1 What purposes do their authentic writing assessment practices serve?
- 1.2 What authentic writing assessment types do they choose to serve?
- 1.3 What assessment techniques do they choose to serve in their authentic writing assessment?

#### 4.2.1 Data Presentation

##### 4.2.1.1 The Purpose of EFL Teachers' Authentic Writing Assessment Practices in Teaching *Teknik Kendaraan Ringan* VHS Students

Statement 1 to 4 described about the purpose of EFL teachers' authentic writing assessment practices. Each statement was analyzed as follows:

**Statement 1:** *“Saya melakukan penilaian untuk memantau proses perkembangan belajar menulis siswa di kelas.”*

**Table 4.1 Percentages of Statement 1**

<b>Ratings</b>	<b>Frequency</b>	<b>%</b>
Sangat setuju	5	25%
Setuju	15	75%
Netral	0	0%
Tidak setuju	0	0%
Sangat tidak setuju	0	0%
<b>Total</b>	<b>20</b>	<b>100%</b>

Teachers' responses to statement 1 (table. 4.1), show that most of the teachers used authentic writing assessment as a mean to monitoring students' process and development. Nobody disagree with this purpose. 75% of the 20 respondents agreed and other 25% or 5 respondents strongly agreed about this purpose.

**Statement 2: “Saya melakukan penilaian untuk meningkatkan mutu kegiatan belajar mengajar dikelas.”**

**Table 4.2 Percentages of Statement 2**

<b>Ratings</b>	<b>Frequency</b>	<b>%</b>
Sangat setuju	11	55%
Setuju	9	45%
Netral	0	0%
Tidak setuju	0	0%
Sangat tidak setuju	0	0%
<b>Total</b>	<b>20</b>	<b>100%</b>

Teachers’ responses to statement 2 (table. 4.2), show that most of the teachers used authentic writing assessment as a mean to increasing the effective of teaching and learning process. Nobody disagree with this purpose. 55% of the 20 respondents strongly agreed and other 45% or 9 respondents agreed about this purpose.

**Statement 3: “Saya melakukan penilaian untuk menilai pencapaian hasil belajar menulis siswa di kelas.”**

**Table 4.3 Percentages of Statement 3**

<b>Ratings</b>	<b>Frequency</b>	<b>%</b>
Sangat setuju	9	45%
Setuju	11	55%

Netral	0	0%
Tidak setuju	0	0%
Sangat tidak setuju	0	0%
<b>Total</b>	<b>20</b>	<b>100%</b>

Teachers' responses to statement 3 (table. 4.3), show that most of the teachers used authentic writing assessment as a mean to assessing students' achievement and nobody disagree with this purpose. 55% of the 20 respondents agreed another 45% or 9 respondents strongly agreed about this purpose.

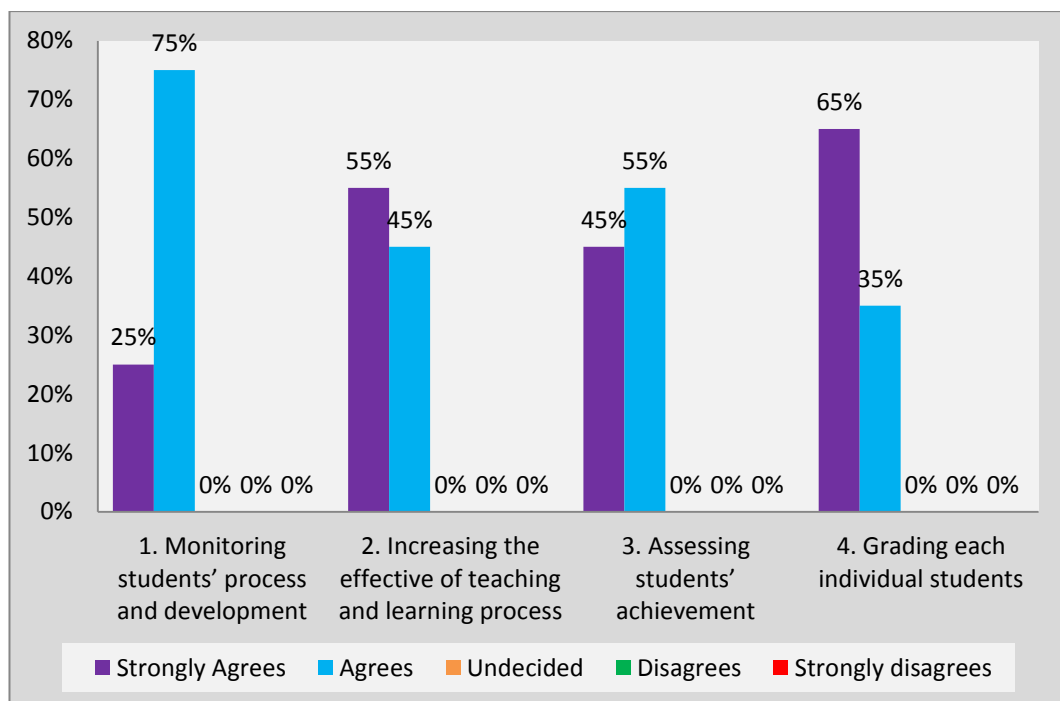
**Statement 4: “*Saya melakukan penilaian untuk menentukan tingkat pencapaian siswa di kelas.*”**

**Table 4.4 Percentages of Statement 4**

<b>Ratings</b>	<b>Frequency</b>	<b>%</b>
Sangat setuju	7	35%
Setuju	13	65%
Kurang setuju	0	0%
Tidak setuju	0	0%
Sangat tidak setuju	0	0%
<b>Total</b>	<b>20</b>	<b>100%</b>

Teachers' responses to statement 4 (table. 4.4), show that most of the teachers used authentic writing assessment as a mean to grading each individual students. Nobody disagree with this purpose. 65% of the 20 respondents agreed and the other 35% respondents strongly agreed about this purpose.

Based on the data accumulation from the questionnaire, statements number 1 to 4 about the purposes of authentic writing assessment, the writer presented the data percentages trough the following chart (figure 4.1)



(Figure 4.1 Percentages of Statements number 1 to 4)

The chart above shows that all teachers agreed to all of the purposes. Most of the teachers or 75% of 20 respondents agreed about purpose 1, using assessment to monitoring students' process. 65% of the respondents strongly

agreed about purpose 4, using assessment for grading each individual student. 55% of the respondents strongly agreed about purpose 2, to increasing the effective of teaching and learning process. Meanwhile, 55% of the respondents agreed about purpose 3, using assessment to assessing students' achievement.

#### 4.2.1.2 The Types of EFL Teachers' Authentic Writing Assessment Practice in Teaching *Teknik Kendaraan Ringan* VHS Students

Statement 5 to 8 described about the types of EFL teachers' authentic writing assessment practices. Each statement was analyzed as follows:

**Statement 5:** *“Saya menilai tulisan siswa dengan fokus pada huruf, kata-kata, dan tanda baca.”*

Table 4.5 Percentages of Statement 5

Ratings	Frequency	%
Sangat sering	8	40%
Sering	8	40%
Netral	4	20%
Jarang	0	0%
Tidak pernah	0	0%
<b>Total</b>	<b>20</b>	<b>100%</b>

Teachers' responses to statement 5 (table 4.5) stated that most of them assess their students formally using imitative type. 40% from 20 of the respondents or 8 teachers admitted that they very often

systematically assess their students which are focus on letters, words, and punctuation. Another 40% respondents often used this type too. Then only 20% of the respondents sometimes focus on this statement.

