

Project-Based Assessment Models for Senior High School Grade XI

Vivi Muryanti

Sanata Dharma University

e-mail: Vivi_tinami@yahoo.com

<https://doi.org/10.24071/ijels.v1i2.344>

ABSTRACT

Project-Based Learning is one of the approaches of teaching English which supports the scientific approach of Curriculum 2013. This approach can bring some benefits to the students namely promoting the comprehensible input and output and gaining successful experiences with the real world, and also supporting learner centeredness during the learning process. However, the implementation of this approach still has some problems particularly in terms of appropriate kinds of project and the way to assess the students' progress and achievement. Therefore, this article proposes the projects and the assessment models for Senior High School Grade XI as an alternative to overcome the problems of the implementation of Project-Based Learning in Curriculum 2013.

Keywords: *assessment models, Curriculum 2013, project-based learning, senior high school*

INTRODUCTION

The Ministry of Education and Culture has launched a new curriculum in May 2013 which is known as Curriculum 2013 for elementary and high schools in Indonesia to replace the previous curriculum (*Kurikulum Tingkat Satuan Pendidikan/KTSP*). The new curriculum aims to develop students' affection, skills, and knowledge through Scientific Approach. According to this approach, learning is a scientific process in the classroom. Therefore, the learning process should be "scientific-based which means that all processes and steps of learning should reflect fixed procedures, namely observing, questioning, associating, experimenting, and networking" (Suharyadi, 2013: 1).

Actually, Scientific Approach has been popular in science, social science, and management. However, the approach is still new to be applied in the language teaching,

including English language teaching. As a matter of fact, the way to learn and teach English is different than the way to learn and teach science. Thus, there are still many controversies whether the existing approaches, methods, techniques, and models in learning and teaching English should be replaced by scientific approach. Related to this, Suharyadi states that "scientific approach can be seen as steps that can be used in teaching and learning process" (2013:1). In other words, within the steps, the teachers still can choose the relevant existing approaches or methods of teaching English which are adjusted to the students' levels and needs.

One of the approaches in teaching English that can be combined with scientific approach is the Project-Based Learning. However, its implementation still has many problems especially for the English teachers in deciding the appropriate kinds

of project and in assessing the students' progress and achievement related to the projects. The different views about what is defined as „project“ greatly affect the view about what kind of project which can give the greatest opportunity for the students to show their competence, skill and attitude, and about the ways to assess their achievement. The first view argues that the project focuses on the finished product only which also means that the assessment of the Project-Based Learning should focus on the product only. Meanwhile, the other view argues that „project“ is a multiple activity which focuses on certain topics or themes to reach specific goals. In other words, the project must be assessed from the process and also the product (Haines, 1989; Fried-Booth, 2002; and Beckett & Miller, 2006).

Furthermore, the problems in the implementation of Project-Based Learning are revealed from the practitioners. Based on the informal discussion with some English teachers from different senior high schools in Yogyakarta and also from some educational journals, there are two major problems identified. First, the teachers cannot assign many projects to the students in one semester due to the limited time. Thus, the teachers should create projects which generally cover many aspects learned by the students during the semester. It means that they have difficulty in choosing the appropriate projects for their students. Second, the teachers have difficulty in assessing the students' performances in finishing the projects since the projects are usually done outside the classroom. In other words, the teachers have difficulties in designing appropriate and effective assessment instruments for assessing their students' project. By considering the problems identified above, this study aims to propose the appropriate projects and their assessment models as the implementation of Project-Based Learning in Curriculum 2013.

Project-Based Learning in English language Teaching

As what has been explained in the previous sections, Project-Based Learning is one of the approaches which support the scientific approach which means that there are some processes or steps in achieving the targeted result. According to Solomon (2003), Project-Based Learning is an approach which emphasizes learning that can be derived from long-term activities, which are interdisciplinary, student-centered, and integrated with real world issues and practices. Furthermore, he also remarks that Project-Based Learning provides the process which can develop the students' skills while working on a challenging project.

According to Beckett & Miller (2006:5), Project-Based Learning can be defined at a general level and more specific level. At a general level, it refers to “a language education approach that reflects student-centered learning within the framework of experiential learning” (Beckett and Miller, 2006:5). At a more specific level, Project-Based Learning is described as an approach that “promotes comprehensible input and output with emphasis on practicing listening and speaking skills and as a content-based approach with emphasis on teaching language and content” (Beckett & Miller, 2006:5).

Meanwhile, Duffy and Cunningham (cited in Tamim & Grant, 2013) state that project-based learning is “an instructional model that is based in the constructivist approach to learning, which entails the construction of knowledge with multiple perspectives, within a social activity, and allows for self-awareness of learning and knowing while being context dependent”. In some settings, project-based learning is basically a natural extension or enhancement of what is already happened in class (Beckett & Miller, 2006). In other words, through the projects, the students learn to integrate information from the teacher in the

classroom with their own project-based research.

Furthermore, there is an opinion that project-based learning is not a replacement for other teaching methods. Haines (1989) states that project-based learning is “an approach to learning which complements mainstreams methods” (cited in Beckett & Miller, 2006: 22). The project-based learning has been translated into practice in many different ways based on the particularities of different instructional settings (diverse student populations, instructional objectives, institutional constraints, and available resources). In other words, it can be inferred that the approach is flexible in its implementation.

