# An Authentic Project-Based Assessment Model for Vocational High School Students Grade X

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## ABSTRACT

The aim of Indonesia National Education is to bring its people and country towards better development of skills and characters or attitude in order to be democratic and responsible citizens. A curriculum needs to be created in order to support the achievement of this goal. The current curriculum 2013, has tried to emphasize on knowledge, skills and attitude all of which are in line with the goal of Indonesia National Education. It emphasizes on three types of learning namely project-based, problem-based, and discovery learning in order to promote more skilful people. Yet, it is problematic in some ways for it does not provide enough time allocation for knowledge and skill development. English is now taught in one meeting only in a week. Also, the problem lies in the assessment. It separates the assessment of knowledge, skills, and attitude. It seems to forget that in those types of learning, students have to integrate those aspects in order to accomplish a projector to solve a problem. The partial assessment makes those types of learning impossible. Therefore, an alternative authentic and holistic assessment for a year project for vocational high school students is developed to improve students‟ progress as a whole.

Keywords: *authentic assessment, project-based learning, vocational high school*

## INTRODUCTION

English education in Indonesia has further implication which is English is crucial for enabling communication among people all over the world as it is the lingua franca. Being able to communicate people from other countries has bigger implication in a way that the world has global issues which require people from any countries to work together to solve it. Its importance is also in line with the Constitution no.20, 2003 quoted in Putra (2010) which states about the goal of Indonesia National Education, including English education. It is also confirmed by Saukah (2003) who mentions that it is very useful for people as it enables them to solve problems in every aspects of life faced by people all over the world. Curriculum 2013 also recognizes that it is the challenge that Indonesia is facing right now (Indonesia Education Ministry‟s Policy no. 68). However, its application especially in scope of English education is problematic in some ways. First, English is taught in one meeting only. One meeting in a week is certainly not enough for students‟ knowledge and skill development. Second, there are a lot of aspects under knowledge, skills, and attitude which have to be assessed and those assessments are separated. Separate assessments also make project-based, problem-based, and discovery learning hardly possible. It is

because in order to do those types of learning students have to integrate their previous and current knowledge, skills, and attitude to be able to solve a project or a problem.If they are assessed based on the three aspects separately, it will not be fair.

This alternative assessment model is developed in order to make the assessment more holistic, as it may not be valid to assess students based on only one assessment instrument. It also proposes assessment instrument which is more authentic as it is based on some authentic tasks which can represent their real knowledge, skills, and attitude. The immediate goal of this article is to present the logic of the alternative assessment model development. The intermediate goal is the presentation of the figure of the alternative assessment model and its explanation. Then, the ultimate goal is the presentation of how that alternative assessment model is able to lead to better efficiency and better equity.

## PREVIOUS STUDY ABOUT AUTHENTIC ASSESSMENT AND PROJECT-BASED LEARNING

The first study is a longitudinal study conducted by Summers & Dickinson (2012). They have investigated how project-based instructions have affected students" achievement. The achievement was measured by College and Career Readiness. They found out that Project- Based Learning enable students to gain deep understanding about the concepts they are learning in the college compared to the school which does not employ project-based learning (Summers & Dickinson, 2012). The next study is the one conducted by Tiangco (2009). He studied project-based assessment for ESL and how it is implemented in Taiwan. He mentions that

> "On the other hand if the curriculum sees it fit to produce Taiwanese studentswho are

prepared to be globally competitive, the curriculum should re-orient itself in emphasizing not only the communicative use of the language but a similar ability to think, solve problems, and express one"s creativity as well…." (Tiangco: 2009).

It turns out that Taiwan is also facing the same problem as the one in Indonesia. Students are likely to do test before they enter the workplace. Thus, teachers more likely teach to test items. Teaching to test items is not effective. If project-based learning has already been implemented, then the assessment should be developed to measure such kind of learning. In other words, project-based learning assessment should be developed that it is really able to measure what students have gained.

