

# Indonesian Journal of English Language Studies

Volume 1, Number 2, September 2015

**An Implementation Model of Diagnostic Test  
for English Teachers**  
*Sutanti*

**An Authentic Project-Based Assessment Model  
for Vocational High School Students Grade X**  
*Anastasia Sastrikirana*

**Project-Based Mid-Assessment Model of English  
at the Junior High School Grade VII**  
*Vinindita Citrayasa*

**A Project-Based Assessment Model  
for Senior High School Grade XI**  
*Vivi Muryanti*

**An Evaluation Model of Problem-Based Learner  
Assessment in Curriculum 2013**  
*Yunita Rizky Wijayanti*

**A Self-reflection Model for English Teachers  
to Improve Teaching Competences**  
*Paskalina Widiastuti Ratnaningsih*



THE GRADUATE PROGRAM  
IN ENGLISH LANGUAGE STUDIES  
SANATA DHARMA UNIVERSITY



## Indonesian Journal of English Language Studies

© 2015 Sanata Dharma University

ISSN: 2442-790X

### EDITORIAL BOARD

#### Chief Editor:

Dr. J. Bismoko

#### Associate Editors:

F.X. Mukarto, Ph.D.

Dr. B. B. Dwijatmoko, M.A.

Dra. Novita Dewi, M.S., M.A. (Hons), Ph.D.

P. Sarwoto, S.S., M.A., Ph.D.

Patrisius Mutiara Andalas, S.J., S.S., S.T.D.

#### Linguistic Editors:

Barli Bram, Ph.D.

C. Mbato, Ed.D.

#### Managing Editors:

Rosmayasinta Makasau, Ika Fathin Resti Martanti, Lusia Ajeng, Rosalia Hening Wijayanti, Margaretha Dharmayanti, Sutanti, Susanti Malasari, Ratri Wahyuningtyas, David Sulistiawan Aditya, Belinda Hana Dwiaji, Oktavianus Vendi, Desi Rochmawati, Agustina Anna Rachmawati

IJELS, An Indonesian Journal of English Language Studies is intended for enthusiasts in English Language Studies (ELS), chiefly graduate students, to express themselves. They do so in trying to contribute to human progress and development by way of English Linguistics, Literature, Education, and other relevant sub-disciplines. IJELS focuses but not limited to ELS in Indonesia and neighboring countries, including English in Asia.

IJELS is an online and print journal, published at least twice a year (in March and September), and managed by the Graduate Students of ELS Study Program, Sanata Dharma University. The academic editors are ELS lectures of Sanata Dharma University and its collaborators. IJELS gratefully accepts qualified articles from contributors of different universities and institutions, domestic and overseas.

#### Editor and Administration Address:

Graduate Program in English Language Studies

Sanata Dharma University

Jl. Affandi, Tromol Pos 29, Yogyakarta 55002

Ph. +62-274-513301, 515352 Ext. 1501

e-Mail: [ijels@usd.ac.id](mailto:ijels@usd.ac.id), Website: [www.usd.ac.id/jurnal/ijels](http://www.usd.ac.id/jurnal/ijels)

### GUIDELINES FOR ARTICLE CONTRIBUTORS

*Indonesian Journal of English Language Studies (IJELS)* welcomes articles and research reports from enthusiasts of English Language Studies, chiefly from graduate students. The articles and research reports focus on issues related to English Linguistics, Literature, Education, and other relevant sub-disciplines which have never been published elsewhere. The writing guidelines are as follows:

1. Manuscripts must be written in English, in MS Word doc. format, double-spaced on A4 paper, font 12, Times New Roman, and 15-20 pages in length, with two hard copies and the soft copy.
2. Articles should be written in essay style with a subheading for each part, except for the introduction. The subheading system is as follows:

**LEVEL ONE : ALL CAPITALS, BOLD, LEFT JUSTIFICATION**

**Level Two : Capitals-lowercase, Bold, Left Justification**

**Level Three : Capitals-lowercase, Italic-bold, Left Justification**

3. Research report articles should include:

- Title
- Full name of the contributor(s) without title(s) and Institution (Affiliation)
- Abstract (± 100-150 words)
- Key words (4-6 words)
- Introduction
- Methods
- Findings and Discussion
- Conclusions and Suggestions
- References
- Appendix, if any.

4. Non-research articles should include:

- Title
- Full name of the contributor(s) without title(s) and Institution (Affiliation)
- Abstract (±100-150 words)
- Key words (4-6 words)
- Introduction
- Body text
- References

5. Articles will be reviewed by subject reviewers, while editors have the right to edit the articles for format consistency without altering the substance.

6. All manuscripts should conform to the APA Style Manual, for example:

Alvesson, M. & Skoldberg, K. (2000). *Reflexive methodology: New vistas for qualitative research*. London: Sage Publications.

Dewi, N. (2006). As simple as ABC. *Phenomenology Journal of Language and Literature*, 10, 49-57.

7. Manuscripts, as well as contributor's brief CV, and two hard copies, should be sent to the Secretariat of the Graduate Program in English Language Studies, Sanata Dharma University in Campus II Mrican, Sanata Dharma University, Jl. Affandi, Gejayan, Yogyakarta.

8. The soft files of the manuscripts should be sent as e-mail attachment files to: [ijels@usd.ac.id](mailto:ijels@usd.ac.id)

9. Articles will be reviewed by subject reviewers, while editors reserve the right to edit the articles for format consistency without altering the substance.

10. An article contributor is entitled to two offprint editions of the current issue.

# Indonesian Journal of English Language Studies

---

Volume 1, Number 2, September 2015

---

## CONTENTS

EDITORIAL .....	114
A Self-reflection Model for English Teachers to Improve Teaching Competences <i>Paskalina Widiastuti Ratnaningsih</i> .....	115-140
An Implementation Model of Diagnostic test for English Teachers <i>Sutanti</i> .....	141-150
An Authentic Project-Based Assessment Model for Vocational High School Students Grade X <i>Anastasia Sastrikirana</i> .....	152-166
Project-Based Mid-Assessment Model of English at the Junior High School Grade VII <i>Vinindita Citrayasa</i> .....	167-182
A Project-Based Assessment Model for Senior High School Grade XI <i>Vivi Muryanti</i> .....	183-206
An Evaluation Model of Problem-Based Learner Assesment in Curriculum 2013 <i>Yunita Rizky Wijayanti</i> .....	207-219

## EDITORIAL

Education is not like a structure and infra-structure development project where you have a definite beginning and a definite end. Dealing mainly with things and their interrelations, the stages of a development-project are also very definite. In appropriate conditions, things are there to manipulate. In the absence of a force mature almost everything is predictable.