**Table 4.6 Percentages of Statement 5 from students' interview**

<b>Ratings</b>	<b>Frequency</b>	<b>%</b>
Sangat sering	5	25%
Sering	13	65%
Netral	2	10%
Jarang	0	0%
Tidak pernah	0	0%
<b>Total</b>	<b>20</b>	<b>100%</b>

Meanwhile, the data from students' interview show that 65% teachers often focus on imitative. Another 25% of teachers very often and just 10% of teachers sometimes focus on letter, words, and punctuation for assess their students' assessment.

**Statement 6: “*Saya menilai tulisan siswa dengan fokus pada kosakata dan gramatika yang benar dan sesuai dengan konteks.*”**

**Table 4.7 Percentages of Statement 6**

<b>Ratings</b>	<b>Frequency</b>	<b>%</b>
Sangat sering	13	65%



Sering	5	25%
Netral	2	10%
Jarang	0	0%
Tidak pernah	0	0%
<b>Total</b>	<b>20</b>	<b>100%</b>

Teachers' responses to statement 6 (table 4.7) stated that most of them assess their students formally using intensive type. 65% from 20 of the respondents or 13 teachers admitted that they very often and 25% of the respondents often systematically assess their students' writing through intensive type. Then only 10% of the respondents sometimes use this type.

**Table 4.8 Percentages of Statement 6 from students' interview**

<b>Ratings</b>	<b>Frequency</b>	<b>%</b>
Sangat sering	5	25%
Sering	15	75%
Netral	0	0%
Jarang	0	0%
Tidak pernah	0	0%
<b>Total</b>	<b>20</b>	<b>100%</b>

Meanwhile, the data from students' interview shows that 75% teachers often focus on vocabulary and grammar while assessing the students. The other 25% of teachers also very often for assessing their students' that focuses on this type.

**Statement 7: “*Saya menilai tulisan siswa dengan fokus pada susunan kalimat dan paragraf yang padu.*”**

**Table 4.9 Percentages of Statement 7**

<b>Ratings</b>	<b>Frequency</b>	<b>%</b>
Sangat sering	6	30%
Sering	14	70%
Netral	0	0%
Jarang	0	0%
Tidak pernah	0	0%
<b>Total</b>	<b>20</b>	<b>100%</b>

Teachers' responses to statement 7 (table 4.9) stated that most of them assess their students formally using responsive type. 70% of 20 respondents often focusd on organizes the sentences and paragraphs when assessing their students' writing. The other 30% of respondents also very often used this type.

**Table 4.10 Percentages of Statement 7 from students' interview**

<b>Ratings</b>	<b>Frequency</b>	<b>%</b>
----------------	------------------	----------

Sangat sering	5	25%
Sering	10	10%
Netral	5	25%
Jarang	0	0%
Tidak pernah	0	0%
<b>Total</b>	<b>20</b>	<b>100%</b>

Meanwhile, the data from students' interview shows that half of the teacher or 50% often used this type for assessing the students. Another 25% of the teacher very often and other 25% sometimes used this focus on organizes the sentences and paragraphs to assess the students.

**Statement 8:** *“Saya menilai tulisan siswa dengan fokus pada pengembangan ide yang logis.”*

**Table 4.11 Percentages of Statement 8**

<b>Ratings</b>	<b>Frequency</b>	<b>%</b>
Sangat sering	5	25%
Sering	10	50%
Netral	5	25%
Jarang	0	0%
Tidak pernah	0	0%
<b>Total</b>	<b>20</b>	<b>100%</b>

Teachers' responses to statement 8 (table 4.11) stated that most of them assess their students formally using extensive type. A half of respondents or 50% of 20 respondents focus on developing logical idea when assess the students' writing. 25% of respondents very often and the other 25% or 5 teachers sometimes focus on developing logical idea.

**Table 4.12 Percentages of Statement 8 from students' interview**

<b>Ratings</b>	<b>Frequency</b>	<b>%</b>
Sangat sering	6	30%
Sering	9	45%
Netral	5	25%
Jarang	0	0%
Tidak pernah	0	0%
<b>Total</b>	<b>20</b>	<b>100%</b>

Meanwhile, the data from students' interview show that 45% of the teacher used extensive type. 30% or 6 teachers used extensive type very often. And another 25% students agreed that their teacher sometimes focused on developing logical idea when the teachers assessing.

The following table and chart (table 4.13 and figure 4.2 and 4.3) were the percentages of the results of the teachers' answer, through the questionnaires

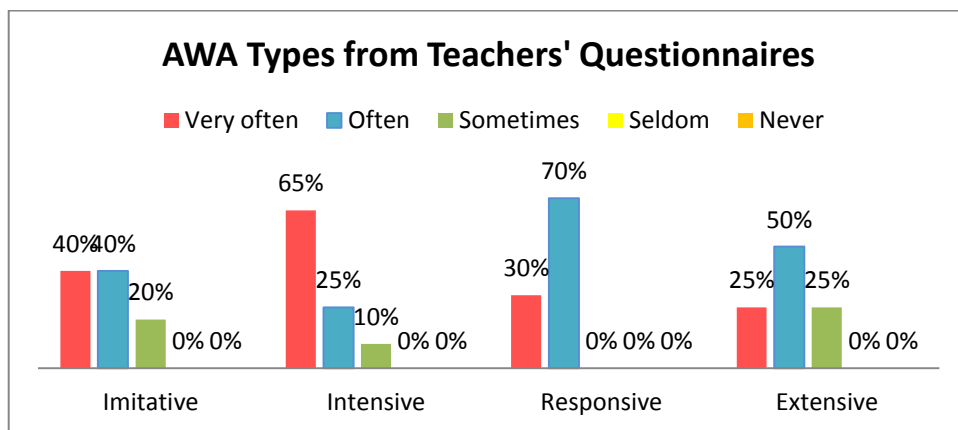
given in number 5 to 8 about the types of authentic writing assessment and the results of the students' interview to support the data from questionnaire. For the table, the orange part represents the teachers' statement and the blue part represents the students' answers.