## PROJECT-BASED LEARNING

Since the implementation of curriculum 2013, students are encouraged to do project-based learning. Blumenfeld (1991) as quoted in Land and Greene (2000) mentions that "…project based learning encourages meaningful learning through student directed investigation…pursue solutions to open-ended problems…or products of their understanding". The aim of this learning type is to guide students to think critically in order to create something. They make use of knowledge and skills that they have so far to accomplish a project. The project can be in any forms. For example, they may have wall-magazine project which raises current issues together with their response about those issues.It will be more meaningful as they do not only learn how to compose good articles, but also learn how the issues affect people"s life so that everyone should be concerned about those issues. This kind of learning is useful in helping students

broaden their knowledge about the current situation.

It is similar to what Moss and Duzer (1998: p.2) argue as quoted in Foss et al. (2008) "an instructional approach that contextualizes learning, by presenting learners with problems to solve or products to develop". In relation with solving problems, sometimes project-based learning contains problem-based learning. In other words, it can occur under project-based learning. Larsson (2001) states, "Students are known to develop greater communicative, thinking, and problem-solving skill with PBL". It is clear that the more students practice accomplishing a certain problem, the more critical they are. Yet, the problem is that students will not do anything unlessthey are told what to do. Therefore, teachers have to have ideas about what important and relevant cases students have to think about and guide them.

Savin-Baden (2007) also argues, "What are rewarded are not answers that all follow similar plot lines, but instead those that demonstrate ability to critique". Students may not have the same answers. They may propose other relevant answers. When they propose it together with logical reasons why it can be so, it shows how good their reasoning skill is. As project-based learning requires students to work gradually within certain time allocation, in relation with the assessment, it is necessary that students are assessed holistically. It means that one type of assessment may not be enough to give data about whether students have achieved the desired results or not. It is very possible that now, they have not gained much knowledge and they have not developed their skills yet. Self-assessment, for example can be done. Yet, it is important to assess students again using other types of assessment after some time, after they make another progress. It is because students" knowledge and skill development

occur over period of time. It does not occur within a single time.

## TYPES OF ASSESSMENTS

### Formative and Summative

Assessment is necessary in order to gather some important information about students" progress. It is not to judge, but it is to help them recognize learning difficulties, find solutions, and maintain good achievement. In general, assessment is defined as "a method to acquire and collect essential feedback…the process of documenting knowledge, skills, attitude, beliefs" (Rayment, 2006: p.2). There are some types of assessments. One type which is very common is formative and summative assessment. The easiest definition of formative assessment is that it is done during the process of learning. "Most of our classroom assessment is formative assessment: evaluating students in the process of forming their competencies and skills with the goal of helping them to continue that growth process" (Brown, 2004: p.6). It is important to note that assessment has to allow students to check their own progress. In other words, it should be constructive. Once students know their weaknesses and strengths, teachers have to encourage and assist them in order to achieve the optimum results. The results in current curriculum are the achievement of better knowledge, skills, and attitude.

Then, summative assessment is defined as an assessment at the end of the learning process to check what students have gained. It is sometimes frightening for students because it is usually in a form of test. They tend to be stressful when they have to do it. Brown (2004: p.7) argues that "Therefore, teachers need to be able to ensure students that summative assessment also has formative quality. It is also teachers" responsibility to adjust summative assessment that it functions as a tool to

enhance students" learning experience". By changing the paradigm, students will feel encouraged instead of worried that they will fail.

## Authentic and Holistic

The alternative assessment model presented in this article is both authentic and holistic. The term authentic, refers to "the multiple forms of assessment that reflect student learning, achievement, motivation, and attitudes on instructionally relevant classroom activities (Indiana Department of Education, 2010)". The activities will become authentic when it represents condition that students will likely to meet in the real world. The activities should also be in line with the study program that students take. Those activities then, have to be assessed to obtain information about whether students use their knowledge and skills and whether they exhibit good attitude in order to accomplish all activities. Scott (2000) states, "Authentic assessments are almost always framed in the form of learning experiences". That is why helping students to gain as many learning experiences as possible is important because it can help them become more critical.

There are some examples of authentic assessment which can be used to assess students. Hart (2005) as quoted in Tai and Yuen (2007) states, "Authentic assessments are generally categorized into: performance assessment, portfolio reflection, and self-assessment". Performance assessment can be in any forms as long as it is related with the real task students have to accomplish in real-world. It can be writing samples, simulations, or project/exhibitions (Indiana Department of Education: 2010). Compiling data using those assessment categories enables teachers to see students" overall progress.

