A Project-Based Assessment Model of English for Senior High School Grade X

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ABSTRACT

Related to the implementation of the Curriculum 2013, project-based learning becomes one of the learning models that should be implemented in teaching and learning activities. Hence, outcome-based assessment and authentic assessment are considered appropriate model for project-based learning because they are based on activities that represent a real-life setting. The purpose of this article is to develop an alternative model of project-based assessments that are related to the implementation of the Curriculum 2013. This model is related to the basic competences and objective of the lesson unit. Designed from concepts of project-based learning, authentic assessmemnt and outcome-based assessment, this project-based assessment model can be one example of improvement of life quality in English language learning. It is hoped that the project-based assessment model will improve a better understanding of the needs of students because it offers students' opportunity to investigate and discover authentic topics of interest. Using this model of project-based assessment, students' engagement in learning process can be improved.

Keywords: *authentic assessment grade X of senior high school, outcome-based assessment, project-based assessment*

INTRODUCTION

Project-based assessment is an assessment model which is implemented in Curriculum 2013.It is a combination of some projects and assessments. Since assessment is a part of teaching and learning process, it is used to see whether the teaching and learning process can run well and reach the expected objectives. Portfolio, observation, self-assessment, peer-assessment and teacher's feedback are all needed in project-based assessment. The model of the assessment model should based on the projects. According to Barge (2010) the project-based assessment shapes the institution's program curricula, which provide for student orientation to the pedagogical method, explicitly link theory and practice, are appropriately adapted to disciplinary paradigms, and are anchored by clearly articulated educational objectives.

This study aims to develop a good alternative model of project-based assessments that are related to the implementation of the Curriculum 2013 for senior high school grade X. The researcher is going to propose a model of project-based assessment which is expected to be an alternative model of assessment. This model is related to the basic competences and objective of the lesson. In this study,

project-based assessment will be the main concern to be developed.

Project-Based Learning

Project-based learning is one of the learning models that is used in the Curriculum 2013. According to Barge (2010), a project is a complex effort that needs an analysis of the target (problem analysis). The target or problem analysis must be planned and managed because of desired changes need to be carried out in people's surroundings, organization, knowledge and attitude to life. A project involves a new, complex task or problem. It must be completed at a point in time determined in advance. Project-based learning (PBL) is a famous method for imparting thinking competencies and creating flexible learning environments. The educational system give opportunities to the students to foster learning and develop thinking competencies (Barak, 2002). Doppelt (2003) refers that project-based learning is one of the methods grounded constructivism by supporting student engagement in problem-solving situations.According to Sawamura (2010) in Project-Based Learning (PBL), students will work on a project using the target language for language learning. PBL can motivate the students and create positive environment, communication and collaboration as they develop language, content and thinking skill. Sawamura (2010) states that PBL is integrative, holistic and formative approach that appealing to many educators. The main skills for the twenty-first century are collaboration, cooperation, communication and problem-solving skills. Hence, students need to be educated to be independent thinkers and learners (Bell, 2010).

Beckett and Miller (2006) state that PBL can improve students' language use, content knowledge and thinking skill focusing on assessing the development of language use, thinking and social skills than on content. According to Morsound

(1999) PBL is different from conventional learning. In PBL, students require integration of knowledge and skills in their problem solving. In PBL, the teachers acts only as a facilitator, a resource guide or a consultant in encouraging students' participation, providing resources and advice to students as they carry out their research to collect and analyze infomation, make discoveries and report their findings (Aspy, Aspy & Quimby, 1993).

In Hellstrom, Nilsson & Olsson's article entitled Group Assessment Challenges in Project-Based Learning, Thomas states that there are five criteria of project-based learning activity. The first criteria is that projects are central, not peripheral to the curriculum. Then, the second criteria is that projects are focused on questions or problems that _drive' students to encounter (and struggle with) the central concepts and principles of a discipline. The third criteria states that projects should involve students in a constructive investigation. After that, the fourth criteria is that projects should be students-driven to a significant degree. The last is that projects are realistic, not school-like. However, Klein (2009) proposes different characteristics. PBL should lead students to investigate important ideas and questions because it is framed around an inquiry process. PBL also should be differentiated according to student needs and interest because it id driven by student independent production and presentation rather than teacher delivery of information. The last important thing is that PBL requires the use of creative thinking, critical thinking, and information skills to investigate, draw conclusion about, and create content which connects to real world, authentic problems and issue.

Project-based learning and its model of assessment have to be used in Senior High School in order to fulfill the goal of the Curriculum 2013. However, there are a lot of school which can not understand the concept and the implementation of the project-based assessment. Therefore, in this

paper, the researcher is going to make a project-based assessment which can be used as the consideration of an alternative project in assessment of the Curriculum 2013. The concept of assessment will be clearly explained in the following paragraphs.