Education primarily relates with learners, with human beings. Unlike things, every learner is him-/herself. With or without deliberate education they will develop and acquire some knowledge, skill, and attitude to survive. Unlike things, they master their own destiny, even in education. Without some measure of control therefore, educational processes and components may lose their focus orientation.

Evaluation is one of the effective ways of controlling educational focus orientation. With evaluation in foresight, and educational program is led to its focus-track. This is one of the reasons why this journal begins with evaluation and its sub-components: evaluation in its narrower sense, assessment, testing, and reflection.

Editor-in-Chief

Bismoko

# Self-Reflection Model for English Teachers to Improve Teaching Competences

**Paskalina Widiastuti Ratnaningsih**

SanataDharmaUniversity

e-mail: paskalina.widiastuti.r@gmail.com

## ABSTRACT

Reflection is an integral part of evaluation. It explores human being's experiences of what have been done. The aim of this research is to discover the conceptual model and the empirical model of self-reflection model for English teachers. It is hoped that the English teachers be more efficient in teaching. Reflection is also able to dig out the transcendent meaning of human experience. As a teacher, reflection is used in order to look back at the experience in teaching in order to have better teaching for self-actualization. The teachers become aware of their experiences and do self-reflection. This project focuses on research and development. The research results are the conceptual model adapted from two existing models and the empirical model of teacher's self reflection which provides criteria of teaching competences. They are pedagogy, personality, social, and professional competences to reflect and integrated in 2013 curriculum. 2013 curriculum is used since it is the newest formal basis for teaching and learning. The teachers reflect their lived experience of those competences for self-improvement and make progress of their teaching.

*Keywords: reflection, efficiency, self-actualization, English teachers, teaching competences, 2013 Curriculum, self-improvement*

## INTRODUCTION

English is as an international language. English is used in many countries. It is used in the institutional, such as in the schools and universities. Many students learn English in order to be able to communicate to the people inside their country and also outside the countries.

English is used worldwide. World English appears since English is used in each region in the world. According to Kachru (1985, in Kachru 2006: 27), the position of English is determined in three circles. The first is The Inner Circle. In this circle, English is used in native speaking countries, such as in the Great Britain,

United States and Australia. The Second is The Outer Circle. In this circle, English is used in non-native English speaking countries, such as in Singapore and The Philippines. The third is the Expanding Circle. In this circle, English is used in non-English speaking countries as a lingua franca, such as in Indonesia, Thailand, and China.

Indonesia is a part of the countries in the world, especially a part of Southeast Asian countries. Indonesia uses English as a lingua franca. English is taught at school in order to make the students be able to communicate well and also compete globally in the international workplaces, especially in the Southeast Asian regions.

The English teachers in Indonesia have to improve their competences for their improvements in order to have better teaching for leading the students to be able to work globally. The students have to face Asian Economic Community and AFTA as a part of globalization (Mulyasa, 2013). Hence, the teacher's self reflection is needed in order to make better teaching to produce excellent and humanistic teachers to prepare the students in the working place in a global market.

Teacher's self reflection is used for better self-progress in teaching. The teachers look back at their own teaching whether their teaching has correlation with the goal of teaching and also look back whether their teaching competences have been well developed and prepared the students to work globally in the future or not. Branch and Paranjape as cited by Park (2011) states that "reflection brings about growth of the individual – morally, personally, psychologically, and emotionally, as well as cognitively". Hence, the teacher can develop in terms of moral, personal, psychology, emotional, and cognitive for better teaching. The teacher does reflection continuously as a part of their process in teaching. Nunan (1996: 120) states that "reflection on one's teaching, and, in the process, developing knowledge and theories of teaching is an essential component in this lifelong process". Nunan added that reflection involves planning, implementation, and evaluation of teaching in the process of reflection.

The basis of the teacher's self reflection model is the competences based on Act No.14 Year 2005 about Teachers and Lecturers. The competences consist of pedagogy, personality, social, and professional competences. The teacher is hoped to be able to master those competences for self-improvement that can give better impact on the teaching-learning process.

The 2013 curriculum also plays an important role in the teacher's self reflection model. This curriculum is the newest curriculum in Indonesia. Hence, the teachers have to master this curriculum in relation with the Act No.14 Year 2005 about teaching competences. The teacher integrates 2013 curriculum such as scientific method, authentic evaluation, and competence-based. Wilkes (1956) states three types of experiences related to competence-based.

"The teachers have led you to these three different types of experience. They have taught you to know and helped you to gain knowledge; they have taught you to do and helped you to gain skills; and they have taught you to appreciate and helped you to gain a right attitude (p.11)".

This study focuses on two research questions. The first is what is the conceptual model of teacher's self reflection model like? The second is what is the empirical model of teacher's self reflection model like?

This teacher's self reflection model has the ultimate goal for efficiency and self actualization. The first is efficiency. The teacher's self-reflection model has to be effective so that it can improve the teacher's efficiency in the teaching-learning process. The second is self-actualization. The teacher who has done self-reflection is hoped to have self-awareness of the teaching's experience. It leads to the promotion of equity in teaching and autonomy (Bismoko, 2014). The teacher can have the same perspective of equity in teaching competences. It empowers the teacher to have better teaching which at the end they can have self-actualization on how the best teaching to improve their competences.

## **REFLECTION'S DEFINITIONS**

Reflection can be defined in the main definition by Richards and supported by Alvesson and Skoldberg. According to Bartlett as cited by Richards (2000), "reflection, or critical reflection, refers to an activity or process in which an experience is recalled, considered, and evaluated, usually in a relation to broader purpose". Reflection is considered as the process of evaluating the experience in relation to the goal. It means that the teacher explores himself related to his teaching and interprets whether his teaching has been coherence with the goal or not. It is as said by Alvesson & Skoldberg (2000) that "Reflection can, in the context of empirical research, be defined as the interpretation of interpretation and the launching of critical self-exploration of one's own interpretations of empirical material (including its construction)". The teacher does reflection in the empirical matter in which the experiences in the competences and its construction for achieving self-actualization.

## **EXPERIENCE**

Reflection has correlation with experience in which people look back at the past experience. Experience has principle in order to get better understanding about what have been done. Dewey (1997: 33) states that "this principle is involved, as I pointed out, in every attempt to discriminate between experiences that are worthwhile educationally and those that are not". After the teachers look back of his experience, they need to separate the experience which is good that can be used for self-improvement in the next teaching and also the experience which is not good in order to be improved in the next teaching. Senior (2006: 67) states that personal experience can lead the teacher to have personal transformation after teaching

several months or years. Hence, the teachers need to evaluate their reflection in continuum.