Very often	40%	65%	30%	25%
	25%	25%	25%	30%
Often	40%	25%	70%	50%
	65%	75%	50%	45%
Sometimes	20%	10%	0%	25%
	10%	0%	25%	25%
Seldom	0%	0%	0%	0%
	0%	0%	0%	0%
Never	0%	0%	0%	0%
	0%	0%	0%	0%
	<b>Imitative</b>	<b>Intensive</b>	<b>Responsive</b>	<b>Extensive</b>

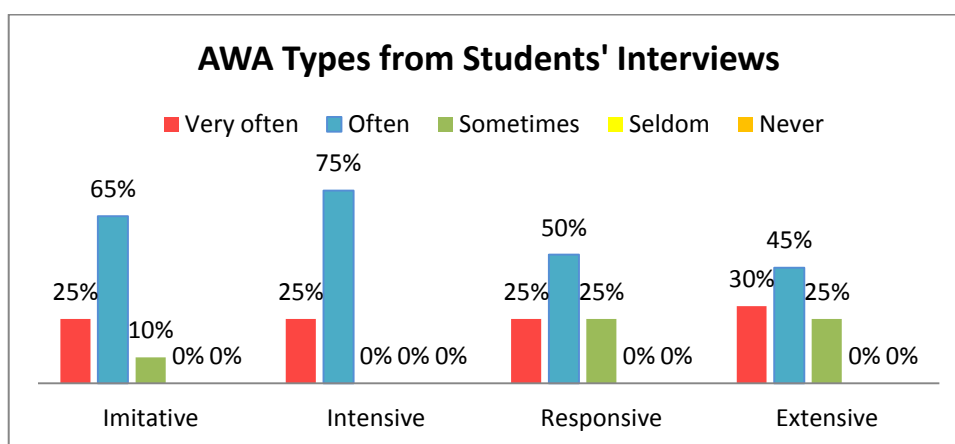
  

	Teachers' Questionnaire
	Students' Interview

(Table 4.13 Percentages of teachers' statements and students' answer number 5 to 8)



(Figure 4.2 Percentages of teachers' statements number 5 to 8)



(Figure 4.3 Percentages of students' answers number 5 to 8)

Based on the chart above, the writer can conclude that:

**First type, imitative type** there were 40% of teachers often and even very often used this focus to assess students' writing. The students also agreed with this statement because 65% of them said that teachers often used this type for assessing students that focused on letters, words, and punctuation.

**Second type, intensive type** for the questionnaire of the teachers, there were 65% of the teachers very often used this type as one of the focus to assess students' writing. 75% of the students' result of interview also showed the same answer. They agreed that the teacher often used this type to assess students' writing that focused on vocabulary and grammar in context.

**Third type was responsive;** the result of the teachers' questionnaires show that 70% of teachers often used this type focus on organizes the sentences and paragraphs but for the interviews just half of students or 50% agreed that teacher often used this type.

The last type extensive, the result shows that there were half of teachers or 50% that often used this type that focus on developing logical idea for assessing students' writing. The result from the students also the same because 45% of the students also agreed that teacher often used this type.

#### 4.2.1.3 The Technique of EFL Teachers' Authentic Writing Assessment Practice in *Teknik Kendaraan Ringan VHS* Students

Statement 9 to 18 described about the techniques of EFL teachers' authentic writing assessment practices. Each statement was analyzed as follows:

**Statement 9: “*Siswa diminta untuk menjawab pertanyaan pilihan ganda.*”**

Table 4.14 Percentages of Statement 9

Ratings	Frequency	%
Sangat sering	7	35%
Sering	6	30%
Netral	4	20%
Jarang	3	15%
Tidak pernah	0	0%
<b>Total</b>	<b>20</b>	<b>100%</b>

Teachers' responses to statement 9 (table 4.13) shows 35% very often used multiple choice techniques in writing assessment. 30% often used this technique and 20% sometimes used this technique too. Other 15% or 3 teachers seldom used this technique.

**Table 4.15 Percentages of Statement 9 from students' interview**

<b>Ratings</b>	<b>Frequency</b>	<b>%</b>
Sangat sering	1	5%
Sering	10	50%
Netral	9	45%
Jarang	0	0%
Tidak pernah	0	0%
<b>Total</b>	<b>20</b>	<b>100%</b>

Meanwhile, the result of students' interviews indicated that half or 50% of the respondents agreed that their teachers often used multiple choice techniques. Just a teacher used this technique very often and the other 45% or 9 teachers sometimes use multiple choice techniques in writing assessment.

**Statement 10: "Siswa diminta untuk menjawab pertanyaan isian."**

**Table 4.16 Percentages of Statement 10**

<b>Ratings</b>	<b>Frequency</b>	<b>%</b>
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Sangat sering	9	45%
Sering	9	45%
Netral	2	10%
Jarang	0	0%
Tidak pernah	0	0%
<b>Total</b>	<b>20</b>	<b>100%</b>

Teachers' responses to statement 10 (table 4.15) shows that 45% of the respondents often and even very often used fill in the blank techniques in writing assessment. Only 10% or 2 teachers sometimes used this technique as a written test.

**Table 4.17 Percentages of Statement 10 from students' interview**

<b>Ratings</b>	<b>Frequency</b>	<b>%</b>
Sangat sering	10	50%
Sering	8	40%
Netral	2	10%
Jarang	0	0%
Tidak pernah	0	0%
<b>Total</b>	<b>20</b>	<b>100%</b>

Meanwhile, the result of students' interview shows that half or 50% of teachers used fill in the blank technique very often in their

classroom and 40% of teachers often used this technique too. Only 10% or 2 teachers sometimes use this technique in written test.

**Statement 11: “Siswa diminta untuk menjawab pertanyaan jawaban singkat.”**

**Table 4.18 Percentages of Statement 11**

<b>Ratings</b>	<b>Frequency</b>	<b>%</b>
Sangat sering	8	40%
Sering	8	40%
Netral	3	15%
Jarang	1	5%
Tidak pernah	0	0%
<b>Total</b>	<b>20</b>	<b>100%</b>

Teachers’ responses to statement 11 (table 4.17) shows that most of teachers always used open-ended question technique. 40% or 8 teachers often used open-ended question and even very used this type. Another 15% respondents sometimes used open-ended question and only a teacher seldom used open-ended question technique in written test.

**Table 4.19 Percentages of Statement 11 from students’ interview**

<b>Ratings</b>	<b>Frequency</b>	<b>%</b>
Sangat sering	5	25%

Sering	11	55%
Netral	4	20%
Jarang	0	0%
Tidak pernah	0	0%
<b>Total</b>	<b>20</b>	<b>100%</b>

Meanwhile the result from students' interview shows that 55% of teachers often used open-ended question in written test. 25% respondents said that their teachers very often used open-ended question and the rest respondents 20% said that their teachers sometimes used this technique.

**Statement 12:** *“Siswa diminta untuk menjawab pertanyaan benar atau salah.”*

**Table 4.20 Percentages of Statement 12**

<b>Ratings</b>	<b>Frequency</b>	<b>%</b>
Sangat sering	3	15%
Sering	9	45%
Netral	8	40%
Jarang	0	0%
Tidak pernah	0	0%
<b>Total</b>	<b>20</b>	<b>100%</b>

Teachers' responses to statement 12 (table 4.19) shows that 45% of teachers often used true and false technique, while 15% respondents very often used true and false technique in written test. Another 40% of respondents sometimes used true and false technique too.

**Table 4.21 Percentages of Statement 12 from students' interview**

<b>Ratings</b>	<b>Frequency</b>	<b>%</b>
Sangat sering	1	5%
Sering	6	30%
Netral	13	65%
Jarang	0	0%
Tidak pernah	0	0%
<b>Total</b>	<b>20</b>	<b>100%</b>

Meanwhile in students' interview, most of teachers sometimes used true and false technique, there are 65% teacher used it. Only 5% respondents said that their teachers very often used true and false technique in writing assessment. While the other teacher or 30% of respondents said that their teachers sometimes used true and false technique in written test.