Assessment

Starting with the very first and the most important concept. It is the concept of assessment itself. Assessment is inseparable with teaching and learning process. It is used to see whether the teaching and learning process have run as expected and reach the learning goals. According to Bachman (2004b:6-7), assessment is the process of collecting information about something that we are interested in, according to procedures that are systematic and substantively grounded. The process of assessments includes defining, selecting, designing, collecting, analyzing, interpreting, and using information to increase students' learning and development (Erwin, 1991).Palomba and Banta (1999) also gives their definition of assessment. It is the systematic collection, review, and use of information about educational programs undertaken for the purpose of improving student learning and development. According to Huba and Freed (2000) assessment is the process of gathering and discussing information from multiple and diverse sources in order to develop a deep understanding of what students know, understand, and can do with their knowledge as a result of their educational experiences (Huba & Freed, 2000). Abbot (2013) states that assessment is the wide variety of methods that educators use to evaluate, measure, and document the academic readiness, learning progress, and skill acquisition of students from preschool through college and adulthood.

Language assessment is making an interpretation about some aspects of the test taker's language ability. First, assessmetns

are systematic means that they are designed and carried out according to clearly defined procedures that are methodical and opened to scrutiny by other test developers and researchers, as well as the stakeholders in the assessment. Second, assessments are substantively grounded which mean that they are based on a recognized and verifiable area of content, such as a course syllabus, a widely accepted theory about the nature of language ability, prior research, including a needs analysis, or the currently accepted practice in the field (Bachman & Palmer, 2010: 22).

Based on its function, assessment can be divided into two. They are formative and summative assessment. Brown (2004:p.6) states that formative assessment is done in the process of forming students' competence and skills with the goal of helping them to continue that growth process. Summative assessment aims to measure and summarize what students have learned. It typically occurs at the end of a course or unit of instruction. A summation of what the students have learned implies looking back of how well that student has accomplished objectives. The example of summative assessment is final exam.

According to all theories stated by the expert, assessment means the process of collecting information about what students have done (ongoing or end of a learning process) in order to increase student's learning and development in learning. Assessment is very important to be conducted because it is an integral part of a learning process which can measure students' progress.

Authentic Assessment

Related to the guidelines of the Curriculum 2013, authentic assessment is one of the assessments to use. Authentic assessment should be based on activities that represent real-life setting. According to O'Malley & Pierce (1996) authentic assessment refers to the multiple forms of assessment such as

portfolio assessment, structured assessment activities or task, project, self-assessment, peer assessment, traditional test, observation and conferencing that reflects student learning, achievement, motivation and attitudes on instructionally-relevant classroom activities. Authentic assessments also include oral performance such as interviews, story/ text retelling), writing samples, project/ exhibitions, experiments/ demonstrations, constructed-response items, and teacher observations (O'Malley & Pierce 1996, Brown 2004).

The criteria of assessment which is based on the Implementation Guidelines of the Curriculum 2013 are (1) assessment is directed to measure students' competence stated in the curriculum (2) it is basically criterion-referenced assessment (3) it is an ongoing process, that all indicators are assessed, and then analyzed to see what have been or have not been achieved by students, and then locate students' difficulties in achieving the competence (4) the result of assessment is used to give feedbacks and follow-up activities for students to reach the competence.

In the Curriculum 2013, there are two main competences namely core competence and basic competence. Core competence is the realization of the standard of competence. It consists of the description of qualities that must be achieved in the forms of spiritual attitudes, social attitudes, knowledge and skills. The quality of the core competence must be balanced between the hard skills and soft skills. Them, basic competence is the the competence obtained by each subejct matter for each level or grade. Basic competence is the content or competences of certain subject which is derived from the core competence.

In designing authentic assessment, teachers need to consider important steps which have been proposed by O'Malley and Pierce (1996). They suggest that teachers should build a team to determine the purposes of the authentic assessment. Then,

teachers have to specify objectives and conduct professional development on authentic assessment. After that, they need to collect examples of authentic assessments. Teachers can adapt those assessments or develop new ones. After adapting or developing new ones, they must try out the assessments and review the assessment.

CATEGORIES	CRITERIA
Context	Requires fidelity of context to reflect the conditions under which the performance will occur.
Students' role	a. Requires students to be effective performers with acquired knowledge, and to craft polished, performance or products. b. Requires significant student time and effort in collaboration with others.
Authentic activity	a. Involves complex, ill structured challenges that require judgments, and a full array of tasks. b. Requires the assessment to be seamlessly integrated with the activity.
Indicators	a. Provide multiple indicators of learning b. Achieves validity and reliability with appropriate criteria for scoring varied products.

Table 1. Herrington and Herrington's (1998) Essential Elements of Authentic Assessment

Outcome-based Assessment

Outcome-based assessment is a kinds of assessment which is commonly used worldwide. According to Crespo, Najjar &

Derntl (2010) outcome-based assessment is used in outcome-based learning. In outcome-based learning, learning outcomes (knowledge, skills and competences) have to be achieved by learners who are in the focal point of the learning process. All educational activities and resources need to be related to the intended learning outcomes of a learning module or course in order to assisst the learners in successfully achieving the intended learning outcomes at the end of the learning experience. Crespo, Najjar & Derntl, 2010 also say that outcome based assessment means that the assessment process must be aligned with the learning outcomes. This means that it should be support the learners in their progress (formative assessment) and validate the achievement of the intended learning outcomes at the end of the process (summative assessment). It also means that the assessment process should be adapted depending on the kind of outcomes that it is aimed to appraise (Crespo, Najjar & Derntl, 2010).