In addition, according to the study by Staff (2001), Project-Based Learning enables the students to develop self-motivation, initiative, and teamwork. The similar benefits of Project-Based Learning were revealed by Kloppenborg & Baucus (2004). They remark that Project-Based Learning helps the students to gain successful experiences through its stages of planning, managing, and accomplishing projects. Based on the theories explained above, it can be concluded that Project-Based Learning in English language teaching is an approach that utilizes long-term activities which are student-centered and integrated with real world issues to promote comprehensible input and output and to gain successful experiences through the stages of accomplishing the projects.

Projects in Project-Based Learning

In the previous section, it has been explained that the view about what is meant by „project“ greatly affects the kind of appropriate assessment. Thus, it is important to discuss about the views about the definition of „project“ before discussing about the assessment. Haines (1989) argues that projects are “multi-skill activities focusing on topics or themes

rather on specific language targets” (cited in Beckett & Miller, 2006:23).

Furthermore, Haines states that the students focus their efforts and attention to reach specific goal. Shortly speaking, Haines claims that the project-based learning consists of both the process and the product. The same view or opinion also argued by Fried-Booth (2002) who remarks that although the project work is driven by the need to create an end-product, but the route to finish the product also provides great opportunities for the students to develop their competence in working either independently (with a very limited guide from teacher) and collaboratively (in a teamwork). Based on the definition of Project-Based Learning in the previous section, „project“ in this study is defined as multi-skill activity focusing on topics or themes which provides opportunities for the students to work independently and collaboratively to create a product.

Assessments in Problem-Based Learning

Assessment is defined as the process of collecting information about something that we are interested in, according to procedures that are systematic and substantively grounded (Bachman, 2004b: 6-7). Meanwhile, Linda Suskie (2009: 4) defines assessment as “the ongoing process of: 1) establishing clear and measurable expected outcomes of student learning, 2) ensuring sufficient opportunities for students to achieve those outcomes, 3) gathering, analyzing and interpreting evidence systematically to determine student’s achievement, and 4) understanding and improving student learning”

In the Curriculum 2013, the assessment of learning process uses a holistic approach which means that the assessment of knowledge, skill and attitude should be integrated. Therefore, the appropriate assessment to assess Project-Based

Learning is the scientific approach. Based on the previous explanation, the Project-Based Learning puts the emphasis on the process and product so the assessment of this approach also should focus on those two things. Therefore, this study proposes the authentic assessment models which consist of self-assessment, peer-assessment and portfolio models to assess the process, and teacher's rubric to assess the product.

METHODOLOGY

The methodology of this study was research and development. The procedures to do this study consisted of need analysis, library study, material and model development, focus group discussion (colloquium), and model revision. The need analysis was done by collecting information from the teachers, articles and journals to find the problems in the implementation of Curriculum 2013. Then, the next step was doing the library study to find the theoretical models to develop models for the project and its assessment as the alternatives to overcome the problems. The third step was developing the models for the projects and their assessments. After that, the fourth step was conducting a colloquium as a forum of focus group discussion. In the colloquium, an alternative project and its assessment models were proposed to get some feedbacks from the teachers. Based on the feedbacks from the participant in the colloquium, the proposed projects and their assessment models were revised.

DATA ANALYSIS

The first step in the procedures of research and development study is need analysis. In this study, the need analysis was done by identifying the problems of the education practitioners (in this case, school teachers). Based on the informal discussion with the teachers and also the study of journals and articles, the problems of the

implementation of Project-Based Learning were identified. The problems were related with the kinds of appropriate projects and their assessment models. The first problem was related with the projects. The teachers had difficulty in deciding the projects which should be given to the students due to the limited time in one semester.

As the example, Curriculum 2013 has four core competences and seventeen basic competences that are divided into two semesters for grade XI. Those core and basic competences are integrated into eleven units of materials that are compiled in the textbooks published by the government. Furthermore, the eleven units of materials for grade XI are divided into two parts, five units for semester one and six units for semester two. According to the instructions in the textbooks, the teacher should give one project in the end of each unit and each project should be accomplished within one week by the students. However, based on some inputs from some English teachers, it is very difficult to apply the instructions precisely in the classroom. They think that the allocation of time is not appropriate to the instructions. In addition, the teachers also believe that the projects will be too burdensome for the students if it is given too much.

The other problem identified was related with the assessment. Since the projects were given in groups and mostly done outside the classroom (taken home assignments), the teacher had difficulty in assessing students' performance particularly during the process. Meanwhile, Curriculum 2013 uses the authentic assessment which means that the teachers should assess the attitude, knowledge and skills of the students holistically.

After the need analysis based on the problems was done, the researcher did the library study to find the appropriate iconic models of projects and the assessments. The next step done by the researcher was

developing the iconic models. Considering the difficulties faced by the teachers in applying the projects that are instructed in the textbooks, this study tries to propose some alternative projects which are more efficient but still can cover all the competences effectively. Based on the time limitation in one year, this study only proposes two projects for each semester which are given in the middle and in the end of semester. It means that the students only have to accomplish four projects in one year. The projects proposed are the project of making a drama script, the project of making a play performance, the project of writing an article and the projects of making a magazine. The topic or the theme of each project is adjusted to the basic and core competences for Senior High School Grade XI. In order to ensure that all competences are applied effectively by the students, each project usually adjusted to the materials of some units which have previously been discussed or learned in the classroom. Meanwhile, the allocation of time for accomplishing each project is varied according to the complicatedness of the tasks in the projects.