**Statement 13:** *“Siswa diminta untuk merencanakan dan melaksanakan tugas yang sesuai dengan dunia kerja dan melaporkan hasil yang didapat.”*

**Table 4.22 Percentages of Statement 13**

<b>Ratings</b>	<b>Frequency</b>	<b>%</b>
Sangat sering	2	10%
Sering	8	40%
Netral	8	40%
Jarang	1	5%
Tidak pernah	1	5%
<b>Total</b>	<b>20</b>	<b>100%</b>

Teachers' responses to statement 13 (table 4.21) shows that 40% of respondents often and also sometimes used project in written test. 10% respondents very often used this type too. And only 5% or a teacher seldom and never used project in written test.

**Table 4.23 Percentages of Statement 13 from students' interview**

<b>Ratings</b>	<b>Frequency</b>	<b>%</b>
Sangat sering	0	0%
Sering	3	15%
Netral	5	25%
Jarang	0	0%

Tidak pernah	12	60%
<b>Total</b>	<b>20</b>	<b>100%</b>

Meanwhile the result of students' interview shows that most of teachers never used project in writing assessment. There were 60% of respondents said that their teacher never used project. 15% of respondents said the teacher often used this technique and other respondents said that 25% of teachers sometimes used this technique too in writing assessment.

**Statement 14: “Siswa diminta untuk menyimpan tugas mereka dan mengumpulkannya di akhir semester.”**

**Table 4.24 Percentages of Statement 14**

<b>Ratings</b>	<b>Frequency</b>	<b>%</b>
Sangat sering	1	5%
Sering	5	25%
Netral	13	65%
Jarang	1	5%
Tidak pernah	0	0%
<b>Total</b>	<b>20</b>	<b>100%</b>

Teachers' responses to statement 14 (table 4.23) shows that 65% of respondents sometimes used portfolio. 25% of respondents often used

portfolio and only 5% very often used this technique too. Only 5% of respondents seldom used portfolio.

**Table 4.25 Percentages of Statement 14 from students' interview**

<b>Ratings</b>	<b>Frequency</b>	<b>%</b>
Sangat sering	0	0%
Sering	2	10%
Netral	2	10%
Jarang	0	0%
Tidak pernah	16	80%
<b>Total</b>	<b>20</b>	<b>100%</b>

Meanwhile the result of students' interview shows that most of teachers never used portfolio. 80% or 16 students said that their teachers never used portfolio. Only 10% or 2 students said that their teachers often and sometimes used portfolio in writing assessment.

**Statement 15:** *“Siswa diminta mengamati langsung objek observasi dengan menggunakan pedoman yang telah ditentukan.”*

**Table 4.26 Percentages of Statement 15**

<b>Ratings</b>	<b>Frequency</b>	<b>%</b>
Sangat sering	0	0%
Sering	5	25%

Netral	13	65%
Jarang	1	5%
Tidak pernah	1	5%
<b>Total</b>	<b>20</b>	<b>100%</b>

Teachers' responses to statement 15 (table 4.25) shows that 65% of respondents sometimes used observation technique, while 25% of respondents often used observation in writing assessment. And the other 5% of respondents seldom and never used observation technique in writing assessment.

**Table 4.27 Percentages of Statement 15 from students' interview**

<b>Ratings</b>	<b>Frequency</b>	<b>%</b>
Sangat sering	0	0%
Sering	2	10%
Netral	6	30%
Jarang	0	0%
Tidak pernah	12	60%
<b>Total</b>	<b>20</b>	<b>100%</b>

Meanwhile the result of students' interview was opposite from teachers' questionnaire. Students' interview shows that most teachers never used observation technique in writing assessment. There were 60%



of the respondents said that their teacher never use observation and 30% of respondents said that the teacher sometimes used this technique. Other 10% or 2 students said that the teacher often used observation technique in writing assessment.

**Statement 16: “Siswa diminta untuk mengemukakan kelebihan dan kekurangan dirinya melalui lembar penilaian diri.”**

**Table 4.28 Percentages of Statement 16**

<b>Ratings</b>	<b>Frequency</b>	<b>%</b>
Sangat sering	1	5%
Sering	7	35%
Netral	7	35%
Jarang	5	25%
Tidak pernah	0	0%
<b>Total</b>	<b>20</b>	<b>100%</b>

Teachers’ responses to statement 16 (table 4.27) show that 35% or 7 respondents often and sometimes used self-assessment technique. There was only 5% or a respondent very often used this technique while 25% of respondents seldom used self-assessment technique.

**Table 4.29 Percentages of Statement 16 from students’ interview**

<b>Ratings</b>	<b>Frequency</b>	<b>%</b>
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Sangat sering	0	0%
Sering	1	5%
Netral	2	10%
Jarang	0	0%
Tidak pernah	17	85%
<b>Total</b>	<b>20</b>	<b>100%</b>

Meanwhile the result of students' interview was opposite with teachers' questionnaire. Students' interviews show that most of teachers never used self-assessment technique. There were 85% or 17 students said that their teachers never used self-assessment technique. And only 5% or 1 student said that their teachers often used self-assessment technique and 10% sometimes used this technique too.

**Statement 17: “Siswa diminta untuk menilai dan memberikan komentar pekerjaan teman sejawatnya.”**

**Table 4.30 Percentages of Statement 17**

<b>Ratings</b>	<b>Frequency</b>	<b>%</b>
Sangat sering	5	25%
Sering	6	30%
Netral	5	25%
Jarang	4	20%
Tidak pernah	0	0%

<b>Total</b>	<b>20</b>	<b>100%</b>
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Teachers' responses to statement 17 (table 4.29) show that 25% of respondents very often used peer-assessment and 30% often used peer-assessment technique in writing assessment. Another 25% of respondents sometimes used peer-assessment technique and the rest 20% of respondents seldom used peer-assessment technique.

**Table 4.31 Percentages of Statement 17 from students' interview**

<b>Ratings</b>	<b>Frequency</b>	<b>%</b>
Sangat sering	0	0%
Sering	0	0%
Netral	5	25%
Jarang	0	0%
Tidak pernah	15	75%
<b>Total</b>	<b>20</b>	<b>100%</b>

Meanwhile the result of students' interview show opposite with teachers' questionnaires. Most of the students said that their teachers 75% never used peer-assessment technique. And only 25% or 5 students said that their teachers sometimes used peer-assessment technique.

**Statement 18:** *“Siswa diminta untuk menguraikan jawaban dari pertanyaan yang diberikan.”*

**Table 4.32 Percentages of Statement 18**

<b>Ratings</b>	<b>Frequency</b>	<b>%</b>
Sangat sering	8	40%
Sering	11	55%
Netral	1	5%
Jarang	0	0%
Tidak pernah	0	0%
<b>Total</b>	<b>20</b>	<b>100%</b>

Teachers' responses to statement 18 (table 4.31) shows that most of teachers always used essay technique in writing assessment. 55% or 11 teachers often used essay technique and 40% or 8 teachers very often used essay technique in writing assessment. Only 5% or a respondent sometimes used essay in writing assessment.