The term holistic is still related with the authentic assessment. According to MacQuarie University (2009) holistic is

actually a benefit of authentic assessment itself. From all the activities that students have done over a certain period of time, teachers have collection of the results of student assessments. Therefore, they have the holistic view about how students have developed their skills, knowledge, and attitude. So, the term holistic refers to the system in which students are assessed based on the results of the activities that they have done so far. The proposed project-based assessment model is designed as formative, authentic, and holistic assessment.

## VOCATIONAL HIGH SCHOOL

Vocational high school is different from senior high school. It is different in a way that vocational high school has more specific study program compared to the ones in senior high school. Sutinah *et al.* (2006) mentions "Vocational students need to be prepared to enter the working world after they graduate and should have some special abilities to support their knowledge". One benefit of entering vocational high school is that students will have been able to work once they graduate. It is because the system focuses on how to train students so that they are able to maximize their skills during their study in the study program that they have chosen. Unfortunately, English which is taught in that school is not very specific. Some lessons may be too general. However, with the implementation of the curriculum 2013 which emphasizes on project-based and heuristic learning, students of vocational high school may take advantages of it. It is because that kinds of learning help them learn thinking more critically and learn how to behave and solve problems in real situations.

## METHODOLOGY

The methodology employed in this study was Research and Development (R & D). The model used in this study was the one proposed by Gall *et al*. (2007) and the study adopted some steps contained in the model. According to Gall *et al*. (2007) as quoted in Mohamad & Woollard (2009) the steps in the model include 1) Research and information collecting; 2) Planning; 3) Develop preliminary form of product; 4) Preliminary field-testing; 5) Main product revision; 6) Main field testing; 7) Operational product revision; 8) Operational field testing; 9) Final product revision; and 10) Dissemination and implementation. This study adopted the first five steps and not all steps contained in the model. In the first step which was research and information collecting, the researcher conducted a library study about theassessment model in curriculum 2013, project-based and problem-based learning types, and authentic and holistic assessment. Those theories were related

one another. It meant that what curriculum 2013 required affected how activities in those learning types were assessed. It turned out that in every activity, three important aspects that the curriculum addressed namely knowledge, skills, and attitude were assessed separately. It was problematic both in its administrative system and separate assessment system itself. There were a lot of things which teachers had to pay attention to. It was because there were a lot of criteria under each aspect. Meanwhile, when each aspect was assessed separately, it was not in line with the learning types, namely project-based and problem-based learning. What was forgotten here was that in order to carry out activities in those learning types, students had to integrate all of their knowledge, skills, and attitude in order to show their best during the process of accomplishing a project. The library study gave a description about the assessment model in the current curriculum. The model was as follows. It was taken from *buku babon*.
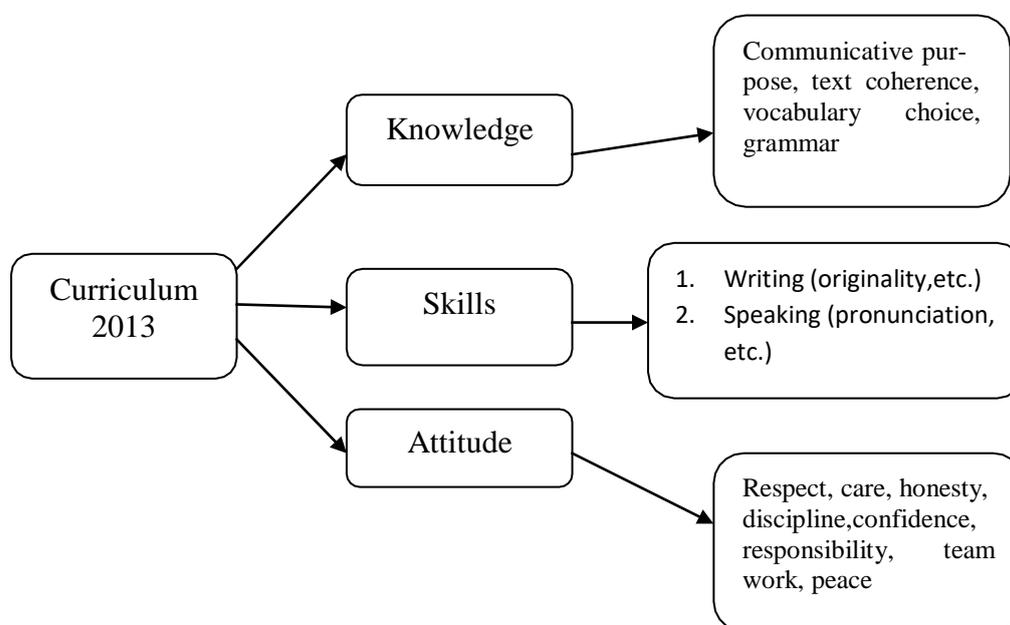