Reflection is a part of evaluation. Rowntree (1990: 36) states four aspects of systemic planning. They are purposes, design of learning, evaluation, and improvement. The evaluation comes after the purpose and the design which is ended with improvement for better teaching. Rowntree (1990: 333) states that "evaluation is the process of getting various people's reactions to your course or lesson – with a view to improving it. The teacher gets reflection from many people for the improvement. The evaluation can be in the form of self-evaluation". Belfiore as cited by Zimmerman (2001: 50) states that "self-evaluation requires the person to compare some dimension of his or her behavior with that of some set standard or criteria". It means that doing self-evaluation always refers to the standards or the goal that need to be achieved. It requires the teacher to look back at their empirical experiences during the teaching-learning process and relate with the goal. The goal here is to achieve the standards in teaching that include pedagogy, personality, social, and professional competences and to implement 2013 curriculum.

The experience can lead to self-improvement. Long (1982: 40) states four steps in the self-improvement. The first is assessing the strengths. The teachers look back at the experience and have awareness of the strengths. The second is relating goals to strengths. The teachers correlate the strengths with the goals. The third is managing environmental events. The teachers relate to the context at school. The fourth is measuring progress. The teachers monitor their progress in teaching.

## **REFLECTIVE ENGLISH TEACHERS**

English teachers have to be reflective in the process of teaching-learning. Nunan (1996:



120) states that “reflective teachers are ones who are capable of monitoring, critiquing, and defending their actions in planning, implementing, and evaluating language programs”. In this case, reflective English teachers refer to the teachers that can plan, implement, and evaluate in teaching English. Through reflecting, the teachers become more self-directed in evaluating on their teaching process. They become more reflective.

Reflection is included in the evaluation. Evaluation can be done individually that is called self-evaluation. Self-evaluation can be in the form of checklist in order to analyze the teaching-learning process (Nunan, 1996: 238).

### **TEACHING COMPETENCES**

The teacher’s competences have different criteria based on PLPG of English module (2014). The first is pedagogy competence. It has the criteria that the teachers need to understand the students physically, morally, socially, culturally, and emotionally. The teachers also need to understand the students’ talent in order to actualize their talents and develop them. On the other side, the teachers need to always do reflection in order to improve the quality in the teaching-learning. Hence, reflection is needed for teacher’s self reflection. The second is personality competence. It has the criteria to make the teachers act according to religion, law, social, and culture norms. The teachers also need to have esteemed conducts, be mature, and be responsible with their tasks to teach and with the administrative matters. The third is social competence. It has the criteria that the teachers need to have emphatic understanding with the co-workers, students, parents, and community. The teachers are also encouraged not to be discriminative to them and can adapt with the school environment. The fourth is professional competence. It has the criteria that the teachers need to master the concept

of subject matter that they teach. The teachers also need to understand the competence standard and basic competence and develop creative teaching.

### **2013 CURRICULUM**

The 2013 curriculum is the curriculum that is used in Indonesia nowadays. There are three important ideas in this curriculum. The first is scientific approach. Scientific approach consists of observing, questioning, associating, experimenting, and networking (PLPG of English Module, 2014). The students observe the phenomena around them and start questioning. Then, the students associate with the existing theories and continue to do experiment. The last is networking which is sharing the result through communicating. The second is competence-based. 2013 curriculum deals with holistic competences. They are knowledge, skill, and attitude. Those three things are considered as one unity in order to engage with problem-based learning, collaborative learning, and heuristic learning (Bismoko, 2014). The third is authentic evaluation. One example of authentic evaluation is portfolio. Portfolio is a collection of tasks in which the students submit to the teacher (Mulyasa, 2013: 148).

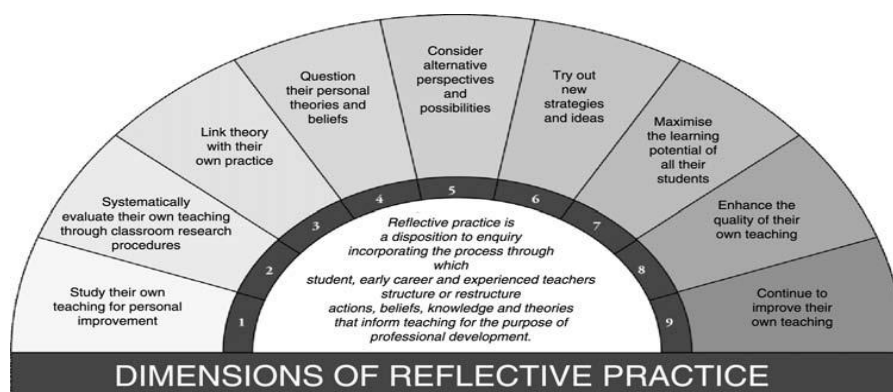
### **THE PROCESS OF REFLECTIVE PRACTICE**

Myers as cited by Green (2011: 28-36) states dimensions of reflective practice. The first is studying their own teaching for personal improvement. The teachers look back at their teaching to have personal improvement. The second is systematically evaluating their own teaching. The teacher does reflection continuously. The third is linking theory with practice. The teachers look the existing theories and compare with their experiences. The fourth is questioning personal theories and beliefs. The teachers understand their beliefs. The fifth is considering alternative perspective. The



teachers provide alternative perspective in relation with their beliefs. The sixth is trying out new strategies and ideas. The teachers seek the new strategies actively after they look at their experiences. The seventh is maximizing the learning potential of their students. The teachers actualize their students' potentials. The

eighth is enhancing the quality of their teaching. The teachers always improve the quality of their teaching. The last is continuing to improve their own teaching. The teachers improve their quality of teaching continuously. The reflective practice can be seen in Figure 1.



**Figure 1. Dimensions of Reflective Practice (Myers)**

## REFLECTION MODELS

The teacher's self reflection model itself is based on Gibb's Reflective Cycle Model (1988) and Kolb's Model of Experiential Learning (1984). The first is Gibb's Reflective Cycle Model. It consists of six steps. They are description, feelings, evaluation, analysis, conclusion, action plan. The teacher does the description first about what he experiences. Then, he understands the feeling of that experience. After that, he separates which one is good experience and which one is not good experience in evaluation. Then, the teacher analyzes and takes conclusion in order to decide the next plan for having improvement. The second is Kolb's Model of Experiential Learning. It consists of four steps. They are concrete experience, reflective observation, abstract conceptualization, and active experimentation. The teacher understands the experience and does observation of that experience. Then, the teacher has got the concept of the experience which leads to

active experimentation of doing better understanding of experience.