**Table 4.33 Percentages of Statement 18 from students' interview**

<b>Ratings</b>	<b>Frequency</b>	<b>%</b>
Sangat sering	13	65%
Sering	3	15%
Netral	3	15%
Jarang	1	5%

Tidak pernah	0	0%
<b>Total</b>	<b>20</b>	<b>100%</b>

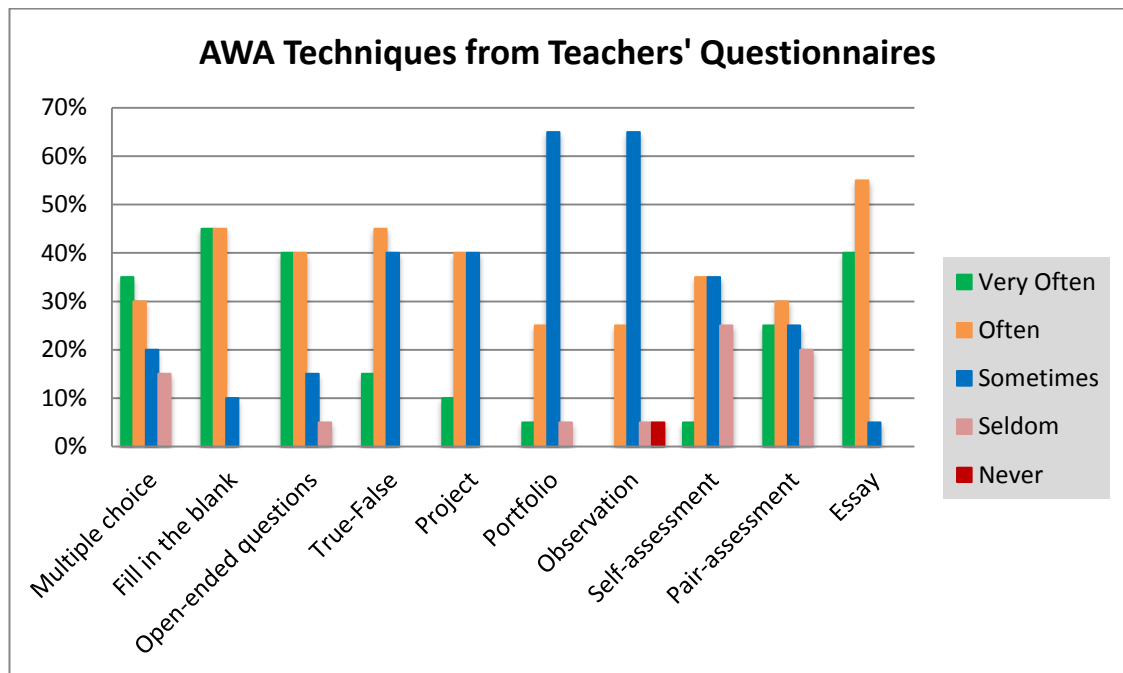
Meanwhile the result of students' interview show that most of teachers always used essay in writing assessment. 65% or 13 students agreed that their teachers very often used essay technique in writing assessment. Meanwhile 15% or 3 students said that their teachers often used and sometimes used essay technique. Only a student said that their teacher seldom used essay technique.

The following table and chart were the percentages of the results of the teachers' answer, through the questionnaires given in number 9 to 18 about the techniques of authentic writing assessment and the results of the students' interview to support the data from questionnaire. For the table, the blue part represents the teachers' statement and the orange part represents the students' answers.

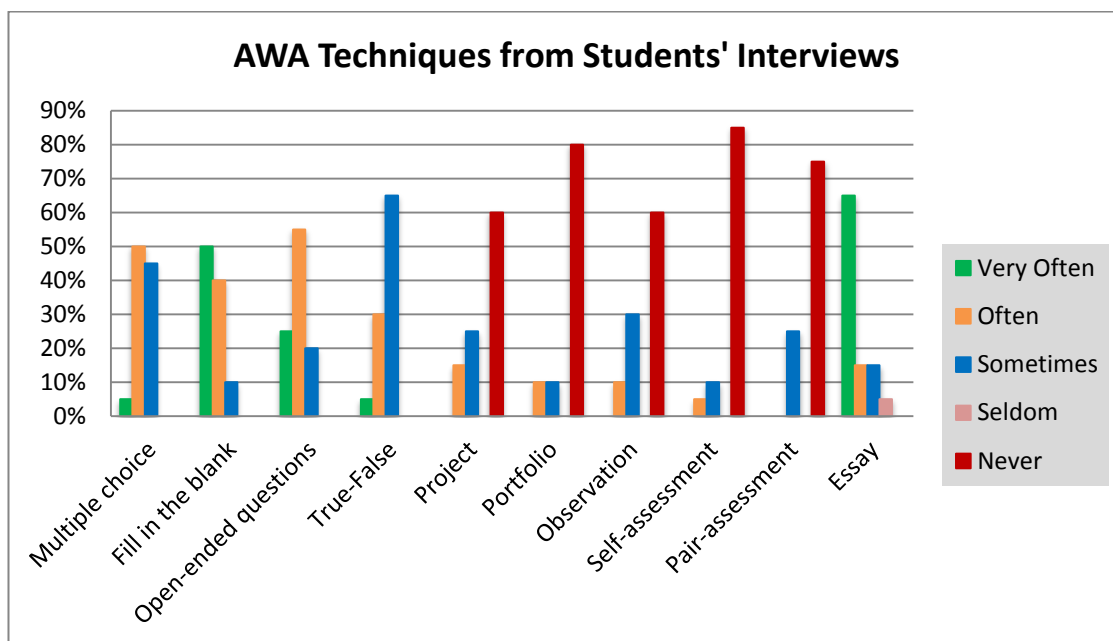
Techniques of Authentic Writing Assessment										
Very often	35%	45%	40%	15%	10%	5%	0%	5%	25%	40%
	5%	50%	25%	5%	0%	0%	0%	0%	0%	65%
Often	30%	45%	40%	45%	40%	25%	25%	35%	30%	55%
	50%	40%	55%	30%	15%	10%	10%	5%	0%	15%
Sometimes	20%	10%	15%	40%	40%	65%	65%	35%	25%	5%
	45%	10%	20%	65%	25%	10%	30%	10%	25%	15%
Seldom	15%	0%	5%	0%	5%	5%	5%	25%	20%	0%
	0%	0%	0%	0%	0%	0%	0%	0%	0%	5%
Never	0%	0%	0%	0%	5%	0%	5%	0%	0%	0%
	0%	0%	0%	0%	60%	80%	60%	85%	75%	0%
	Multiple Choice	Fill in the blank	Open-Ended Question	True-False	Project	Portfolio	Observation	Self-Assessment	Pair-Assessment	Essay

Teachers' Questionnaire  
Students' Interviews

(Table 4.34 Percentages of teachers' statements and students' answers number 9 to 18)



(Figure 4.4 Percentages of teachers' statements number 9 to 18)



(Figure 4.5 Percentages of students' answers number 9 to 18)

Based on the chart above, the writer can conclude that:

**The first technique was multiple choice;** there were 35% of teachers very often used this technique. The students also agreed with this statement because half of 20 respondents or 50% of them said that teachers often used this technique in written test.

**Second technique was filling the blank;** for the questionnaire of the teachers, there were 45% of the teachers often used and even very often used this technique as written test for the students. The students' result of interview also shows the same answer because 50% of the students agreed that the teacher very often used this technique.

**Third technique was open-ended questions;** the result of the teachers' questionnaires shows that 40% of teachers often used and even very used this

technique for written test, for the interviews of students 55% of them agreed that teacher often used this technique.