In addition, in order to overcome the problems related to the assessment, this study proposes the assessment models based on authentic assessment that assesses the learning process holistically. The authentic assessment consists of two kinds

of assessment namely assessment of process and assessment of product. Later on, the assessment of process is divided into three assessment models namely self-assessment model, peer-assessment model, and portfolio assessment model. Meanwhile, assessment of product consists of one assessment instrument (for teachers) and three kinds of test namely progress test, mid-test and final test. However, this study only proposes the model of student assessment instrument which can be used by all teachers while the tests can be creatively designed by each teacher.

After that, one of the projects namely the project of writing an article was proposed and presented to some English teachers in Yogyakarta through a colloquium. Then, the proposed project was analyzed and evaluated in terms of its appropriateness to the syllabus and the practicality. In addition, the assessment models were also proposed to assess the project. The assessment models were also evaluated in terms of their appropriateness to the holistic approach and their practicality in the classroom. After that, the teachers answer a questionnaire to express their opinions about the proposed project and the assessment models to assess the projects in more details. Finally, based on the result of the questionnaire, the final models for the projects and the assessment were presented.

	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q 11	
P1	0	-1	-1	1	1	1	-1	0	2	2	-1	
P2	2	1	0	1	1	1	1	0	1	0	0	
P3	0	-1	1	-1	0	1	-1	0	2	2	1	
P4	0	0	-1	0	-1	0	0	-1	1	0	0	
P5	0	0	-1	-1	-1	0	0	-1	2	1	0	
P6	0	0	0	0	0	0	0	0	1	0	-1	
P7	2	-1	-1	-1	-1	-1	-1	-1	2	0	-2	
P8	1	0	0	1	1	1	1	1	1	1	1	
P9	1	0	0	-1	-1	0	0	0	2	1	0	
P10	1	0	-1	-2	-1	1	0	0	2	2	0	
P11	2	0	0	0	0	1	1	1	1	-1	0	
P12	2	1	1	0	1	1	1	1	2	1	1	
	0.92	-0.08	-0.25	-0.25	-0.08	0.5	0.08	0	1.58	0.75	-0.08	0.28

Result of Questionnaire

Note: P = Participant Q = Question
The result table of questionnaire can give some descriptions about the teachers' opinion about the proposed project and assessment models. The average score of the questionnaire is 0.28 which shows that the model proposed as the pilot study has been good. The model has been relevant to the curriculum 2013 in several aspects although there are some improvements needed to enhance its practicality in the classroom. Related to the projects, the description of the projects should be explained more clearly. Meanwhile, related to the assessment models, the meaning of the numbers in the assessment sheet should be mentioned and the peer-assessment should be done among the group members only to make it more efficient.

DISCUSSION

Based on the data analysis above, this section proposes the projects and the assessment models. The projects and the assessment models are the revision on the pilot study. Hopefully, the alternative projects and their alternative assessment models proposed in this study can be used as the useful resources for English teachers (particularly those who teach grade XI) in choosing appropriate projects for their students. The projects and the assessment models are presented as the following.

A. Proposed Projects

The projects proposed in this study consist of four projects, two projects for semester one and two projects for semester two. Later on, the projects would be equipped with some information to help the teachers in giving an overview to the students about each project. The projects proposed only role as the alternative ones so the teachers can make necessary modification to them in order to achieve maximum outcome of learning process.

Semester 1

1. Project of Making a Drama Script

Core Competence:

Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif serta mampu menggunakan metoda sesuai kaidah keilmuan.

Basic Competence:

- 4.1 Menyusun teks lisan dan tulis untuk menyatakan, menanyakan, dan merespon ungkapan memberi saran dan tawaran, memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.
- 4.2 Menyusun teks lisan dan tulis untuk menyatakan dan merespon ungkapan menyatakan pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.
- 4.3 Menyusun teks lisan dan tulis untuk mengucapkan dan merespon ungkapan harapan dan doa bersayap (extended), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

Learning Focus:

- Tawaran (offer)
- Saran (suggestion)

- Menyampaikan opini dengan santun
- Merespon opini dengan baik
- Ungkapan harapan atau cita-cita
- Ucapan selamat dan cara meresponnya

Description:

The students are assigned a project to make a drama script. The drama can be an adaptation from a story or a tale. The students can choose any topic for the drama. Meanwhile the content of the story must include at least two expressions either of giving offer/suggestion, giving opinion, responding to others' opinion, expressing wish, or congratulating others. More expressions inserted in the story will be appreciated more. The number of characters in the story should be equal to the members of the group. Each group should consist of four or five people. The project should be finished within three weeks.

2. Project of Making a Play Performance

Core Competence:

Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif serta mampu menggunakan metoda sesuai kaidah keilmuan.

Basic Competence:

- 4.5 Menyunting undangan resmi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

- 4.6 Menyusun teks tulis undangan resmi, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

Learning Focus:

- Membuat undangan (make invitation)

Description:

The students are assigned a project to make a play performance based on the drama script of previous project in a group of four. The students have to prepare everything related to the play performance including making posters and formal invitations for the principle, the teachers, and the parents. The posters should be published around the school area for publication at least one week before the performance. The time allocation for this project is four weeks.

Semester 2

3. Project of Making an Article

Core Competence:

Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif serta mampu menggunakan metoda sesuai kaidah keilmuan.