Outcomes based assessment emphasises on the assessment of student outputs or end products as opposed to lecturer inputs. Knowledge or content of courses is no longer the principal focus but instead the focus is on the application of that knowledge and the demonstration of the required skills and values within specific context. These outcomes have to be explicit to ensure that learners clearly understand what is being assessed and what it to be achieved (Rhodes University, 2012). Gannod (2012) states in order to combine the concept of outcome based assessment and project based learning, we need to incorporate them into the courses. The goal of outcome-based assessment is to assess what students believe they have learned and to assess what they have actually learned.

Project-Based Assessment

Portfolio, observation, self-assessment, peer-assessment and teacher's feedback are all needed in PBL. According to McDonald

(2008), he provides several assessment models and rubric forms. Those kinds of assessment forms are useful as guidance for the students' work during the projects and for their presentations. This suggest that a good assessment tool can become an effective learning tool. Teachers need to consider their own teaching circumstances, as well as the project objectives in order to adjust the assessment models to their own classes.One of the most important points in assessment is that teachers need to provide an atmosphere where students are willing to give and get feedback, improve their learning, and make their performance better. He states that teachers should use three criteria to give successful feedback. The first is providing a set of known standards. The second is comparing the work to these standards. The third and pivotal component is taking action to bridge the deficit between the first and second criteria (Hunaiti et al, 2010 p. 193).

Bell (2010) claims that students' project-related course work is assessed within the context of the project work itself. The problem as formulated by the students and the subsequent project work are used by examiners as a lens for determining those aspects of the project courses that are relevant to assess. Forms of both formative (status seminars, peer evaluation, supervisor feedback, etc.) and summative assessment (portfolio assessment, etc.) may be implemented. The greater portion of assessment activity is dedicated to formative assessments, which are designed to develop students' abilities to provide feedback to others and assess their own progress. Alignment as well as validity and reliability are to a great extend important goals. Students in a project-based learning environment deal with real-life problems, which may result in permanent knowledge. The different approaches to classroom implementation also brings alternative approaches for performance assessment. Rubric, self-assessment, and portfolio are some of these alternative equal to
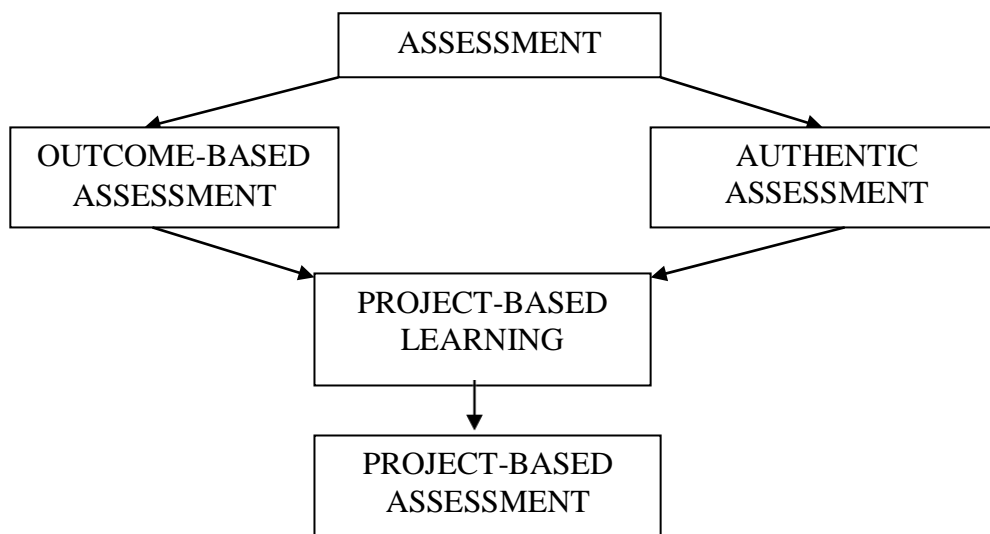
assessment methods (Corcoran, Dershimer & Tichenor, 2004).

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                    ┌─────────────────────┐
                    │     ASSESSMENT      │
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                       ↙              ↘
   ┌──────────────────────┐      ┌──────────────────────┐
   │    OUTCOME-BASED     │      │      AUTHENTIC       │
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                    │    PROJECT-BASED    │
                    │     ASSESSMENT      │
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Figure 1. The Concept of Project-Based Assessment

METHODOLOGY

In this research, the researcher made a proposed model of assessment. Firstly, the researcher made a draft which was going to be used in discovering the needs analysis of the teachers. The model was designed based on the basic competence and core competences of English subject in Senior High School. After designing the draft model, the researcher discussed the model in focused-group discussion (FGD). Then, the researchers gave a questionnaire to gather participants' opinion about assessments that they use in teaching. Some of the teachers stated that the model was good enough. The model needed some improvements in some aspects. Considering the data from the FGD, the researcher made a sample of proposed project and suitable assessment model in order to design better model in assessment specifically in English for Class X. The researcher looked for the working definition in each concepts. The concepts were clarified by experts. Then, the researcher looked at the topic of grade X in senior high school. After all, the topics were combined to the projects and alternative assessments.