**Fourth was true false technique;** the result shows that there were 45% of the teachers often used this technique. The result from the students quite different from the teachers' statement because 65% of the students said that teacher sometimes used this technique and only 30% said that teacher often used it.

**Fifth technique was project.** The result from teachers' questionnaires shows that 40% of the teachers often and sometimes used this technique in their classroom. While the result from the students was opposite from the teachers' statement because most of them or 60% of the students said that teacher never used project and only 20% said that teacher sometimes used it.

**Sixth technique was portfolio;** the result from questionnaire shows that most of teacher sometimes used this technique or 65% of the respondent. While the students' result from interview shows very opposite because 80% of the respondents said that their teachers never give them portfolio.

**Seventh technique was observation;** the result from questionnaire shows that 65% of the respondents stated that they sometimes used this technique while the students' interview results show opposite answer because 60% of the respondents or students said that the teacher never used observation.

**Ninth technique was self-assessment;** the result of teachers' statement from questionnaire shows that 35% of the respondents often used and sometimes used this technique in classroom. The students' answer related to the self-assessment



technique was very different because most of the students or 85% of them said that their teacher never used this technique in classroom.

**Tenth technique was pair-assessment;** the result from teachers' statement shows that 30% often used this technique in the classroom while the result from students' interview shows very different because 75% of the respondents said that teachers never used this technique.

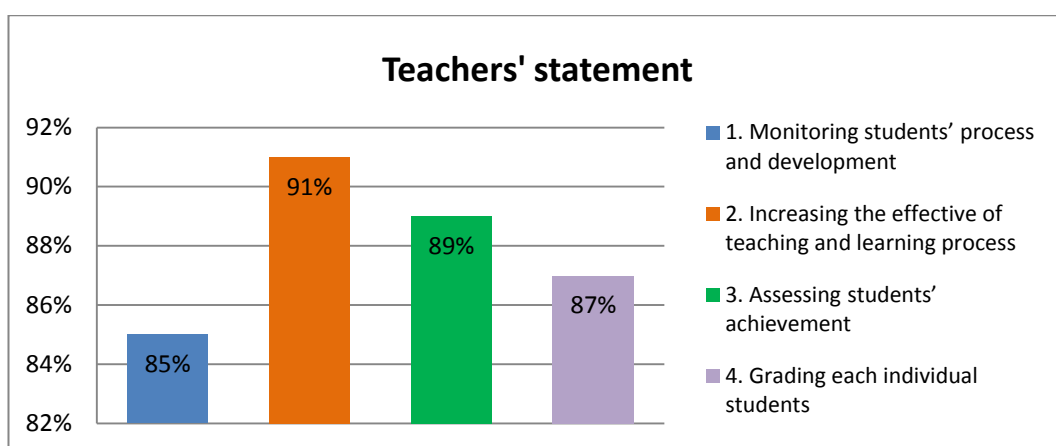
**The last technique was essay.** From the teachers' questionnaire the result was 55% of the respondents often used essay as written test while the result from students' interview shows that 65% of the students agreed that teacher used essay very often in the classroom.

#### **4.2.2 Discussion**

Based on the result of teachers' questionnaire, students' interview, and checklist document analysis; the discussion deals with three main explanations in order to answer the research questions. First, talking about the purpose of EFL teachers' authentic writing assessment practices in classroom. Second, talking about the types of EFL teachers' authentic writing assessment practices in classroom. The last was talking about the techniques of EFL teachers' authentic writing assessment practices in classroom. The writer use five Likert-scales to identify the data gained from teachers' questionnaire and students' interview. Moreover, the writer used document analysis (yes and no) checklist to identify the data gained from teachers' lesson plan.

### 4.2.2.1 The Purpose of EFL Teachers' Authentic Writing Assessment Practices

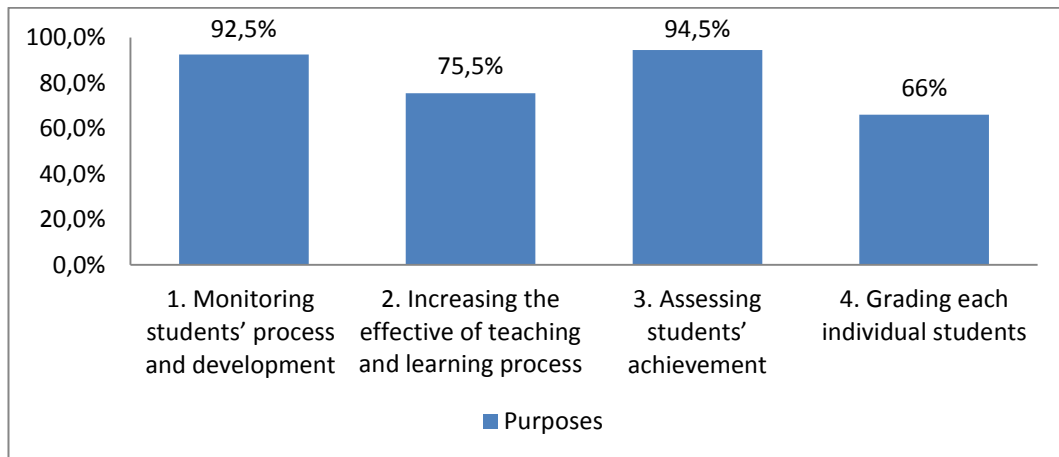
The chart below revealed the result percentages of the purpose of EFL teachers' authentic writing assessment practice based on the questionnaire in order to find out the first sub research question.



(Figure 4.6 Percentages of teachers' statement of AWA purposes)

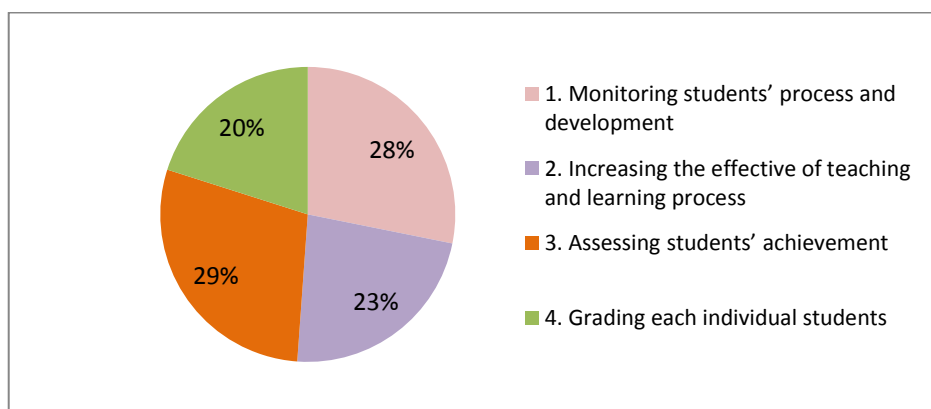
Based on the chart authentic writing assessment purposes (figure 4.9) above, it shows that most teachers assess the authentic writing 91% for increasing the effective of teaching and learning process. Meanwhile, the result from checklist document analysis; the writer found that most teachers used authentic writing assessment for monitoring and assessing the students as the purposes. The writer identified it from kinds of assessment types and techniques that the teachers attached in their lesson plan while the two other purposes increasing teaching effective and grading individual were about half or less of 20 respondents who talked or attached the criteria of it into their lesson plan. The following chart was

the average of the result from questionnaire of teachers and the checklist document analysis of lesson plan.