Basic Competence:

- 4.11 Menyusun teks lisan dan tulis, untuk menyatakan dan menanyakan tentang tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, dengan memperhatikan fungsi

sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

4.12 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang pengandaian jika terjadi suatu keadaan/ kejadian/peristiwa di waktu yang akan datang, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

4.13 Menangkap makna dalam teks ilmiah faktual (factual report), lisan dan tulis, sederhana, tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, terkait dengan mata pelajaran lain di Kelas XI.

Learning Focus:

- Procedural text
- Imperative verb/action verbs
- Present tense
- Passive voice
- Descriptive writing
- Conditional
- Information report (laporan kejadian)

Description:

The students are assigned a project to write an article in pairs. The topic of the article can be anything. The article can be a report about an event, a descriptive text about a particular place or culture, or a procedural text to make something. The article also can be presented in the form of posters. This project should be finished in two weeks.

4. Project of Making a Magazine

Core Competence:

Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif serta mampu menggunakan metoda sesuai kaidah keilmuan.

Basic Competence:

4.14 Menangkap makna dalam teks eksposisi analitis tentang topik yang hangat dibicarakan umum.

4.15 Menangkap makna teks biografi pendek dan sederhana tentang tokoh terkenal.

4.16 Menangkap pesan dalam lagu.

Learning Focus:

- Biografi
- 5 WH question usage
- Past tense
- Lagu
- Puisi
- Teks eksposisi analitis

Description:

The students are assigned a project to make a magazine in a group of four. The magazine can be composed of the articles being written in the previous project. The students whose articles have similar topics can form a group so the project would be accomplished easier. In addition, the students can present short biography of a famous figure and trending topic in the society to make it more interesting. Besides, the other way to make the

magazine more interesting for the readers, the students can also write articles about popular songs since most of the junior high school students like music. The design and appearance of the magazine are also have high credits since they are also important parts of a magazine.

B. Proposed Assessment Models

The assessment models in this study based on authentic assessment that assesses the learning process holistically. The authentic assessment consists of two kinds of

assessment namely assessment of process and assessment of product. Later on, the assessment of process is divided into three assessment models namely self-assessment model, peer-assessment model, and portfolio assessment model. Meanwhile, assessment of product consists of one assessment instrument (for teachers) and three kinds of test namely progress test, mid-test and final test. This study only proposes the model of student assessment instrument which can be used by the teachers. All the assessment models are proposed to assess the four proposed projects above.

ASSESSMENT OF PROJECT 1 (MAKING A DRAMA SCRIPT)

1. Assessment of Process

a) Self-Assessment Model

Nama : _____

Kelas : _____

Ket: 1 = kurang 3 = baik
 2 = cukup 4 = sangat baik

NO	ASPEK YANG DINILAI	SKOR			
		1	2	3	4
	KNOWLEDGE & SKILL				
1.	Saya mencari contoh naskah drama yang baik.				
2.	Saya mencari sumber yang relevan mengenai cara menulis naskah drama.				
3.	Saya memahami unsur-unsur penting dalam naskah drama.				
4	Saya memasukkan ungkapan-ungkapan yang berhubungan dengan memberi tawaran/saran, mengungkapkan dan merespon pendapat, mengungkapkan harapan, atau memberi selamat.				
	ATTITUDE				
5	Saya mengerjakan proyek dengan sungguh-sungguh.				
6	Saya mampu bekerja sama dengan baik dengan anggota kelompok yang lain.				
7	Saya berkomunikasi dengan santun dengan sesama anggota kelompok.				
8	Saya mampu menyelesaikan proyek tepat waktu.				
9	Saya meluangkan cukup waktu untuk selangkah lebih maju setiap minggunya.				

	Apa yang sudah saya lakukan?				
	Apa yang akan saya lakukan selanjutnya?				

b) Peer-Assessment Model

Nama : _____

Kelas : _____

Ket: 1 = kurang 3 = baik
 2 = cukup 4 = sangat baik

NO	ASPEK YANG DINILAI	SKOR			
		1	2	3	4
	KNOWLEDGE & SKILL				
1.	Teman saya mencari contoh naskah drama yang baik.				
2.	Teman saya mencari sumber yang relevan mengenai cara menulis naskah drama.				
3.	Teman saya memahami unsur-unsur penting dalam naskah drama.				
4.	Teman saya memasukkan ungkapan-ungkapan yang berhubungan dengan memberi tawaran/saran, mengungkapkan dan merespon pendapat, mengungkapkan harapan, atau memberi selamat.				
	ATTITUDE				
5.	Teman saya mengerjakan proyek dengan sungguh-sungguh.				
6.	Teman saya mampu bekerja sama dengan baik dengan anggota kelompok yang lain.				
7.	Teman saya berkomunikasi dengan santun dengan sesama anggota kelompok.				
8.	Teman saya mampu menyelesaikan proyek tepat waktu.				
9.	Teman saya meluangkan cukup waktu untuk selangkah lebih maju setiap minggunya.				

Nama Evaluator : _____

3) Portfolio Assessment Model

Nama : _____

Kelas : _____

NO	HARI/ TANGGAL	DESKRIPSI KEGIATAN	CATATAN	LAMPIRAN
1.			Hal yang bisa disyukuri: Hal yang bisa dipelajari: Hal yang perlu ditingkatkan:	
2.				
3.				

4.				
5.				