Setting and Participants

In order to know the need of teachers, questionnaires were distributed in focused-group discussion (FGD). The FGD was conducted in Colloquium Series on Current Events which held by English Language Studies of Sanata Dharma University in October 10. The number of the participants were 30 people. They were Junior, Senior and Vocational High School teachers. The rest were graduate students of Sanata Dharma University. The FGD was divided into two sections. The first section discussed the Evaluation in English Language Teaching. The second section discussed Assessment in English Language Teaching. In the second section, the researcher had her turn to present the concept and the model of the assessment. Actually, the FGD was planned to invite more teachers. However, due to the

limitation in holding the FGD, the existing participants were also limited.

Instrumentation

The first instrument that was used to gather teachers' opinions was a model of outcome-based and authentic assessment of the Curriculum 2013 which contained of knowledge, skill and attitude aspects. The researchers made an alternative model based on the need of practicality and effectivity. The researchers tried to combine those aspects as an integrated assessment. The first model is portfolio. A portfolio is a purposeful, organized collection of evidence that demonstrates a person's knowledge, skills and abilities or disposition (Musial, et al. 2009). He states that portfolios have different structures depending in the purpose and context of the portfolio. There are five types of portfolio (Burke, et al as cited in Musial et al, 2009 pp.240-242). The way to design a good portfolio that was porposed by Musial et al can be started by clarifying the overall purpose of the portfolio assessment. Then, teachers have to relate the portfolio purpose to their learning objectives and relevant standards. After that, determining what needs to be included in the portfolio and relate these artifacts to valued learning are needed. Then, teachers should identify the physical structure of the portfolio, determine student self-reflection opportunites and detemine scoring criteria for the portfolio. After that, students must know the scoring criteria in order to clarify a communication method to examine the result of portfolio.

The second models that were proposed by the researchers were self- and peer-assessment. According to Brown (2004) self- and peer- assessment have some principles. Those principles are autonomy, intrinsic motivation and cooperative learning. Self- and peer- assessment offer certain benefits: direct involvement of students in their own destiny, the encouragement of autonomy and increased motivation because of their self-involvement. Wiggins (1998) states that self- and peer- assessment should be authentic, credible, and user friendly. Authentic means that they should address realistic problems and should have realistic options, constrains, criteria, realistic audiences, and standards. Credible means that they should be valid and reliable and they should address rigorous content and performance standards. User-friendly means that they should be feasible, appropriate, enticing, engaging and rich in feedback.

The third model that was proposed by the researchers was observation model. Observation is a direct means for learning about students, including what they do or do not know and can or cannot do. Students simply exhibit their natural behaviors as they move through the school day in the classroom, the lunchroom, and the playground. Observations involve an observer who notices when specific student actions or behaviors occur or when they do not. According to Musial et al (2009) there are four advantages of observation. The first advantage is immediacy. As we are teaching, observation of skills and knowledge can take place in the natural teaching and learning setting of the classroom without the need for a specific test or assignments. Then, the second advantage is unique information. Observation allows you to discover skills and detect prolems that would be difficult to uncover in any other way. After that, the third advantage is differentiation. It means that observational methods ca give us clues that permit us to adapt other assessments to student needs. The last advantage is value added. In observation, teachers can add a missing dimension to our assessment of students.

After having the revision and feedback from the teachers, the researchers made a better project-based assessment model. The researcher made a model of project-based assessement for one semester. The project

and assessment models were taken from English book units 6,7 and 8. It discussed about describing and visiting tourism object and historical places. Therefore, students had to work in group and go to a famous tourism or historical places. After that, they had to made a descriptive poster about the place they had visited and made a public speaking in front of the class. After desiging the projects, the reseachers made the revised assessement models based on teachers' opinion and feedback.

DATA ANALYSIS

Based on the result of the questionnaires, the data were gathered as follows (see Table 2). The first kind of authentic assessment is self-assessement. According to the data. There were 8% of the total teachers who always use self-assessment. 33% of them sometimes use self assessment and 42% never use self-assessment before. The second kind of assessment was peer-assessment. The result showed that only 8% who always use peer-assessment. 8% often use peer-assessment. 50% teachers sometimes use peer-assessment and only 17% teacher who never use peer-assessment. Then, the third kind of authentic assessment was portfolio assessment. There were 17% teachers who always use portfolio. The rest showed that 8% teachers often use portfolio. There were 50% teacher who sometimes use portfolio and 8% teachers who never use portfolio. However, there were 25% teachers use another assessment instrument excluding self-assessment, peer-assessment and portfolio assessment.

No	Kind of Authentic Assessments	4 (Always)	3 (Often)	2 (Sometimes)	1 (Never)
1	Self-assessment	8%	0	33%	42%
2	Peer-assessment	8%	8%	50%	17%
3	Portfolio-assessment	17%	8%	50%	8%
4	Other assessment instrument	25%	0	0	0

Table 2. The Use of Authentic Assessments by Some Teachers

The researcher made an alternative model of assessment. After making the model, the questionnaires were distributed in the colloquium. The result of the questionnaire showed that the model needed to be revised. The basic competence and core competence should be stated clearly. Then, the researcher had to make more details on the knowledge and skill. After that, the value of each number had to be stated clearly. The researcher also needed to state the indicators clearly. The result of proposed assessment model was gathered as follows (See table 3).