## LOGICAL ARGUMENTS

Self-reflection model include several concepts above that are reflection's definitions, experience, reflective English teachers, teaching competences, 2013 curriculum, the process of reflective practice, and reflection models. Those concepts are tied one another with the context. Those are connected through systemic approach. Systemic approach relates to goal, process, and component. The goal of reflection is for the improvement of life quality in better teaching. The process to achieve the goal is through the concepts relations. The process is reflection relates to experience in which the English teachers reflect on their experiences. This reflection is aimed to improve teaching competences with 2013 curriculum as the context of curriculum that is used in Indonesia and used at school. Then, it relates to how the teachers have the phases in reflective practice and the model

of doing the practice. This relates to the component in which the English teachers

do self-reflection. The logical arguments can be seen in Figure 2.

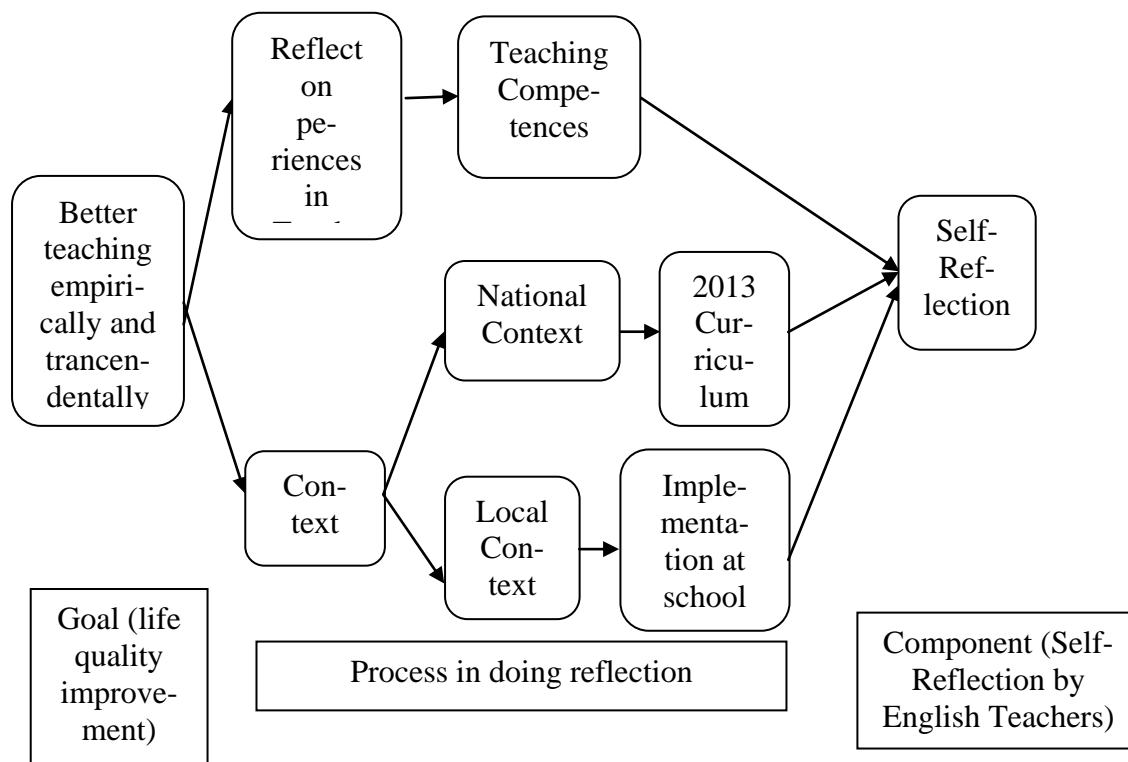


Figure 2. Logical Arguments

## HYPOTHESIS

Based on the concepts relations and logical arguments above, it can be said that self-reflection model in the conceptual and empirical matters that is done by the English teacher is able to improve English teachers' life quality by having better teaching that improves efficiency. The self-reflection model also digs out the transcendent matter of the teachers through awareness of the experience that they had and improves self-directed to be a better English teacher through doing reflection.

## METHODOLOGY

This research focuses on research and development of the teacher's self-reflection model. The researcher adapts the models from Gibb's Reflective Cycle Model (1988) and Kolb's Model of Experiential Learning (1984). Then, the researcher

formulates the new model based on those two models. This model is the conceptual model of this research. The model is designed holistically in which one step relates to other steps. Schon (1987: 158) states that "Designing is a holistic skill. In an important sense, one must grasp it as a whole in order to grasp it at all".

The content of the empirical model of this research is based on the pedagogy, personality, social, and professional competences and 2013 curriculum. Each competence has standards. Those standards are included as the item statements in the teacher's self-reflection model.

The empirical model is validated through the questionnaire and interview. A questionnaire relates to the form which is filled by the participants and given back to the researcher (Creswell, 2012: 382). The questionnaire can be seen in Appendix A. Focus group interview means "the

researcher locates or develops a survey instrument, convenes a small group of people (typically a group of 4 to 6) who can answer the questions, and records their comments on the instrument” (Creswell, 2012: 384). The questionnaire and interview were done in the colloquium. The participants of the colloquium are the English teachers from schools in Yogyakarta and the students of English Language Studies, Sanata Dharma University, Yogyakarta. The content of the questionnaire relates to what should be

improved in the empirical model. The questionnaire consists of closed-ended and open-ended questions. The closed-ended questions are in the form of likert scale in which 4 represents strongly agree, 3 represents agree, 2 represents disagree, and 1 represents strongly disagree. The interview relates to the teacher’s experience when using reflection at school. After that, the researcher revised the model in which it becomes pre-empirical model. The steps can be seen in Figure 3.