2. Assessment of Product

a) Student Assessment Instrument (for Teachers)

Nama : _____
 Kelompok : _____
 Kelas : _____

Ket: 1 = kurang 3 = baik
 2 = cukup 4 = sangat baik

NO	ASPEK YANG DINILAI	SKOR			
		1	2	3	4
	KNOWLEDGE & SKILL				
1	Siswa memasukkan unsur-unsur penting yang terdapat dalam drama dalam penulisan naskah.				
2	Siswa mampu menulis naskah drama dengan tata bahasa yang benar.				
3	Siswa menggunakan ungkapan-ungkapan yang berhubungan dengan memberi tawaran/saran, mengungkapkan dan merespon pendapat, mengungkapkan harapan, atau memberi selamat secara tepat dalam naskah yang ditulis.				
4	Siswa mampu menyelesaikan proyek secara kreatif.				
5	Siswa mampu menghasilkan naskah drama yang menarik dan sesuai dengan petunjuk.				
6	Siswa berkomunikasi dengan santun dengan sesama anggota kelompok.				
7	Siswa mampu bekerja sama secara baik dengan anggota kelompok yang lain.				
8	Siswa bertanggung jawab menulis laporan dengan rapi				
9	Siswa disiplin melaporkan setiap proses yang ditentukan sesuai dengan waktu yang diberikan				
10	Siswa bertanggung jawab dengan pengumpulan artikel sesuai dengan waktu yang diberikan				
	CATATAN GURU:				

b) Progress Test

c) Mid-Test

d) Final Test

ASSESSMENT OF PROJECT 2 (MAKING A PLAY PERFORMANCE)**1. Assessment of Process****a) Self-Assessment Model**

Nama : _____

Kelas : _____

Ket: 1 = kurang 3 = baik
 2 = cukup 4 = sangat baik

NO	ASPEK YANG DINILAI	SKOR			
		1	2	3	4
	KNOWLEDGE & SKILL				
1.	Saya mampu menggunakan bahasa yang efektif dalam membuat poster.				
2.	Saya mampu menciptakan desain poster secara kreatif.				
3.	Saya mampu menulis surat undangan resmi yang baik.				
4.	Saya mampu mempersiapkan sebuah pertunjukan dengan baik.				
5.	Saya mengucapkan setiap dialog saya dengan pengucapan dan intonasi yang tepat.				
6.	Saya mampu mengucapkan setiap dialog dengan lancar.				
	ATTITUDE				
7.	Saya berlatih sungguh-sungguh untuk peran yang saya mainkan.				
8.	Saya memainkan peran saya dalam pertunjukan dengan baik.				
9.	Saya mampu bekerja sama dengan baik dengan anggota kelompok yang lain.				
10.	Saya menyelesaikan proyek yang diberikan secara bertanggung jawab.				

b) Peer-Assessment Model

Nama : _____

Kelas : _____

Ket: 1 = kurang 3 = baik
 2 = cukup 4 = sangat baik

NO	ASPEK YANG DINILAI	SKOR			
		1	2	3	4
	KNOWLEDGE & SKILL				
1.	Teman saya mampu menggunakan bahasa yang efektif dalam membuat poster.				
2.	Teman saya mampu menciptakan desain poster secara kreatif.				
3.	Teman saya mampu menulis surat undangan resmi yang baik.				
4.	Teman saya mampu mempersiapkan sebuah pertunjukan dengan baik.				
5.	Teman saya mengucapkan setiap dialognya dengan pengucapan dan intonasi yang tepat				
6.	Teman saya mampu mengucapkan setiap dialog dengan lancar.				
	ATTITUDE				

7	Teman saya berlatih untuk peran yang dia mainkan dengan sungguh-sungguh,				
8	Teman saya memainkan perannya dalam pertunjukan dengan baik.				
9	Teman saya mampu bekerja sama dengan baik dengan anggota kelompok yang lain.				
10	Teman saya menyelesaikan proyek yang diberikan secara bertanggung jawab.				

Nama Evaluator :

3) PORTFOLIO ASSESSMENT MODEL

Nama : _____

Kelas : _____

NO	HARI/ TANGGAL	DESKRIPSI KEGIATAN	CATATAN	LAMPIRAN
1.			Hal yang bisa disyukuri: Hal yang bisa dipelajari: Hal yang perlu ditingkatkan:	
2.				
3				
4				
5				

2. Assessment of Product

a) Student Assessment Instrument (for Teachers)

Nama : _____

Kelompok : _____

Kelas : _____

Ket: 1 = kurang 3 = baik
 2 = cukup 4 = sangat baik

NO	ASPEK YANG DINILAI	SKOR			
		1	2	3	4
	KNOWLEDGE & SKILL				
1	Siswa mampu menggunakan bahasa yang efektif dalam membuat poster.				
2	Siswa mampu menciptakan desain poster secara kreatif.				
3	Siswa mampu menulis surat undangan resmi yang baik.				
4	Siswa mampu mempersiapkan sebuah pertunjukan dengan baik.				
5	Siswa mengucapkan setiap dialognya dengan pengucapan dan intonasi yang tepat				
6	Siswa mampu mengucapkan setiap dialog dengan lancar.				
	ATTITUDE				
7	Siswa berlatih untuk peran yang dimainkan dengan sungguh-				

	benar,				
8	Siswa memainkan perannya dalam pertunjukan dengan baik.				
9	Siswa mampu bekerja sama dengan baik dengan anggota kelompok yang lain.				
10	Siswa menyelesaikan proyek yang diberikan secara bertanggung jawab.				