(Figure 4.7 Purposes average percentages from questionnaire and lesson plan)

The average of the purposes of authentic writing assessment based on the teachers' questionnaires and lesson plans shows that, teachers mostly used authentic writing assessment for assessing students' achievement as the first aims or purposes. The second purpose was for monitoring students' process and development. The third, increasing the effective of teaching and learning process. And the last, grading each individual students. In order to make this average easily to understand in percentage, see chart (figure 4.11) below.



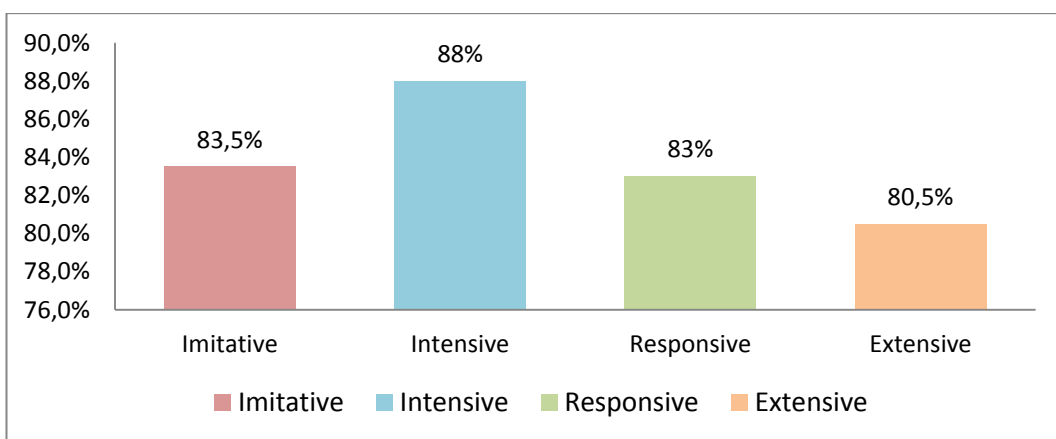
(Figure 4.8 authentic writing assessment purposes)

### 4.2.2.2 The Types of EFL Teachers' Authentic Writing Assessment Practices

The table and chart below revealed the results of the types of EFL teachers' authentic writing assessment practice based on the questionnaire and interview in order to find out the second sub research question.

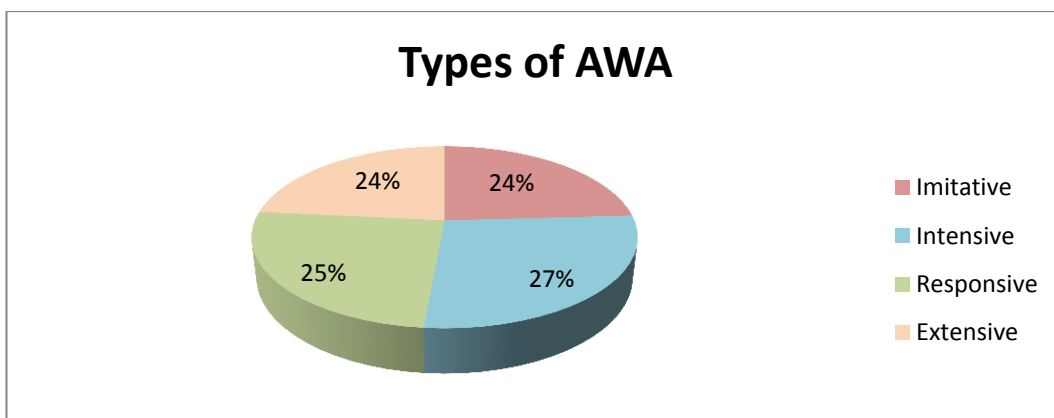
Types of AWA	Teachers' Questionnaire	Students' Interview	Average
Imitative	84%	83%	83.5%
Intensive	91%	85%	88%
Responsive	86%	80%	83%
Extensive	80%	81%	80.5%

(Table 4.35 The average percentages of AWA types)



(Figure 4.9 Average percentages of AWA types)

According to table and chart above, the average percentages of authentic writing assessment types based on the questionnaire and interview was 88% (of 20 teachers and students) agreed and perceived the same perception about intensive type that they mostly used in classroom which is focused on students' vocabulary and grammar in context. Meanwhile, the data from teachers' lesson plans also revealed the same. Most of teachers used intensive type in their authentic writing assessment that focused on students' vocabulary and grammar in context. The chart below was about the average percentages of authentic writing assessment types from questionnaires, interview and lesson plan analysis.



(Figure 4.10 authentic writing assessment types)

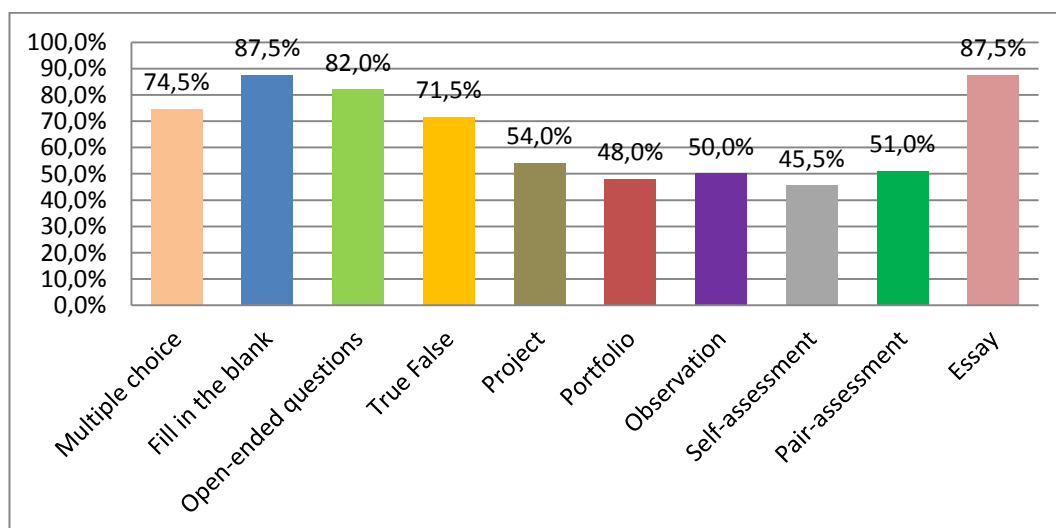
#### 4.2.2.3 The Techniques of EFL Teachers' Authentic Writing Assessment Practices

The table and chart below revealed the results of the technique of EFL teachers' authentic writing assessment practice based on the teachers'

questionnaire and students' interviews in order to find out the third sub research question.