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	0	0	42%	25%	33%
2	This assessment model helps the teacher teach better	0	25%	58%	17%	0
3	This assessment model helps the teacher teach more easily	0	42%	42%	17%	0

4	This assessment model is applicable in the classroom	8%	33%	33%	25%	0
5	This assessment model is practical	0	42%	25%	33%	0
6	This assessment model is holistic	0	17%	33%	58%	0
7	This assessment model is authentic and outcome-based	0	33%	42%	33%	0
8	This assessment model is efficient	0	25%	50%	25%	0
9	This self-assessment model needs revision	0	0	8%	50%	42%
10	The revision	- Basic competence and core competence should be stated clearly - Details on the knowledge and skill - Value of each number - Integrated - Indicators should be clear				

Table 3. The Result of Proposed Assessment Model

There are 42% of the teachers who don't really agree that the generic goal of the proposed assessment model can improve life quality in English education. 25% agree and 33% very agree. It means that, most of the teachers want the model to be revised. After that, there are 58% teachers who think that the proposed assessment model is not really help them in teaching. Most of them agree that the proposed model of assessment needs revision to be more practical, holistic, outcome-based, authentic and efficient.

DISCUSSION

After knowing the needs of the teachers, the researcher revise the proposed project-based assessment model for Class X of Senior High School. The projects are designed for one semester. Those projects are combined from unit 6,7 and 8 of English material for class X semester 1. The assessment model is designed from both concepts of project-based learning, outcome-based learning and authentic assessment. Therefore, the project-based assessment uses Steinberg's (1998) Six A's.
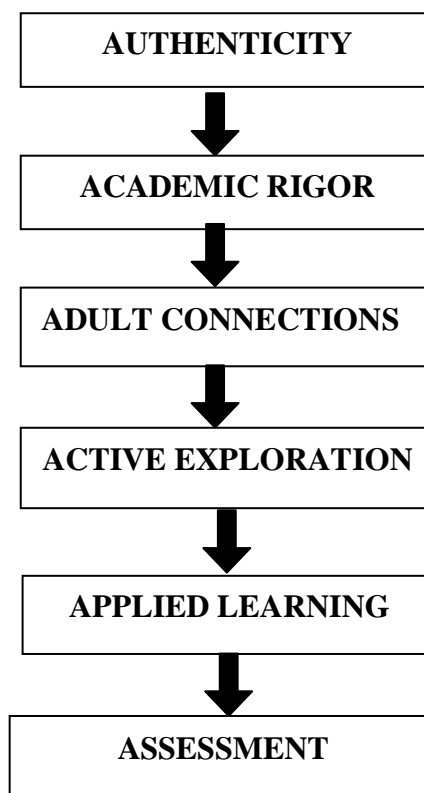
AUTHENTICITY

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ACADEMIC RIGOR

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ADULT CONNECTIONS

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ACTIVE EXPLORATION

↓

APPLIED LEARNING

↓

ASSESSMENT

Figure 2. The Six A's in Project-Based Assessment (Steinberg,1998)

The first A is authenticity. Students have to do projects that solve a problem or question that has meaning to the students. The project have to involve a problem or question that is require students to produce something that has personal and/or social value beyond the classroom. In this model, students have to do something which can

be used in their personal or social life afterwards. The researcher designed a project which is beneficial for them. Students have to go to tourism or historical places. They have to collect as many information as they can. After that, they have to make a report in the form of descriptive poster and present it in front of the class.

The second A is academic rigor. When projects feature academic rigor, students face challenges that fully engage their minds. Academically rigorous projects will lead students to master and apply content standards and knowledge central to one or more disciplines or content areas. It challenges students to use methods of inquiry central to one or more disciplines (Steinberg, 1998). Then, it requires students to develop higher-order thinking. In fulfilling the project, students must use their knowledge and their critical thinking. Therefore, academic rigor needs to be used in this project and needs to be assessed later.

The third A is adult connections. According to Steinberg (1998) powerful project-based learning experiences require meaningful involvement from adults beyond the classroom. It allows students to meet and observe adults with relevant expertise and experience. Then, It gives students an opportunity to work closely with at least one adult to collaborate on student work. In this step, students will interact with people who work in the tourism or historical places like tour guide. They will learn how to communicate with other people outside the class. It will be beneficial for their life afterwards.

The fourth A is active exploration. Steinberg (1998) points out that great projects involve students in active, hands-on work that engages their bodies and minds. Projects should ask students to spend significant amounts of time doing field-based work. It also requires students to engage in real investigation, using a

variety of methods, media, and sources. Then, it expects students to communicate what they are learning through formal exhibitions. In doing this project, students are not only sitting in the class and listening to the teachers' explanation. However, they have to move and go. They have to apply discovery learning and active exploration in order to fulfill the projects. First, they have to find the information that they need to make a descriptive poster, After that, they have to work in group and held a public speaking. They have to act like a tourism ambassador. Therefore, there will be a lot of skill, knowledge and attitude that need to be used in fulfilling this project.