**Figure 1. Assessment Model Based on Criteria in *Buku Babon*—When   English Rings the Bell‖**

The second step was planning. The researchers discussed how to put concepts of assessment into the real assessment models. After the researchers finished conducting the second step, they continued to the third step, which was developing preliminary forms of products. The models which were developed included self and peer assessment and portfolio. The proposed assessment models were for article writing project for vocational high school students grade XII. It was under basic competence which says, *"Menyusun teks ilmiah faktual lisan dan tulis, tentang benda, binatang dan gejala/ peristiwa alam, terkait dengan mata pelajaran lain di kelas XII, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar sesuai konteks."* Then, after developing a model, the researchers did the fourth step which was preliminary field testing. The researchers held a colloquium event and invited junior and high school teachers to share their knowledge and experiences and also give some feedback for the proposed models. Some feedback needs to be obtained in order whether the proposed model was appropriate, better, or even worsefor the project-based learning than the model proposed in *buku babon*. To obtain feedback, a colloquium event was held on 10th October, 2014. It was the second event in colloquium series. The theme was "Evaluation in English Education and Learner"s Assessment". The participants were students of Graduate Program in English Language Studies (ELS) and also junior high school, senior high school, and vocational high school teachers. Some students in ELS were working in educational institutions so their feedback would also be helpful. The teachers who came in the event had been working for more than five years that they had a lot of experiences to share, in this case was especially about assessment. After the researchers presented the model, a questionnaire was given to each participant. The results of the questionnaires are presented in data analysis section. The fifth step which was main product is also discussed in data analysis as it relates to the results of the questionnaires.

## DATA ANALYSIS

The questionnaires which were distributed to colloquium participants consisted of statements measured by likert scale and one open-ended question. The results of the questionnaires were shown in the following table.

| No | Statement | Scale | | | | |
|----|-----------|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| 1 | The generic goal of this assessment model is to improve life quality in English education. | - | - | 41.6% | 25% | 33.3% |
| 2 | This assessment model helps the teacher teach better. | - | 25% | 58.3% | 16.6% | - |
| 3 | This assessment model helps the teacher teach more easily. | - | 41.6% | 50% | 16.6% | - |
| 4 | This assessment model is applicable in the classroom. | - | 33.3% | 33.3% | 25% | - |
| 5 | This assessment model is practical. | - | 41.6% | 25% | 33.3% | - |
| 6 | This assessment model is holistic. | - | 8.3% | 33.3% | 58.3% | - |
| 7 | This assessment model is authentic. | - | 25% | 41.6% | 33.3% | - |
| 8 | This assessment model is efficient. | - | 25% | 41.6% | 33.3% | - |
| 9 | The self assessment model needs revision. | - | - | 16.6% | 33.3% | 58.3% |

| 10 | The peer assessment model needs revision. | - | - | 41.6% | 33.3% | 25% |
|----|-------------------------------------------|-----|-----|-------|-------|-----|
| 11 | The portfolio assessment model needs revision. | 8.3% | 25% | 41.6% | 25% | - |

**Table 1. Results of the Questionnaires**

There was some feedback which had become the base to improve the proposed model. The feedback was first, the scale has to be explained. The group forgot to give information about the scale so the participants did not know what 1, 2, 3, 4, 5 meant. Second, the participants thought that the assessment should be separated. Third, it was unnecessary to include knowledge and skill aspect in peer-assessment. Fourth, still in peer assessment, it was better to assess peer"s active participation rather than peer"s honesty. Fifth, it was important to write the information about Basic and Core Competence so that those who were going to use the instruments knew which competence that the proposed assessment model was for. Further explanation about the questionnaires results is discussed in discussion section.