b) Progress Test

c) Mid-Test

d) Final Test

ASSESSMENT OF PROJECT 3 (WRITING AN ARTICLE)**1. Assessment of Process****a) Self-Assessment Model**

Nama : _____

Kelas : _____

Ket: 1 = kurang 3 = baik
 2 = cukup 4 = sangat baik

NO	ASPEK YANG DINILAI	SKOR			
		1	2	3	4
	KNOWLEDGE & SKILL				
1.	Saya mampu menentukan topik yang menarik dan berguna untuk artikel saya.				
2	Saya mampu mencari sumber-sumber informasi yang sesuai dengan topik yang dibahas.				
3	Saya mampu mencari narasumber yang tepat.				
4	Saya mampu menulis artikel dengan bahasa yang baik.				
5	Saya mampu membuat artikel dengan penyajian yang menarik.				
	ATTITUDE				
6	Saya mencari informasi yang diperlukan secara tekun.				
7	Saya berkomunikasi dengan para narasumber secara sopan.				
8	Saya bekerja sama secara baik dengan teman kelompok saya,				
9	Saya mengerjakan proyek dengan sungguh-sungguh.				
10	Saya mampu menyelesaikan proyek tepat waktu.				

b) Peer-Assessment Model

Nama : _____

Kelas : _____

Ket: 1 = kurang

2 = cukup

3 = baik

4 = sangat baik

NO	ASPEK YANG DINILAI	SKOR			
		1	2	3	4
	KNOWLEDGE & SKILL				
1.	Teman saya mampu menentukan topik yang menarik dan berguna untuk artikelnya.				
2.	Teman saya mampu mencari sumber-sumber informasi yang sesuai dengan topik yang dibahas.				
3.	Teman saya mampu mencari narasumber yang tepat.				
4.	Teman saya mampu menulis artikel dengan bahasa yang baik.				
5.	Teman saya mampu membuat artikel dengan penyajian yang menarik.				
	ATTITUDE				
6.	Teman saya mencari informasi yang diperlukan secara tekun.				
7.	Teman saya berkomunikasi dengan para narasumber secara sopan.				
8.	Teman saya bekerja sama secara baik dengan teman kelompoknya.				
9.	Teman saya mengerjakan proyek dengan bersungguh-sungguh.				
10.	Teman saya mampu menyelesaikan proyek tepat waktu.				

Nama Evaluator : _____

3) PORTFOLIO ASSESSMENT MODEL

Nama : _____

Kelas : _____

NO	HARI/ TANGGAL	DESKRIPSI KEGIATAN	CATATAN	LAMPIRAN
1.			Hal yang bisa disyukuri: Hal yang bisa dipelajari: Hal yang perlu ditingkatkan:	
2.				
3.				
4.				
5.				

2. Assessment of Product**a) Student Assessment Instrument (for Teachers)**

Nama : _____
 Kelompok : _____
 Kelas : _____

Ket: 1 = kurang 3 = baik
 2 = cukup 4 = sangat baik

NO	ASPEK YANG DINILAI	SKOR			
		1	2	3	4
1.	Siswa mampu menentukan topik yang menarik dan berguna untuk artikelnnya.				
2	Siswa mampu mencari sumber-sumber informasi yang sesuai dengan topik yang dibahas.				
3	Siswa mampu mencari narasumber yang tepat.				
4	Siswa mampu menulis artikel dengan bahasa yang baik.				
5	Siswa mampu membuat artikel dengan penyajian yang menarik.				
	ATTITUDE				
6	Siswa mencari informasi yang diperlukan secara tekun.				
7	Siswa berkomunikasi dengan para narasumber secara sopan.				
8	Siswa bekerja sama secara baik dengan teman kelompoknya.				
9	Siswa mengerjakan proyek dengan bersungguh-sungguh.				
10	Siswa mampu menyelesaikan proyek tepat waktu.				

b) Progress Test**c) Mid-Test****d) Final Test****ASSESSMENT OF PROJECT 4 (MAKING A MAGAZINE)****1. Assessment of Process****a) Self-Assessment Model**

Nama : _____
 Kelas : _____

Ket: 1 = kurang 3 = baik
 2 = cukup 4 = sangat baik

NO	ASPEK YANG DINILAI	SKOR			
		1	2	3	4
	KNOWLEDGE & SKILL				
1.	Saya mampu menentukan topik yang menarik dan berguna untuk majalah saya.				
2.	Saya mampu mencari sumber-sumber informasi yang sesuai dengan topik majalah.				
3.	Saya mampu mencari narasumber yang tepat.				
4	Saya mampu menyajikan artikel-artikel yang sesuai dengan topik yang dibahas.				