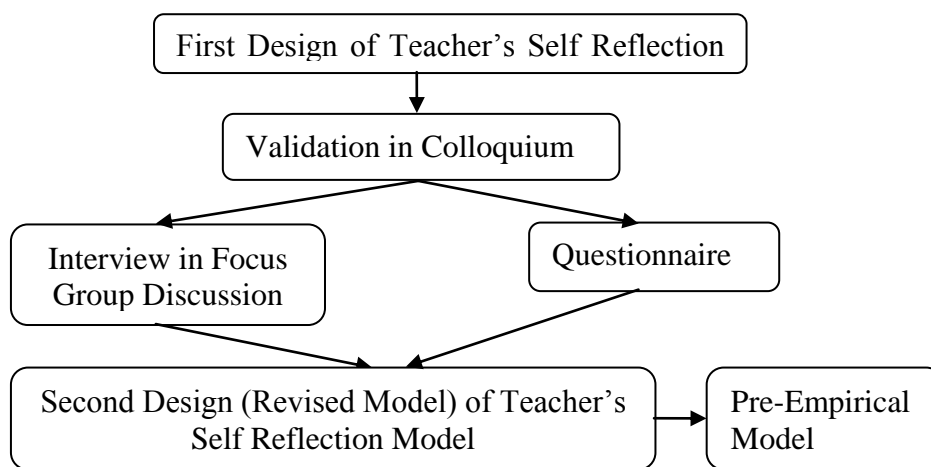


Figure 3. The Steps in Designing Teacher’s Self-Reflection Model

**RESEARCH RESULT AND DISCUSSION**

The study focuses on the conceptual model and empirical model of teacher’s self reflection. Hence, the results are divided into two parts. The first relates to the conceptual model of teacher’s self-reflection. The second relates to the empirical model of teacher’s self-reflection.

**1. The Conceptual Model of Teacher’s Self-Reflection**

The conceptual model of teacher’s self-reflection model is adapted from two models. They are Kolb’s Experiential Model and Gibbs’s Reflective Model. It is as stated in the part of reflection model by Kolb (1984) and Gibb (1988). Kolb’s

Experiential Model consists of concrete experience, reflective observation, abstract conceptualization, and active experimentation. Kolb’s models can be seen below in Figure 4.

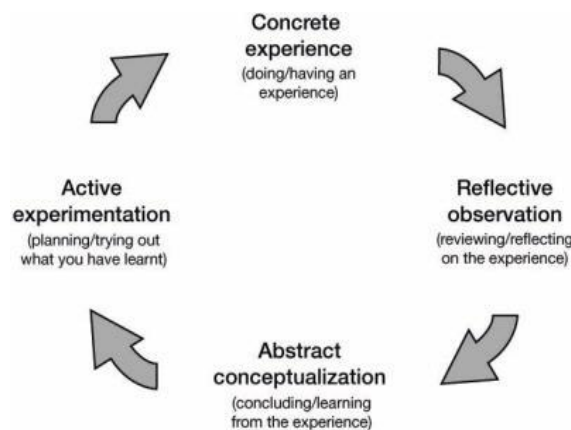
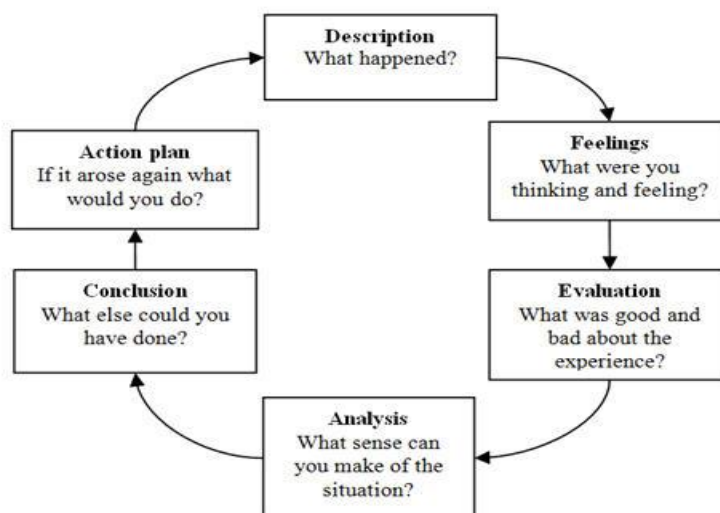


Figure 4. Kolb’s Model of Experiential Learning

The Kolb's Model above starts from the awareness of an experience. Then, it is followed by having reflection on the experience and learning something from the experience. After that, it is ended with doing what have been learnt. There is also Gibb's Reflective Cycle Model. It consists

of description, feelings, evaluation, analysis, conclusion, and conclusion. The model can be seen below in Figure 5.

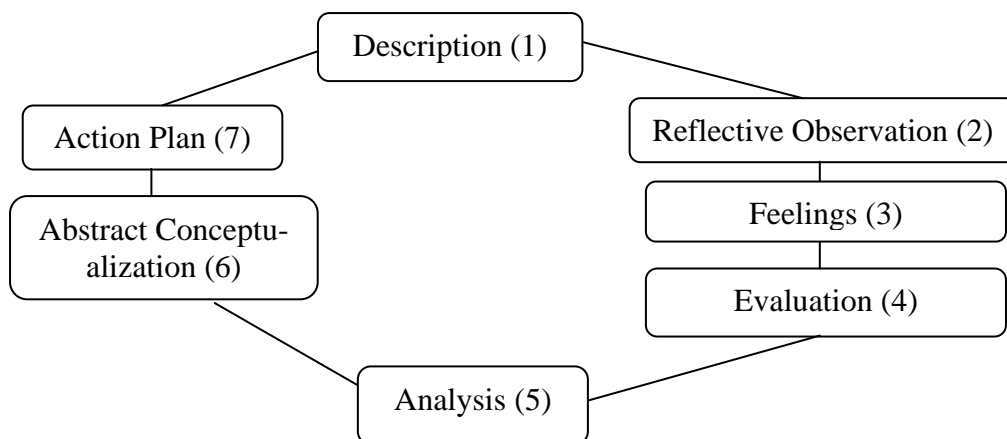


**Figure 5. Gibb's Reflective Cycle Model**

The Gibb's reflective cycle model above starts with describing anything that happens into participants' experience. Then, they try to know their feeling related to that experience and evaluate which one is good and not good. After that, they try to relate with the existing theory of that evaluation and make conclusion. The last is to have action plan on how to improve practice in the experience and have a plan if the same experience happens.

Based on those two models, the researcher made new model of reflection which is adapted from those two models. The researcher took two steps out of four steps

in the Kolb's Experiential Learning Model. They are reflective observation and abstract conceptualization. Then, the researcher took five steps out of six steps in the Gibbs' Reflective Cycle Model. They are description, feelings, evaluation, analysis, and action plan. After that, the researcher combines the steps to become the new model. The new model of reflection has seven steps. They are description, reflective observation, feelings, evaluation, analysis, abstract conceptualization, and action plan. The new model of reflection can be seen in Figure 6.