**DISCUSSION**

Related with the first statement in the questionnaires, the participants agreed that the model gave contribution to the life quality improvement. The proposed assessment model could be used when teachers think it was appropriate with the English learning goals. It also became an alternative model other than the one in curriculum 2013. The statement number 2 in the questionnaire related with how teachers were able to teach better after they examined the proposed model. The biggest percentage was on scale 3 which meant that the proposed assessment model was good enough as it gave ideas to teachers about what project they could give to students and also how to help students have good knowledge, skills, and attitude in order to accomplish projects. Most participants also thought that the proposed model helped the teacher teach more easily as they knew that

the proposed assessment rubric contained aspects in curriculum (knowledge, skills, and attitude) but it was simpler and enabled teachers to be more focused on students. This was shown in the statement number 3. Meanwhile, some of the participants stated it was quite applicable, but it was still not practical enough especially because teachers may not have time to check their students one by one. It was also possible that students may also do not really care about peer assessment because they did not really monitor their friends" progress except when they were involved in group work and met each other intensely. If they worked together but not so intensely then, it would not be applicable. It was shown in number 4 and 5. Next, 58.3% (no.6) participants agreed that the proposed assessment model was holistic and 41.6% (no.7) of the participants agreed that the proposed assessment model was authentic. However, there were some participants who did not accept the holistic model as they thought it was not the way to assess students according to the current curriculum. Then, the only matter about authenticity was the participants gave suggestion to write the details about the project. It was because without detailed explanation the people may think that the project was not really authentic. With explanation provided the people who use the proposed assessment model would understand how the project was going to be like. The next was about the efficiency of the proposed assessment model. Generally the proposed assessment model was efficient because even though there were some things to improve but there was still possibility that such assessment model could be applied in the classroom both by teachers and students. The fact that self and peer assessment were included made teachers" work easier as the assessment did

not only depend on them. It would also be easier for them to check whether the results of self and peer assessment were real and not biased after teachers themselves did students" assessments. Then, in relation with statement number 9 up to 11, teachers who participated in the colloquium gave some suggestions.

The suggestions were first, in any assessment instruments standard and core competence had to be written in the assessment form so that teachers who were going to use it know in what unit they could use it. Second, holistic assessment was good but it may blur the knowledge, skills, and attitude aspects. It was because teachers did not know which statement constituted statement about knowledge, which ones related to skills, and etc. Therefore, holistic assessment was still possible. Yet, statements in the assessment instruments should be clarified. Third, peer assessment should be revised. It would be much better if it included attitude aspects only such as responsibility, willingness to cooperate, etc. It was because students may not have competence to assess their peers" knowledge and skills. The ones who were capable to do that were teachers, not students. Fourth, still related to peer-assessment instrument, it was better for the students to assess their peers" attitude which was possible to be assessed. For example, rather than assessing peers" honesty which was difficult to see, it was better to assess their cooperativeness. Fifth, if the assessment instruments used likert scale, an explanation about what the scale meant was important so that teachers knew what scale number 1 means, what 2 means, etc.

The feedback from teachers was meaningful and it was the base in which a new project-based assessment model was based on. The projects proposed for the new assessment models were the projects based on the following Standard Competence:

*4.7. Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya, 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.*