5	Saya mampu membuat majalah dengan penampilan yang menarik				
	ATTITUDE				
6	Saya mencari informasi yang diperlukan secara tekun.				
7	Saya berkomunikasi dengan para narasumber secara sopan.				
8	Saya bekerja sama secara baik dengan teman kelompok saya,				
9	Saya mengerjakan proyek dengan bersungguh-sungguh.				
10	Saya mampu menyelesaikan proyek tepat waktu.				

b) Peer-Assessment Model

Nama : _____

Kelas : _____

Ket: 1 = kurang 3 = baik
 2 = cukup 4 = sangat baik

NO	ASPEK YANG DINILAI	SKOR			
		1	2	3	4
	KNOWLEDGE & SKILL				
1.	Teman saya mampu menentukan topik yang menarik dan berguna untuk majalah saya.				
2.	Teman saya mampu mencari sumber-sumber informasi yang sesuai dengan topik majalah.				
3.	Teman saya mampu mencari narasumber yang tepat.				
4.	Teman saya mampu menyajikan artikel-artikel yang sesuai dengan topik yang dibahas.				
5.	Teman saya mampu membuat majalah dengan penampilan yang menarik				
	ATTITUDE				
6.	Teman saya mencari informasi yang diperlukan secara tekun.				
7.	Teman saya berkomunikasi dengan para narasumber secara sopan.				
8.	Teman saya bekerja sama secara baik dengan teman kelompoknya.				
9.	Teman saya mengerjakan proyek dengan bersungguh-sungguh.				
10.	Teman saya mampu menyelesaikan proyek tepat waktu.				

Nama Evaluator : _____

3) PORTFOLIO ASSESSMENT MODEL

Nama : _____

Kelas : _____

NO	HARI/ TANGGAL	DESKRIPSI KEGIATAN	CATATAN	LAMPIRAN
1.			Hal yang bisa disyukuri: Hal yang bisa dipelajari: Hal yang perlu ditingkatkan:	
2.				

3.				
4.				
5.				

2. Assessment of Product

a) Student Assessment Instrument (for Teachers)

Nama : _____

Kelompok : _____

Kelas : _____

Ket: 1 = kurang 3 = baik
 2 = cukup 4 = sangat baik

NO	ASPEK YANG DINILAI	SKOR			
		1	2	3	4
	KNOWLEDGE & SKILL				
1	Siswa mampu menentukan topik yang menarik dan berguna untuk majalahnya.				
2	Siswa mampu mencari sumber-sumber informasi yang sesuai dengan topik majalah.				
3	Siswa mampu mencari narasumber yang tepat.				
4	Siswa mampu menyajikan artikel-artikel yang sesuai dengan topik yang dibahas.				
5	Siswa mampu membuat majalah dengan penampilan yang menarik				
	ATTITUDE				
6	Siswa mencari informasi yang diperlukan secara tekun.				
7	Siswa berkomunikasi dengan para narasumber secara sopan.				
8	Siswa bekerja sama secara baik dengan teman kelompoknya.				
9	Siswa mengerjakan proyek dengan bersungguh-sungguh.				
10	Siswa mampu menyelesaikan proyek tepat waktu.				

b) Progress Test

c) Mid-Test

d) Final Test

CONCLUSION

Based on the discussions in the previous chapters, there are three conclusions that can be formulated. First, the Project-Based Learning can give many benefits to the students so it is important to apply it in English teaching. The benefits are promoting comprehensible input and output and gaining successful experiences with the real world, and also supporting learner centeredness during the learning process. Second, the teachers can use the projects of

making a drama script, the project of making a play performance, the project of writing an article and the projects of making a magazine as the alternative projects in implementing the Project-Based Learning. Third, the teacher also can use the authentic assessment which consists of two kinds of assessment namely assessment of process (self-assessment model, peer-assessment model, and portfolio assessment model) and assessment of product (students' assessment instrument for teachers, progress test, mid-test and final

test) to assess the students' competence in accomplishing the projects.

REFERENCES

- Beckett, G. H. & Miller, P. C. (2006). *Project-based second and foreign language education: Past, present, and future*. Greenwich: Information Age Publishing, Inc.
- Kloppenborg, T. J. & Baucus, M. S. (2004). Project management in local nonprofit organizations: Engaging students in problem-based learning. *Journal of Management Education*, 28, 610 – 630.
- Solomon, G. (2003). Project-based learning: A primer. *Technology & Learning*, 23, 20-27.
- Staff, G. (2001). Project-based learning research. *George Lucas Educational Foundation*.
- Suharyadi. (2013). *Exploring "scientific approach" in English language teaching*. Retrieved from <http://teqip.com/wp-content/uploads/2014/03/Kelompok-Bahasa-Inggris-1.pdf> on September 24, 2014.
- Suskie, L. (2009). *Assessing student learning: A common sense guide (2nd edition.)*. San Francisco: Jossey-Bass.
- Tamim, Suha R., & Grant, M. M. (2013). Definitions and uses: Case study of teachers implementing project-based learning. *Interdisciplinary Journal of Problem-based Learning*, 7(2). Retrieved from <http://docs.lib.purdue.edu/cgi/viewcontent.cgi?article=1323&context=ijpbl> on October 24, 2014.
- Tiangco, J. A. (2006). *Project-based learning (PBL) assessment for EFL/ESL instruction: The Philippine experience and its implications to Taiwan*. Retrieved from <http://flcccu.ccu.edu.tw/conference/2006conference/chinese/download/C39.pdf> on October 26, 2014.

APPENDIX 1: QUESTIONNAIRE

Please put a tick (✓) in the appropriate column based on your opinion about the statements below.

No	Statements	Totally disagree ←→Totally agree				
		1	2	3	4	5
1	The generic goal of this assessment model is to improve life quality in English education.					
2	This assessment model helps the teacher teach better.					
3	This assessment model helps the teacher teach more easily.					
4	This assessment model is applicable in the classroom.					
5	This assessment model is practical.					
6	This assessment model is holistic.					
7	This assessment model is authentic.					
8	This assessment model is efficient.					
9	The self assessment model needs revision.					
10	The peer assessment model needs revision					
11	The portfolio assessment model needs revision.					