**Figure 6. The Conceptual Model – The New Model of Reflection (Adapted from Kolb’s Model and Gibb’s Model)**

The new model of reflection is the conceptual model of teacher’s self-reflection model. The first is description. The teachers are aware of the experience that they will reflect. It has relation with the first step of Myers’ reflective practice in which the teachers learn about their own teaching. The second is reflective observation. The teachers do observation with their human senses about their experiences. It also has relation with the second step of Myer’s reflective practice in which the teachers evaluate their own teaching through classroom research procedure. The third is feelings. The teachers question themselves about what they feel related to the experiences. The fourth is evaluation. The teachers evaluate which ones are the good experiences and which ones are not. It is as stated by Dewey (1997: 33) that experiences are differentiated in terms of worthwhile experiences and not worthwhile experiences. Evaluation is also used as the reference to have improvement as stated by Rowentree (1990: 333). The fifth is analysis. The teachers analyze with their existing background knowledge about those good experiences and the experiences that need to be improved. It has relation with the third step of Myers’ reflective practice in which the teachers link the theory with their teaching practice. The sixth is abstract conceptualization. The teachers have certain concepts in their mind about their

experiences. The last is action plan. The teachers continue the good experiences and improve certain experiences for better teaching. It has relation with Myer’s reflective practice in which the teachers continue to improve their teaching. The teachers also know how to manage if the experiences which are not good happen again in the future and still result in efficiency and self-actualization for better teaching. This step will make the teachers do transformation of their teaching since they learn from the past experiences in a given time. It is as stated by Senior (1990: 36) that personal experience can lead the teachers to have personal transformation after several months.

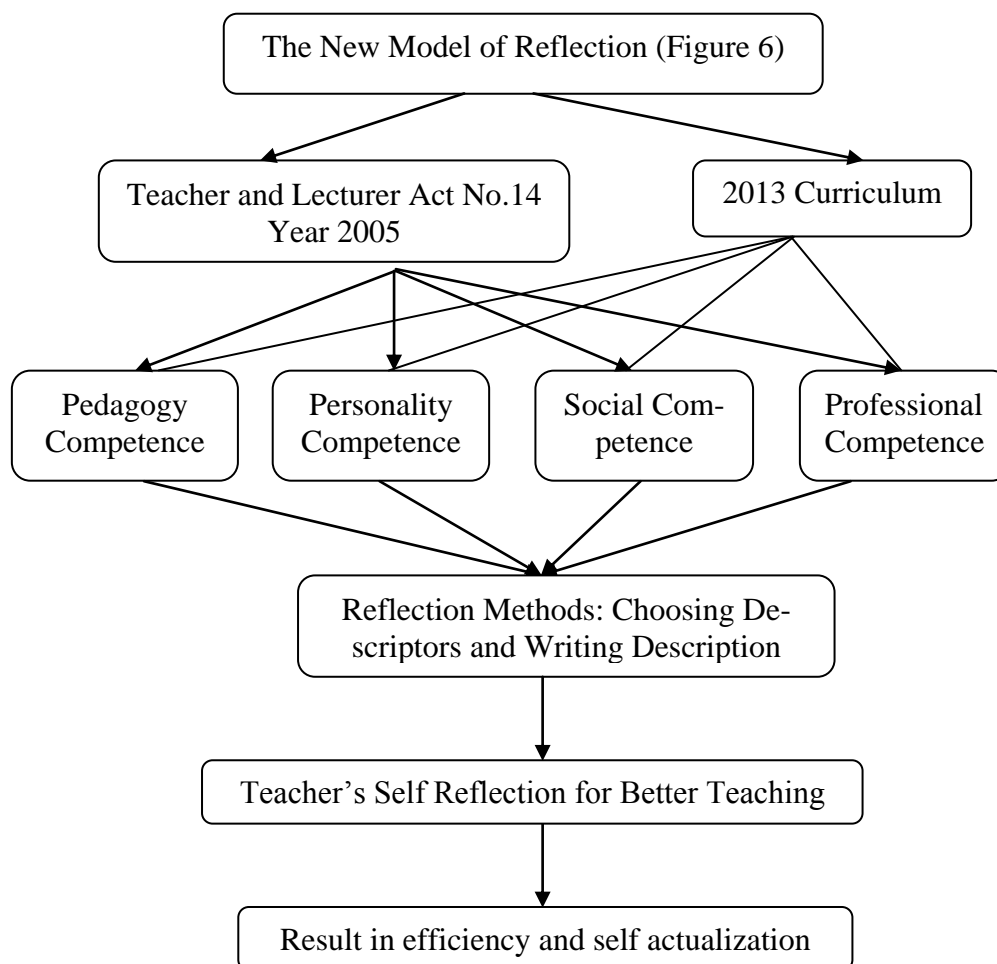
## **2. The Empirical Model of Teacher’s Self-Reflection**

After having the conceptual model of reflection, the researcher made the empirical model of teacher’s self-reflection model. The empirical model should reflect the new model of reflection in which the teacher can explore description, reflective observation, feelings, evaluation, analysis, abstract conceptualization, and action plan.

The content of the empirical model itself is based on Teacher and Lecturer Act No.14 Year 2005 and 2013 Curriculum. In the Teacher and Lecturer Act No.14 Year 2005, the teachers need to have four competences. They are pedagogy,

personality, social, and professional competences. It is as stated in PLPG module (2014). Related to the context of teaching nowadays, Indonesia implements 2013 curriculum. Hence, the content of those competences are related with 2013 curriculum. It includes scientific approach, competence-based, and authentic assessment as stated in PLPG module (2014) and stated by Mulyasa (2013). After both of them are combined holistically, the researcher made the empirical model. The researcher includes four competences and also 2013 curriculum in the empirical

model. The model itself is revised in term of the method in making the empirical method. In the first design, the researcher uses description in the content of reflection. After doing validation in the colloquium in the form of interview in the focus group discussion and questionnaire, the researcher combines the methods into writing description and choosing descriptors. Then, the results of reflection can make the teacher more efficient and self-actualized for better teaching based on the teacher's self-reflection. The basis of the empirical model can be seen in Figure 7.



**Figure 7. The Basis of Empirical Model on Teacher's Self-Reflection**

### 2.1. The Content of Empirical Model in the First Design

The first design of the teacher's self reflection model is the proposed model in the colloquium on current events in English Language Studies. The respondents give opinions in the focus group discussion and questionnaire.