The proposed new assessment models had some criteria like the one mentioned in theoretical review. The criteria were first, formative (Brown: 2004); second, authentic (Scott: 2000), and third holistic (MacQuarie University: 2009).
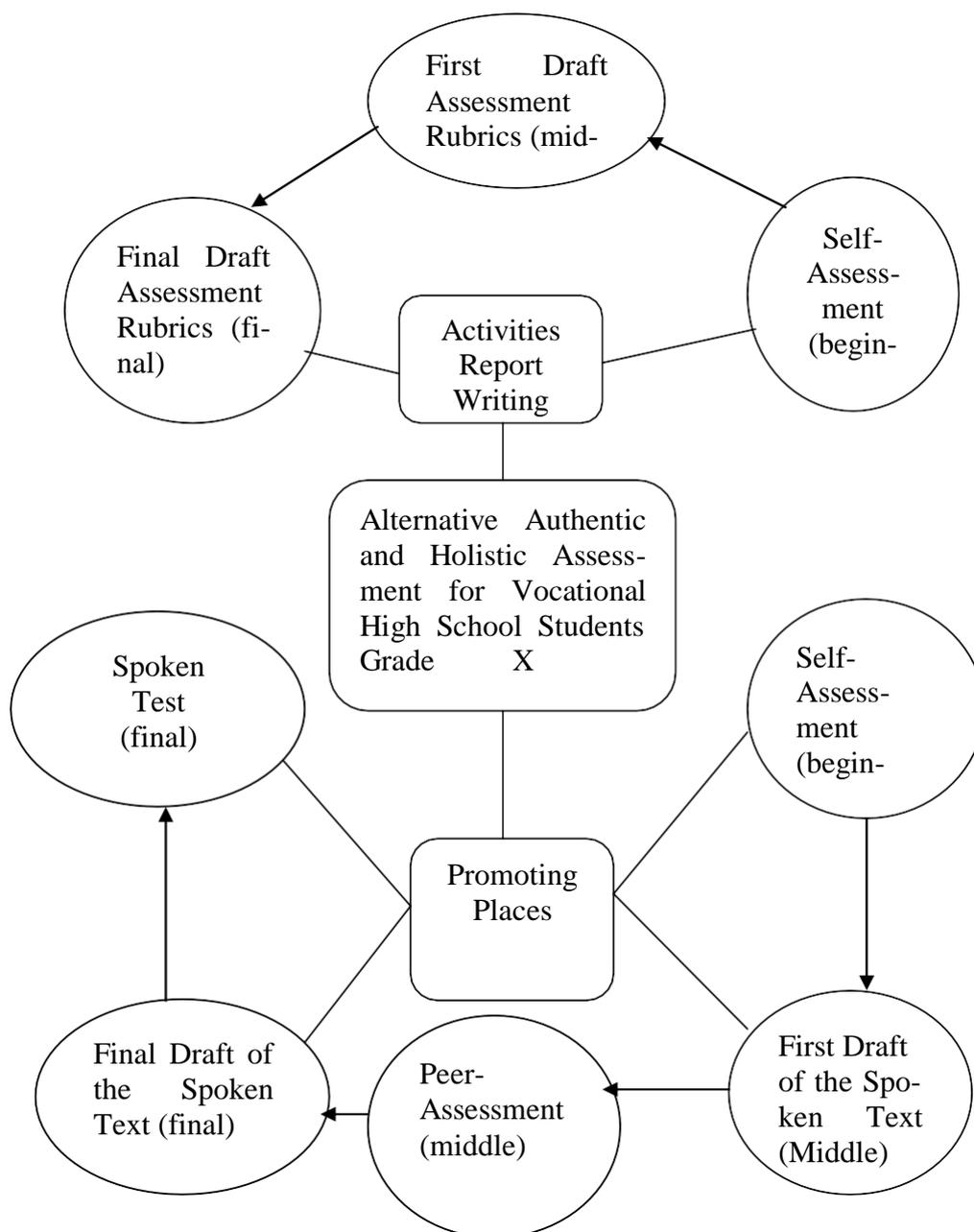
**Figure 2. The Proposed Project-Based Assessment Model**

The assessment model is authentic because the project relates to the activities which students likely to do in real world situation. For example, when they work in tourism field, they are required to describe certain places to attract tourists. It will be useful for students as nowadays some vocational schools have tourism study program. Then, the model is holistic because the assessment if conducted not only once but it is conducted several times by collecting students" work from time to time. Then, the

assessment model is formative because in each step of assessment shown in the figure, necessary feedback is given in order to guide students to make improvement in certain area. Meanwhile, the activity of report writing is chosen as students learn simple past tense in grade ten. The written work is actually a collection of recount stories about what they did both at school and at home especially the ones which are related to academic matters. It is done in order to make them accustomed to writing

a report because in workplaces they are likely to do that. Yet, this time they would do the simple versions. This assessment is useful for better efficiency in assessing students as the holistic system allow teachers to find out some information what knowledge, skills, and attitude students have already had which enables them to do certain projects and how that knowledge, skills, and attitude has developed over time as the results of the learning.