The fifth A is applied learning. According to Steinberg (1998) the best PBL designs push students to use new learning right away and to practice important skills demand by the workplace. The criteria of project which includes in applied learning is involve learning that takes place in the context of a semi-structured problem, grounded in real-world issues and settings. Then, it leads students to acquire and use competencies expected in high-performance work organizations such as teamwork, problem solving, and communications. Then, it requires students to develop organizational and self-management skills. In this project, students are clearly demanded to work in group. It will stimulate them to develop, organize and use self-management skills.

The last and the most important thing is assessment practices. There is no PBL experience is complete without opportunities for students to receive quality feedback during and after their project work. Teacher should ask students to regularly reflect on their learning using clear project criteria that they helped to set. Then, involve adults from outside the classroom to evaluate student work and help students develop a sense of real-world standards. The last is provide opportunities for ongoing assessment of student work through a range of methods, including

exhibitions and portfolios (Steinberg,1998). An alternative project-based assessment is stated below (see table 4).

NO	TOPIC	PROJECT	ASSESSMENT
1	**Talking about Self**	Introducing Self in Group	Peer Assessment
2	**Complimenting and Showing Care**	Role Play	Peer Assessment Observation
3	**Expressing Intention**	Write a "Wish list" in a Week	Self-Assessment Peer Assessment
4	**Congratulating Others**	Write a report about congratulating friends or parents	Peer Assessment
5	**Describing People**	Describe students' future husband/ wife	Peer Assessment
6	**Visiting Ecotourism Destination**	Make a report about one of ecoutourism objects and Present the result (like tourism ambassador)	Portfolio Observation
7	**Visiting Tourism Object**		Peer-Assessment Rubric
8	**Describing Historical Places**	Interview one of people who are in charge in those historical places	Portfolio
9	**Giving Announcement**	Write some monologs	Portfolio

Table 4. An Alternative Project-based Assessment Models for Class X of Senior High School

The project that is proposed in this article is taken from unit 6,7 and 8 from the topic of semester 1. They will be combined because of time consideration and the goal proposed. In one semester, they have to be able to improve their knowledge, attitude and skill. Those skills which are demanded to be assessed are writing skill and speaking skill. Therefore, instead of having a teacher-centered classroom, students have to apply inquiry learning to fulfill the project-based learning.

CONCLUSION

This study was aimed to design a sample of project and assessment model for grade X of Senior High School. In this study, the researcher formulated one objective. The objective is: What is the sample of project and assessment model like? In order to answer the question. The researcher clarified the concept of assessment. Then, the concept was followed by the concept of authentic assessment and outcome-based assessment. Before going further, the concept of PBL is stated. The next concept is assessment that is used in PBL. The data are taken from the result of questionnaire in FGD. The result of FGD were in the form of questionnaires and revisions statements. From the data, the researchers could draw a conclusion that English language teaching still needs improvement in providing better outcome-based and authentic assessment. Considering the needs of the teachers, the researcher made samples of assessment based on the project. Chosen from the English material for Grade X, the researcher design a combination of project and assessment of unit 6,7 and 8. This project will be accomplished in a semester. Therefore, it calls semester project. Hopefully, the model can be applied as one of the alternative outcome-based and authentic assessment in order to improve better efficiency and life quality improvement in English language teaching.

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APPENDIX 1: BASIC COMPETENCE AND LEARNING GOAL

UNIT 6
VISITING ECOTOURISM DESTINATION

Kompetensi Dasar:

1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar

2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman

2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman

2.3 Menunjukkan perilaku bertanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.

3.7. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.

4.8 Menangkap makna dalam teks deskriptif, lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal.

4.9 Menyunting teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

4.10 Menyusun teks deskriptif lisan dan tulis sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

Tujuan Pembelajaran:
Setelah mempelajari Bab 6, siswa diharapkan mampu:

1. Menunjukkan kesungguhan belajar bahasa Inggris terkait teks deskriptif sederhana tempat wisata.
2. Menunjukkan perilaku peduli, percaya diri dan tanggung jawab dalam melaksanakan komunikasi terkait teks deskriptif sederhana tentang tempat wisata.
3. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang tempat wisata.
4. Merespon makna dalam teks deskriptif, lisan dan tulis, sederhana, tentang tempat wisata.
5. Menyunting teks deskriptif tulis tentang tempat wisata.
6. Menyusun teks deskriptif lisan dan tulis sederhana tentang tempat wisata.

UNIT 7
VISITING TOURISM OBJECT

Kompetensi Dasar:

1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar

2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman

2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman

2.3   Menunjukkan perilaku bertanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.

3.7. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.

4.8   Menangkap makna dalam teks deskriptif, lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal.

4.9   Menyunting teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

Tujuan Pembelajaran:
Setelah mempelajari Bab 7, siswa diharapkan mampu:

1. Menunjukkan kesungguhan belajar bahasa Inggris terkait teks deskriptif sederhana tempat wisata.
2. Menunjukkan perilaku peduli, percaya diri dan tanggung jawab dalam melaksanakan komunikasi terkait teks deskriptif sederhana tentang tempat wisata.
3. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang tempat wisata.
4. Merespon makna dalam teks deskriptif, lisan dan tulis, sederhana, tentang tempat wisata.
5. Menyunting teks deskriptif tulis tentang tempat wisata.