APPENDIX 2: PROPOSED PROJECT (PILOT STUDY)

PROJECT OF MAKING AN ARTICLE GRADE XI SEMESTER I

Theme: Social Issues

Basic Competence:

Composing factual report (oral and written) to express the opinion and to respond to others" opinion by considering the social function, text structure, language features and the context.

Learning Materials:

Oral and written expressions to express the opinion about something

Social Function:

Maintain the interpersonal relationship with teacher, friends, and others

Text Structure:

The coherence and cohesiveness of the text to express opinions

Language Feature

- (1) Grammar
- (2) Spelling
- (3) Punctuation
- (4) Diction
- (5) Text presentation

Topic: Social issue connected with other subjects in semester 1.

APPENDIX 3: PROPOSED ASSESSMENT MODELS (PILOT STUDY)

AUTHENTIC ASSESSMENT

A. PENILAIAN PROSES

1) SELF-ASSESSMENT MODEL

Nama : _____

Kelas : _____

NO	ASPEK YANG DINILAI	SKOR			
		1	2	3	4
	<i>KNOWLEDGE & SKILL</i>				
1.	Saya mencari contoh jenis teks yang sama.				
2.	Saya mencari sumber yang relevan mengenai topik yang akan saya bahas.				
3	Saya mampu membuat kerangka berpikir secara runtut.				
4	Saya menggunakan kamus dan buku untuk mengecek ketepatan kosakata.				
5	Saya menggunakan kamus dan buku untuk mengecek ketepatan tata bahasa.				
6	Saya mengaplikasikan format penulisan artikel yang benar dalam draft.				
7	Saya mencari tahu cara tips untuk melakukan wawancara.				
	<i>ATTITUDE</i>				
8	Saya mengerjakan proyek dengan sungguh-sungguh.				
9	Semua hasil yang saya laporkan adalah murni usaha saya sendiri.				
10	Saya berkomunikasi dengan santun kepada narasumber.				
11	Saya menghargai pendapat narasumber dengan sopan.				
12	Saya meluangkan cukup waktu untuk selangkah lebih maju setiap minggunya.				
	Apa yang sudah saya lakukan?				
	Apa yang akan saya lakukan selanjutnya?				

2) PEER-ASSESSMENT MODEL

Nama : _____

Kelas : _____

NO	ASPEK YANG DINILAI	SKOR			
		1	2	3	4
	KNOWLEDGE & SKILL				
1.	Siswa mencari contoh jenis teks yang sama				
2.	Siswa mencari sumber yang relevan mengenai topik yang akan dia bahas				
3	Siswa mampu membuat kerangka berpikir secara runtut				
4	Siswa menggunakan kamus dan buku untuk mengecek ketepatan kosakata				
5	Siswa menggunakan kamus dan buku untuk mengecek ketepatan tata bahasa				
6	Siswa mengaplikasikan format penulisan artikel yang benar dalam draft				
7	Siswa mencari tahu cara tips untuk melakukan wawancara				
	ATTITUDE				
8	Siswa mengerjakan proyek dengan sungguh-sungguh				
9	Semua hasil yang siswa laporkan adalah murni usaha dia sendiri				
10	Siswa berkomunikasi dengan santun kepada narasumber				
11	Siswa menghargai pendapat narasumber dengan sopan				
12	Siswa meluangkan cukup waktu untuk selangkah lebih maju setiap minggunya				
	Hal-hal apakah yang perlu dipertahankan?				
	Hal-hal apakah yang perlu ditingkatkan?				

Nama Evaluator : _____

3) PORTFOLIO ASSESSMENT MODEL

Nama : _____

Kelas : _____

NO	HARI/ TANGGAL	DESKRIPSI KEGIATAN	CATATAN	LAMPIRAN
1.	Jumat, 10 Oktober 2014	Mencari sumber yang relevan mengenai topik yang akan saya bahas	Hal yang bisa disyukuri: Hal yang bisa dipelajari: Hal yang perlu ditingkatkan:	Artikel Video
2.				
3.				
4.				
5.				

B.PENILAIAN HASIL**1) STUDENT'S ASSESSMENT INSTRUMENT (FOR TEACHER)**

NO	ASPEK YANG DINILAI	SKOR			
		1	2	3	4
1	Siswa mampu bersikap jujur dalam originalitas penulisan				
2	Siswa bertanggung jawab dengan kesesuaian isi dan judul artikel				
3	Siswa mampu memaparkan ide secara runtut				
4	Siswa mampu memilih pilihan kata dengan tepat				
5	Siswa mampu menulis tata bahasa dengan benar				
6	Siswa mampu bekerja sama dengan narasumber				
7	Siswa mampu menulis artikel yang mudah dimengerti oleh pembacanya				
8	Siswa bertanggung jawab menulis laporan dengan rapi				
9	Siswa disiplin melaporkan setiap proses yang ditentukan sesuai dengan waktu yang diberikan				
10	Siswa bertanggung jawab dengan pengumpulan artikel sesuai dengan waktu yang diberikan				
	CATATAN GURU:				

2) PROGRESS TEST**3) MID-SEMESTER TEST****4) FINAL TEST**