## CONCLUSION

Some conclusions are obtained based on the information and discussion in this article. The proposed new assessment models are both authentic and holistic. Authentic assessment is based on each authentic activity that students have done. It is because through authentic activities, students" actual knowledge, skills, and attitude will be revealed. Authentic task can be in any forms as long as it is in line with the syllabus. It means that it may not be too far from the actual things that students are likely to face in the real world. The proposed new assessment models are developed based on colloquium participants" feedback. Second, the holistic term in this study refers to integrating knowledge, skills, and attitude aspects and also viewing students" progress as a whole over a certain period of time. Third, the authentic tasks chosen for the projects are short story writing and promoting places. In each project, students will assess their own progress, and later they will be assessed by their peer and also by their teachers.

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## APPENDIX 1: AN EXAMPLE OF SELF-ASSESSMENT MODEL

**Nama** : _____

**Kelas** : _____

| No | Aspek yang Dinilai | Skor | | | |
|---|---|:---:|:---:|:---:|:---:|
| | | **1** | **2** | **3** | **4** |
| 1* | Saya mencari contoh teks (lisan/ tertulis) yang memiliki tujuan yang sama dengan proyek ini, yaitu mempromosikan suatu tempat. | | | | |
| 2* | Saya mempelajari contoh teks tersebut untuk mengetahui bagaimana cara membuka, menyampaikan isi, dan menutup teks secara lisan/ tertulis. | | | | |
| 3* | Saya mempelajari tata bahasa yang digunakan untuk membuat teks tersebut. | | | | |
| 4** | Saya berlatih mengaplikasikan cara membuka, menyampaikan, dan menutup teks yang benar saat menulis sebuah teks. | | | | |
| 5** | Saya berlatih mengaplikasikan cara membuka, menyampaikan isi, dan menutup teks secara lisan. | | | | |
| 6** | Saya berlatih mengaplikasikan tata bahasa yang benar saat sedang menulis sebuah teks. | | | | |
| 7** | Saya berlatih mengaplikasikan tata bahasa yang benar saat sedang menyampaikan sebuah teks lisan. | | | | |
| 8*** | Saya mengalokasikan waktu khusus untuk mendalami materi tentang mempromosikan suatu tempat. | | | | |
| 9*** | Saya membuat isi teks berdasarkan ide saya sendiri dan bukan berdasarkan ide orang lain. | | | | |
| 10*** | Saya berproses selangkah demi selangkah supaya dapat menyelesaikan tugas tepat waktu. | | | | |

1= strongly disagree
2= disagree
3=agree
4=strongly agree

*knowledge
**skills
***attitude

## APPENDIX 2: AN EXAMPLE OF FIRST DRAFT ASSESSMENT MODEL

**Nama :**_____

**Kelas :**_____

| No | Aspek yang Dinilai | Skor | | | |
|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 |
| 1* | Siswa ini mampu menyebutkan tujuan penulisan teks deskripsi. | | | | |
| 2* | Siswa ini mampu menyebutkan ciri-ciri dari suatu teks deskripsi. | | | | |
| 3** | Siswa ini mampu menuangkan tujuan teks dengan jelas ke dalam *first draft*. | | | | |
| 4** | Siswa ini mampu mengungkapkan isi teks secara runtut. | | | | |
| 5** | Siswa ini mampu mengungkapkan ide yang dapat menarik orang lain untuk mengikuti sarannya. | | | | |
| 6** | Siswa ini memilih kosakata yang sesuai dengan jenis teks semacam ini. | | | | |
| 7** | Siswa ini menggunakan tata bahasa yang benar sesuai dengan jenis teks. | | | | |
| 8*** | Siswa ini fokus kepada pelajaran di kelas. | | | | |
| 9*** | Siswa ini selalu mengklarifikasi hal-hal yang belum ia mengerti. | | | | |
| 10*** | Siswa ini menghargai masukan dari guru. | | | | |