The first design model is divided into four parts. Those four parts consists of pedagogy, personality, social, and professional competences. In each competence, the researcher puts specific questions related to the competence in that part. The researcher focuses on pedagogy competence in the first part. It includes how the teachers actualize the students' potentials, develop 2013 curriculum, apply scientific approach and authentic evaluation, and do reflection to improve teaching quality. Scientific approach is as stated in PLPG module (2014) and authentic assessment is as stated by Mulyasa (2013). In the second part, the researcher focuses on the personality competence. It includes how the teachers are responsible with job descriptions, do esteemed conduct in relation with co-workers and students, and apply teacher's code of ethics. It is as stated in PLPG module (2014). In the third part, the researcher focuses on social competence. It includes how the teachers communicate emphatically with co-workers, students, and the parents of students. It is as stated in PLPG module (2014). In the fourth part, the researcher focuses on professional competence. It includes whether the teachers master the materials that they teach, teach creatively, master competence standard and basic competence, use appropriate teaching method, apply problem-based learning, enhance students' critical thinking and collaborative learning, apply heuristic learning, do innovation in teaching, and use English effectively during teaching-learning process. It is as stated in PLPG module (2014). Those are the specific questions in each competence.

Then, at the end of the reflection, the researcher asks the teachers to make general reflection from the specific reflections in each competence.

The method of designing the first model is the teachers respond the questions by writing description of what they have experienced. The descriptions are written in each specific question in each competence and in the general reflection. The teachers look back at the past experiences and evaluate it as stated by Richards (2000). The full content of the first design of empirical model of teacher's self reflection can be seen in Appendix D, while the example of self-reflection model in the first design can be seen in Figure 8.

<p><b>Pedagogy Competence</b></p> <p>Do you implement scientific approach in the teaching-learning process well?</p> <p>Reflection:</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
---

Figure 8. The Example of Self Reflection Model in the First Design

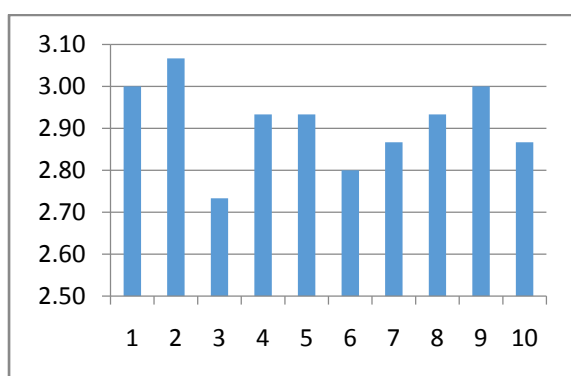
### 2.2. The Result of Questionnaire and Interview (Validation)

The first design of teacher's self reflection model was proposed in the colloquium series on current event in English language studies. The researcher uses validation of the model to the participants in the colloquium. The validation is in the form of interview and questionnaire.

The first validation data are taken from questionnaire. The questionnaire itself consists of closed-ended questions and open-ended questions. The result of



questionnaire can be seen in Appendix B. In the closed ended questions, it is divided into goal, process, and component sections. In the goal section (question 1 and 2), most of the respondents agree that the model improves efficiency and self actualization. The average scores are 3.00 and 3.07 in which 3 represents agree. In the process section (question 3-6), most of the respondents are in between disagree and agree. The average scores range from 2.73 to 2.93 in which 2 represents disagree and 3 represents agree. The models should be revised in terms of the methods in making the content of reflection model. Then, it is followed by component section in which the teachers do self-reflection in teaching competences. In the component section (question 7-10), most of the respondents are near agree with the proposed design. The average scores range from 2.87 to 3. The average scores of closed-ended questions can be seen in Figure 9. In this figure, the horizontal axis refers to the questions and the vertical axis refers to the average scores.



**Figure 9. The diagram of average score of closed-ended questions**

In the open-ended questions in the questionnaire, the respondents said that the content of teacher's self reflection model has been good in which it includes four teacher competences. However, the reflection model should be revised in terms of the method. The reflection model should not all of them in the form of writing description regarding the teacher's limited

time in doing teacher's self-reflection. The model can be in the form of choosing from the options.

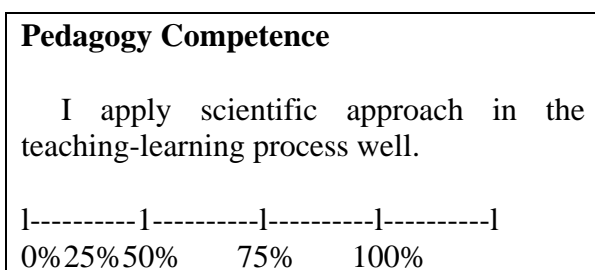
The other validation data are taken from the interview in focus group discussion. The result of interview in the narrative form can be seen in Appendix C. The result is the participants agree with the concept of teacher's self-reflection model by distributing into four parts (pedagogy, personality, social, and professional competences). The content has been well developed. However, the participants do not really agree if the method of making the reflection model is through writing description. The reason is the teachers have limited time to do self-reflection since they have many things to do, such as doing administrative matters. Hence, the model must be simple, such as choosing from the options. The model also has to be practical. It means the teacher can use efficiently in the limited time.

### **2.3. The Content of Empirical Model in the Second Design (The Revised Model)**

After designing the first model of teacher's self-reflection and getting the feedback from validation in the colloquium through interview and questionnaire, the researcher revised the model. The content in the first design actually does not have problems. The respondents agree with the content which include four competences (pedagogy, personality, social, and professional) in which in each competence has its own criteria. The questions in the competence itself have been related to 2013 curriculum. Hence, the content of the teacher's self-reflection model remains the same. The researcher only adds some terms related to teaching English in the content. However, the revision is made in terms of the method of making the reflection model.

The researcher made the method of teaching by asking the teachers to choose the options from the percentage. The rationale of this method is the goal of

reflection is to make the teachers become aware of their experiences in order to improve their competences. By having awareness, they can choose the percentage based on their experience and see whether they have progress in their teaching competences or not in continuum. The percentage itself is in the form of 0%, 25%, 50%, 75%, and 100%. The teachers only choose the options from the percentage in each criterion in each competence. It relates to the validation in the colloquium in which the teachers need practical model to be used. Each item in the revised model is in the statement form not question form since the teachers respond to the statement by circling the percentage based on their experiences. In the first design, the teachers answer the questions by writing the description. By choosing the percentage, the teachers can relate the progress of their teaching competences with the previous reflection, the present reflection, and the future reflection in each item of the competence. Then, at the end of the reflection in the revised model, the teachers write the conclusion of their reflection in general regarding those four competences. The general remarks are the same with the first design. The full content of the empirical model in the second design (revised model) can be seen in Appendix E, while the example of self reflection model in the second design can be seen in Figure 10.



**Figure 10. The Example of Self Reflection Model in the Second Design**

## CONCLUSION

This study focuses on the conceptual model and empirical model of self-reflection model for English teachers. The conceptual model of reflection is the new model of reflection which is adapted from Kolb's Experiential Learning Model and Gibb's Reflective Cycle Model.