Techniques	Teachers' Questionnaire	Students' Interviews	Average
Multiple choice	77%	72%	74.5%
Fill in the blank	87%	88%	87.5%
Open-ended questions	83%	81%	82.0%
True False	75%	68%	71.5%
Project	69%	39%	54.0%
Portfolio	66%	30%	48.0%
Observation	62%	38%	50.0%
Self-assessment	64%	27%	45.5%
Pair-assessment	72%	30%	51.0%
Essay	87%	88%	87.5%

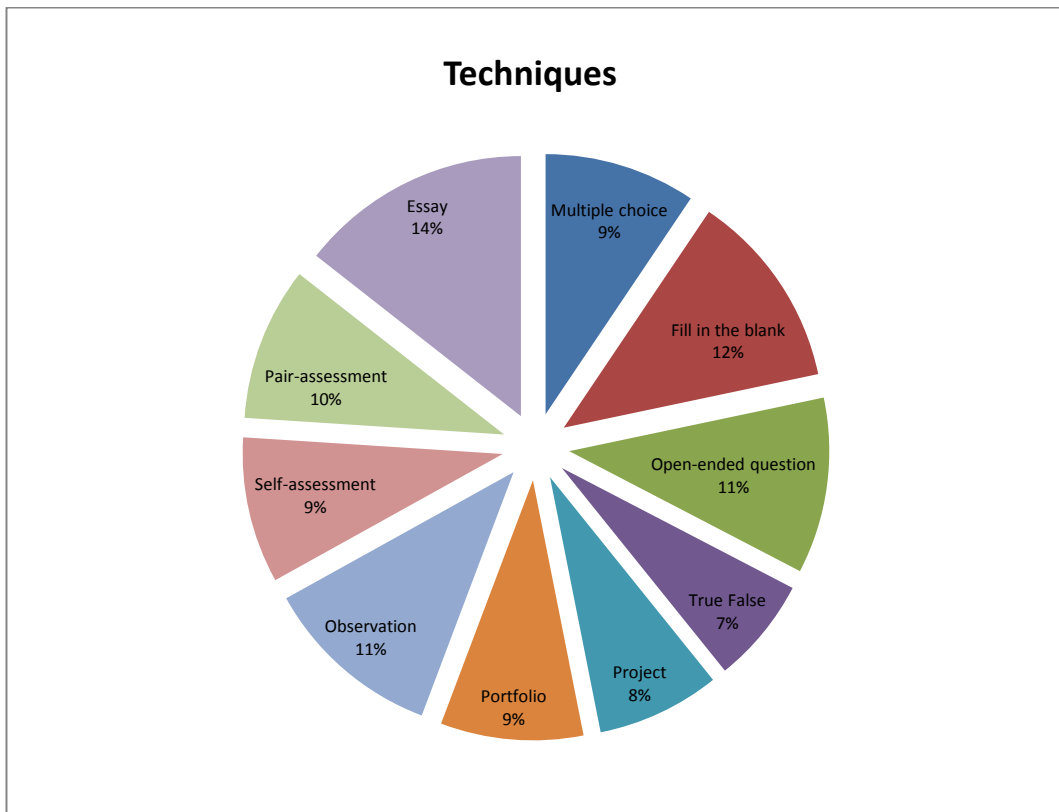
(Table 4.36 The average percentages of AWA technique)



(Figure 4.11 Average percentages of AWA techniques)

According to table and chart above, the average percentage of authentic writing assessment techniques based on the questionnaire and interview was 87.5% (of 20 teachers and students) agreed and perceived the same perception

about essay and fill in the blank techniques that they mostly used in classroom. The second technique of authentic writing assessment that they often used was open-ended question. Self-assessment was the technique that the teachers seldom used in classroom. Meanwhile, the data from teachers' lesson plans also revealed the same for essay but not for fill in the blank. In lesson plan, the result of techniques that the teacher mostly used was essay and observation. The chart below was about the average percentages of authentic writing assessment techniques from questionnaires, interviews and lesson plans analysis.



(Figure 4.12 techniques of authentic writing assessment)

### **4.3 Limitation of the Study**

This study has some limitations associated with the sample of schools and teachers, the instruments used, and the overall study design approach. Only seven Vocational High Schools participated in this study because the limitation of time. The writer hoped more than seven schools in order to get enough data to answers the research questions. It also will provide better insight about EFL teachers' authentic writing assessment practices if the respondents give a complete lesson plans with syllabus as the document. However, the limitations occurred because of the writer's expertise, resource, and power.



## CHAPTER 5

### CONCLUSION AND RECOMMENDATION

This chapter presents the conclusion and provides recommendation for developing authentic writing assessment practice of EFL Teacher in teaching *Teknik Kendaraan Ringan* VHS students.

#### 5.1 Conclusion

Based on the data compared of teachers' responses of questionnaires, students' answers of interviews and checklist document analysis from lesson plans, this study has found that VHS teachers have implemented the authentic writing assessment as well as the literature and policy. It can be concluded that vocational high school teachers from seven different Vocational High School in North Jakarta have already used those types and techniques of authentic writing assessment. The data shows that the teachers implemented authentic writing assessment in their classroom for the purpose of assessing students' achievement as the first. It means that, they often plan a test at the end of a unit systematically and periodically in order to know how well their students have learned to measure the students' achievement. The data also shows that in assessing students' authentic writing, most teachers usually used essay technique very often during the instruction. Fill in the blank, open-ended question and true-false also often used by the teachers. Meaning that, teachers not used a technique only but they used kinds of techniques for assessing the students' achievements. However, for

project, portfolio, observation, self and pair assessment; teachers' statement from the questionnaire were not truly reflected with the data gained from interview of students. Based on the findings, teachers claimed that they have used those techniques and got high percentage in the questionnaire while lower percentage in the interview. Meanwhile, the data of the types of authentic writing assessment shows that in assessing students' authentic writing, all of the types have already used by the teacher but intensive type was the most. It means that, most of teachers usually assess students' authentic writing focused on students' appropriate vocabulary within a context and correct grammatical features in a sentence.

From the overall results, it can be concluded that seven Vocational High School EFL teachers in North Jakarta had already implemented the authentic writing assessment well. In other words, although there is a lack of knowledge and skills in implementing authentic writing assessment, the teachers' practice in the classroom was satisfying because they have implemented authentic writing assessment as what is suggested in *Lampiran PERMENDIKNAS No. 66 Tahun 2013*.

## **5.2 Recommendation**

Based on the data found, there were some problems occurred in Vocational High School teachers' practice of authentic writing assessment in teaching EFL students. Therefore, it is recommended for teachers to (1) Use self- and peer-assessment for students. So, the students can be aware of their own

strengths and weaknesses (2) use checklists in observation, portfolio, and projects so that every aspect will be systematically assessed (3) especially, provide students with materials that are related to the students' program/ major. It is because vocational high students might have the situation where English is used in their future workplace. Teachers can use supplementary or authentic materials feedback for further learning in order to make them improve their own learning; Although they good enough in everyday practice but the teachers are not well-prepared. Because, data shows that some teachers had made a recommended lesson plan but in fact, they did not used it in everyday practice. Moreover, another teacher had used a recommended types and techniques of authentic writing assessment but the lesson plan shows opposite findings.

In addition, the further research related to authentic writing assessment needs to be conducted in the future, especially by English Department students of UNJ. They can conduct the same research, yet deeper, in different school level that involves a large number of teachers to obtain better conclusion.

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## **APPENDICES 1**

- Table of Teachers' Questionnaires Accumulation
- Table of Reliability of The Questionnaire
- Table of Students' Interviews Accumulation
- Table of Reliability of The Interviews
- Table of Document Analysis Checklist

## **APPENDICES 2**

- Teachers' Questionnaires
- Students' Interview Protocols
- Students' Interview Transcriptions
- Lesson Plan
- Statement Letter of Vocational High Schools