1= strongly disagree
2= disagree
3=agree
4=strongly agree

* knowledge
**skills
***attitude

## APPENDIX 3: AN EXAMPLE OF PEER-ASSESSMENT MODEL

**Nama:**

**Kelas :**

| No | Aspek yang Dinilai | Skor | | | |
|---|---|---|---|---|---|
| | | **1** | **2** | **3** | **4** |
| 1** | *First draft* teman saya mudah dimengerti. | | | | |
| 2** | Isi dari *first draft* teman saya runtut. | | | | |
| 3** | Isi *first draft* teman saya sesuai dengan judul. | | | | |
| 4*** | Teman saya bekerja sama dengan baik selama proses pengerjaan proyek. | | | | |
| 5*** | Teman saya bekerja dengan porsi yang sama dengan saya. | | | | |
| 6*** | Teman saya mengkomunikasikan dengan saya segala usaha yang telah dilakukan supaya dapat mencapai hasil terbaik. | | | | |
| 7*** | Teman saya mengkomunikasikan masalah-masalah yang ada untuk mencari solusinya bersama-sama. | | | | |
| 8*** | Teman saya menghormati pendapat saya mengenai proses pengerjaan proyek ini. | | | | |
| 9*** | Teman saya selalu menepati waktu-waktu yang telah kami tentukan berdua untuk mengerjakan proyek ini. | | | | |
| 10*** | Teman saya menyampaikan alasan yang jelas bila membatalkan jadwal mengerjakan proyek. | | | | |

1= strongly disagree
2= disagree
3=agree
4=strongly agree

**skills
***attitude

## APPENDIX 4: AN EXAMPLE OF FINAL DRAFT ASSESSMENT MODEL

**Nama:**

**Kelas :**

| No | Aspek yang Dinilai | Skor | | | |
|---|---|---|---|---|---|
| | | **1** | **2** | **3** | **4** |
| 1* | Siswa ini menunjukkan pemahaman tentang teks deskripsi melalui *final draft*. | | | | |
| 2** | Siswa ini mengungkapkan ide-ide original dari dirinya sendiri. | | | | |
| 3** | Siswa ini membuat teks yang benar-benar sesuai dengan judul. | | | | |
| 4** | Siswa ini mengungkapkan ide-ide pokok yang menunjang judul. | | | | |
| 5** | Siswa ini memberikan ide-ide penunjang yang relevan dengan ide-ide pokok. | | | | |
| 6** | Siswa ini menunjukkan penggunaan tata bahasa yang sangat tepat. | | | | |
| 7** | Siswa ini menunjukkan penggunaan kosakata yang sangat sesuai dengan jenis teks. | | | | |
| 8*** | Siswa ini memperbaiki *draft* sesuai dengan masukan guru. | | | | |
| 9*** | Siswa ini menunjukkan perbaikan *draft* yang signifikan. | | | | |
| 10*** | Siswa ini memperlihatkan kesungguhannya dalam membuat teks yang terlihat dari hasilnya. | | | | |

1= strongly disagree
2= disagree
3=agree
4=strongly agree

*knowledge
**skills
***attitude

## APPENDIX 5: AN EXAMPLE OF SPEAKING TEST MODEL

**Nama:**

**Kelas :**

| No | Aspek yang Dinilai | Skor | | | |
|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 |
| 1** | Siswa ini mempromosikan suatu tempat secara lisan dengan lancar. | | | | |
| 2** | Siswa ini mempromosikan suatu tempat dengan mengungkapkan hal-hal yang meyakinkan penonton. | | | | |
| 3** | Siswa ini mempromosikan suatu tempat dengan tata bahasa yang benar. | | | | |
| 4** | Siswa ini berbicara dengan *pronunciation* yang jelas. | | | | |
| 5** | Siswa ini membuka, menyampaikan isi, dan menutup teks deskripsi secara lisan dengan baik. | | | | |
| 6** | Siswa ini menyampaikan isi dari teks dengan *gesture* yang sesuai. | | | | |
| 7** | Siswa ini menyampaikan isi teks dengan intonasi yang tepat. | | | | |
| 8** | Siswa ini menyampaikan isi teks dengan *facial expressions* yang meyakinkan. | | | | |
| 9*** | Siswa ini percaya diri ketika menyampaikan isi teks. | | | | |
| 10*** | Siswa ini memperlihatkan usaha terbaiknya saat mendeskripsikan suatu tempat secara lisan. | | | | |

1= strongly disagree
2= disagree
3=agree
4=strongly agree

**skills
***attitude