UNIT 8
DESCRIBING HISTORICAL PLACES

1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar

2.1   Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman

2.2   Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman

2.3   Menunjukkan perilaku bertanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.

3.7. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.

4.8   Menangkap makna dalam teks deskriptif, lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal.

4.9   Menyunting teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

4.10   Menyusun teks deskriptif lisan dan tulis sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

Tujuan Pembelajaran:
Setelah mempelajari Bab 8, siswa diharapkan mampu:

1. Menunjukkan kesungguhan belajar bahasa Inggris terkait teks deskriptif sederhana tempat wisata.
2. Menunjukkan perilaku peduli, percaya diri dan tanggung jawab dalam melaksanakan komunikasi terkait teks deskriptif sederhana tentang tempat wisata.
3. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang tempat wisata.
4. Merespon makna dalam teks deskriptif, lisan dan tulis, sederhana, tentang tempat wisata.
5. Menyunting teks deskriptif tulis tentang tempat wisata.
6. Menyusun teks deskriptif lisan dan tulis sederhana tentang tempat wisata.

APPENDIX 2: THE PROPOSED MODEL OF PROJECT-BASED ASSESSMENT

**PROJECT-BASED ASSESSMENT MODEL OF UNIT 6, 7 AND 8
ENGLISH AT SENIOR HIGH SCHOOL GRADE X**

Name of the projects:
1. Making a descriptive poster about the tourism object
2. Being a tourism ambassador (public speaking)

UNIT	TOPIC	PROJECT	ASSESSMENT
6	**Visiting Ecotourism Destination**	1. Students have to choose one popular tourism object in Yogyakarta (don't be the same with another group). 2. Students will work in group of 4. 3. Every group must go to a tourism object (don't be the same with another group).	1. Self-assessment 2. Peer-assessment 3. Teacher's observation 4. Portfolio 5. Rubric for Writing Skill
7	**Visiting Tourism Object**	4. Students have to find at least one interviewee at the tourism object (tour guide or information officer) 5. Students have to write the information that they get from the interview and what they see. 6. Students have to write all information that they get from their visit to the tourism object (in the form of descriptive poster).	
8	**Describing Historical Places**	7. Every group must hold a public speaking in front of the teacher and their classmates. 8. Every person in the group has to present their report.	Rubric for Speaking Skill

APPENDIX 3: THE ASSESSMENT MODEL

MODEL PENILAIAN *PROJECT-BASED ASSESSMENT*
A. **PENILAIAN PROSES**

1) SELF-ASSESSMENT MODEL

Nama :

Kelas :

Keterangan:

STS : *Sangat Tidak Sesuai*	*S : Sesuai*
TS : *Tidak Sesuai*	*SS: Sangat Sesuai*

No	ASPEK YANG DINILAI	SKOR			
		1 (STS)	2 (TS)	3 (S)	4 (SS)
1.	Saya mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar saya.				
2.	Saya menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi dengan guru dan teman.				
3	Saya menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi dengan guru dan teman.				
4	Saya menunjukkan perilaku bertanggung jawab, peduli, kerjasama, dan cinta damai, dalam berkomunikasi.				
5	Saya mampu menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.				
6	Saya menangkap makna dalam teks deskriptif, lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal.				
7	Saya mampu menyunting teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.				
8	Saya mampu menyusun teks deskriptif lisan dan tulis sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.				
	Apa yang sudah saya lakukan?				
	Apa yang akan saya lakukan selanjutnya?				

2) PEER-ASSESSMENT MODEL

Nama :_____

Kelas :_____

Keterangan:

STS	*: Sangat Tidak Sesuai*	*S : Sesuai*
TS	*: Tidak Sesuai*	*SS: Sangat Sesuai*

No	ASPEK YANG DINILAI	SKOR			
		1 (STS)	2 (TS)	3 (S)	4 (SS)
1.	Teman saya mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar saya.				
2.	Teman saya menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi dengan guru dan teman.				
3	Teman saya menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi dengan guru dan teman.				
4	Teman saya menunjukkan perilaku bertanggung jawab, peduli, kerjasama, dan cinta damai, dalam berkomunikasi.				
5	Teman saya mampu menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.				
6	Teman saya menangkap makna dalam teks deskriptif, lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal.				
7	Teman saya mampu menyunting teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.				
8	Teman saya mampu menyusun teks deskriptif lisan dan tulis sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.				
	Apa yang sudah teman saya lakukan?				
	Apa yang perlu teman saya lakukan selanjutnya?				

Nama Evaluator :_____

Tanda tangan :_____

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.				
6.				

B. **PENILAIAN HASIL**

1) STUDENT'S ASSESSMENT INSTRUMENT (FOR TEACHER)

NO	ASPEK YANG DINILAI	SKOR			
		1	2	3	4
1	Teman saya mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar saya.				
2	Teman saya menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi dengan guru dan teman.				
3	Teman saya menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi dengan guru dan teman.				
4	Teman saya menunjukkan perilaku bertanggung jawab, peduli, kerjasama, dan cinta damai, dalam berkomunikasi.				
5	Teman saya mampu menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.				
6	Teman saya menangkap makna dalam teks deskriptif, lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal.				
7	Teman saya mampu menyunting teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.				
8	Teman saya mampu menyusun teks deskriptif lisan dan tulis sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.				
9	Teman saya mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar saya.				
10	Teman saya menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi dengan guru dan teman.				
	CATATAN GURU:				

2) *RUBRIC FOR SPEAKING SKILL*

Name   *:* _____   *Presenter*   *:* _____
St.#/ class   *:* _____   *St.# / Class*   *:* _____
Group   *:* ____

Aspek yang Dinilai	4 Sangat Baik	3 Baik	2 Cukup	1 Buruk	Nilai
Kerja Kelompok	Presenter mampu bekerja sama dengan kelompoknya dengan sangat baik (saat presentasi)	Presenter mampu bekerja sama dengan kelompoknya dengan baik (saat presentasi)	Presenter mampu bekerja sama dengan kelompoknya dengan cukup baik (saat presentasi)	Presenter tidak mampu bekerja sama dengan kelompoknya (saat presentasi)	
Kelancaran	Presenter menyampaikan presentasi dengan lancar dan jelas.	Presenter menyampaikan presentasi dengan lancar dan jelas namun ada beberapa saat terhambat.	Presenter menyampaiakn presentasi dengan agak lancar dan sering terhambat.	Presenter menyampaikan presentasi dengan tidak lancar.	
Kontak Mata	Presenter hanya sedikit saja melihat ke catatan, namun selebihnya menatap ke arah penonton (keseluruhan presentasinya).	Presenter kadang-kadang melihat ke catatan, namun masih sering melihat ke arah penonton.	Presenter membaca catatan namun kadang-kadang masih melihat ke arah penonton.	Presenter membaca catatan terus meneurs tanpa melihat ke arah penonton.	
Isi	Presenter dapat memadukan runtutan logis (kejadian dan alur) dari isi presentasi dengan sangat baik.	Presenter dapat memadukan runtutan logis (kejadian dan alur) dari isi presentasi dengan baik.	Presenter dapat memadukan runtutan logis (kejadian dan alur) dari isi presentasi dengan kurang baik.	Presenter dapat memadukan runtutan logis (kejadian dan alur) dari isi presentasi dengan tidak baik.	
Ketepatan	Presenter dapat menyampaikan presentasi dengan tatabahasa, pengucapan dan intonasi yang benar	Presenter dapat menyampaikan presentasi dengan tatabahasa, pengucapan dan intonasi dengan sedikit kesalahan	Presenter dapat menyampaikan presentasi dengan tatabahasa, pengucapan dan intonasi dengan kesalahan yang agak banyak	Presenter dapat menyampaikan presentasi dengan tatabahasa yang, pengucapan dan intonasi dengan banyak kesalahan	
TOTAL NILAI					

3) RUBRIC FOR WRITING SKILL

Name : _____ *Presenter* : _____
St.#/ class : _____ *St.# / Class* : _____
Group : ____

Aspek yang Dinilai	4 Sangat Baik	3 Baik	2 Cukup	1 Buruk	Nilai
Kolaborasi dalam tim	Teman saya berkolaborasi dalam tim dengan sangat baik (saat pembuatan poster deskriptif)	Teman saya berkolaborasi dalam tim dengan baik (saat pembuatan poster deskriptif)	Teman saya berkolaborasi dalam tim dengan cukup baik (saat pembuatan poster deskriptif)	Teman saya tidak mampu berkolaborasi dalam tim (saat pembuatan poster deskriptif)	
Kreativitas	Teman saya mampu membuat poster dengan sangat kreatif (bentuk, *lay out*, warna, *font* sangat kreatif)	Teman saya mampu membuat poster dengan kreatif (bentuk, *lay out*, warna, *font* kreatif)	Teman saya mampu membuat poster dengan cukup kreatif (bentuk, *lay out,* warna, *font* cukup kreatif)	Teman saya mampu membuat poster dengan tidak kreatif (bentuk, *lay out*, warna, *font* tidak kreatif)	
Ketepatan	Teman saya menggunakan tata bahasa, diksi, tanda baca dan kosakata dengan sangat baik (tidak ada kesalahan sama sekali)	Teman saya menggunakan tata bahasa, diksi, tanda baca dan kosakata dengan baik (ada beberapa kesalahan)	Teman saya menggunakan tata bahasa, diksi, tanda baca dan kosakata dengan cukup baik (ada banyak kesalahan)	Teman saya menggunakan tata bahasa, diksi, tanda baca dan kosakata dengan sangat baik (banyak sekali kesalahan)	
Isi	Teman saya mampu menuliskan isi teks deskriptif ke dalam poster dengan sangat baik, runtut dan sistematis	Teman saya mampu menuliskan isi teks deskriptif ke dalam poster dengan baik, runtut dan sistematis	Teman saya mampu menuliskan isi teks deskriptif ke dalam poster dengan cukup baik, runtut dan sistematis	Teman saya tidak mampu menuliskan isi teks deskriptif ke dalam poster dengan baik, runtut dan sistematis	
TOTAL NILAI					