The empirical model itself starts from the new model of reflection. Then, the content of reflection is based on Act No.14 Year 2005 about Teachers and Lecturers and 2013 Curriculum. Then, the model is made which results in efficiency and self-actualization.

The conceptual model and the empirical model have answered the research questions in this study. They are also able to improve the teachers' efficiency and transcendent matter since the content of the model explores more on the teacher's self improvement in teaching competences. Hence, the teachers can see the empirical one through experience and the transcendent one through reflecting their own experience. Then, it is in line with the hypothesis of this study.

This self reflection model for English teachers can be used by the teacher to monitor their progress in the four teaching competences. This model can be used in the mid-semester and at the end of the semester. It is used in continuum so that the teachers can make progress in teaching English from time to time.

## REFERENCES

- Alvesson, M.& Skoldberg, K. (2000). *Reflective methodology: New vistas for qualitative research*. London:SAGE Publication.
- Bismoko, J. (2014). *Lecture notes on evaluation in English education*. Yogyakarta: Sanata Dharma University

- Creswell, J.W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research: Fourth edition*. Boston: Pearson Education, Inc.
- Dewey, J. (1997). *Experience and education*. New York: Touchstone.
- Dinas Pendidikan dan Kebudayaan Kota Bengkulu. Undang-undang republik Indonesia no.14 tahun 2005. *Official Website of Department of Education and Culture of Bengkulu*. Retrieved from [http://dikbud-bengkulukota.info/?page\\_id=107](http://dikbud-bengkulukota.info/?page_id=107).
- Green, A. (2011). *Becoming a reflective English teacher*. Berkshire: Open University Press.
- Kachru, Y. & Nelson, C.L. (2006). *Asian Englishes today: World Englishes in Asian context*. Hong Kong: Hong Kong University Press.
- Kolb, D.A. (1984). *Experiential learning: Experience as the source of learning and development*. New Jersey: Prentice Hall, Inc.
- Long, J.D. & Williams, R.L. (1982). *Strategies of self improvement for teachers*. New Jersey: Princeton Book Company, Publishers.
- Mulyasa, H.E. (2013). *Pengembangan implementasi kurikulum 2013*. Bandung: PT Remaja Rosdakarya
- Nunan, D. & Lamb, C. (1996). *The self-directed teacher: Managing the learning process*. Cambridge: Cambridge University Press.
- Park, J. & Son, J. (2011). Expression and connection: The integration of the reflective learning process and the public writing process into social network sites. *Merlot Journal of Learning and Teaching* Vol.7, No.1, March 2011. Retrieved from [http://jolt.merlot.org/vol7no1/park\\_0311.htm](http://jolt.merlot.org/vol7no1/park_0311.htm).
- Pendidikan dan Latihan Profesi Guru (PLPG). (2014). *Modul bahasa Inggris*. Yogyakarta: Universitas Sanata Dharma dan Universitas Sarjanawiyata
- Richards, J.C. (2000). *Beyond training: Perspective on language teacher education*. Cambridge: Cambridge University Press.
- Rowntree, D. (1990). *Teaching through self-instruction: How to develop open learning materials: Revised edition*. New York: Nichols Publishing.
- Schon, D.A. (1987). *Educating the reflective practitioner: Toward a new design for teaching and learning in the professions*. California: Jossey-Bass Inc., Publishers.
- Senior, R.M. (2006). *The experience of language teaching*. Cambridge: Cambridge University Press.
- Wilkes, L. (1956). *Teach yourself to teach*. London: English Universities Press Ltd.
- Zimmerman, B.J. & Schunk, D.H. (2001). *Self-regulated learning and academic achievement: Theoretical perspectives: Second edition*. New Jersey: Lawrence Erlbaum Associates Publisher.

## APPENDIX 1: QUESTIONNAIRE

### QUESTIONNAIRE TEACHER'S SELF REFLECTION MODEL

Full Name : .....

Institution : .....

A. Give response to the teacher's self reflection model by giving tick (√) in each statement!

1—Strongly Disagree

2—Disagree

3—Agree

4—Strongly Agree

No.	Statements	1	2	3	4
	<b>Goal</b>				
1.	This teacher's self-reflection model can enhance teacher's efficiency in the teaching-learning process.				
2.	This teacher's self-reflection model leads to teacher's self-actualization.				
	<b>Process</b>				
3.	The method in this model by giving description of the experience is appropriate to dig out the teacher's self-reflection in the teaching-learning process.				
4.	This model improves teacher's self-awareness of his/her own teaching competences.				
5.	This model makes the teacher have better teaching.				
6.	This model can be used by the teacher.				
	<b>Component</b>				
7.	The items in the <u>pedagogy competence</u> have been designed well.				
8.	The items in the <u>personality competence</u> have been designed well.				
9.	The items in the <u>social competence</u> have been designed well.				
10.	The items in the <u>professional competence</u> have been designed well.				

**B. Give your response based on the teacher’s self-reflection model by filling in the blanks!**

1. What are the things that need to be improved in the teacher’s self reflection model?

a. The things that need to be improved in the pedagogy competence

.....  
.....  
.....

b. The things that need to be improved in the personality competence

.....  
.....  
.....

c. The things that need to be improved in the social competence

.....  
.....  
.....

d. The things that need to be improved in the professional competence

.....  
.....  
.....

2. In general, what are your opinions about this teacher’s self-reflection model?

.....  
.....  
.....

**APPENDIX 2: RESULTS OF QUESTIONNAIRE****I. Raw Data of Closed-Ended Questions**

No	Respondents	Questions									
		1	2	3	4	5	6	7	8	9	10
1	Respondent 1	4	4	3	4	3	3	3	3	4	4
2	Respondent 2	4	4	2	4	4	1	3	3	3	3
3	Respondent 3	3	3	3	3	3	2	3	3	3	3
4	Respondent 4	2	3	2	3	3	3	3	3	3	3
5	Respondent 5	3	3	3	3	3	3	2	2	2	2
6	Respondent 6	3	3	4	3	4	4	3	3	3	2
7	Respondent 7	3	3	2	3	3	3	3	3	3	3
8	Respondent 8	4	4	4	4	4	4	3	3	3	3
9	Respondent 9	3	3	2	3	2	4	3	3	3	3
10	Respondent 10	3	3	4	3	3	3	3	3	3	3
11	Respondent 11	3	3	2	2	3	3	2	3	3	2
12	Respondent 12	2	2	2	2	2	2	3	3	3	3
13	Respondent 13	3	3	3	3	3	3	3	3	3	3
14	Respondent 14	3	3	3	2	2	2	3	3	3	3
15	Respondent 15	2	2	2	2	2	2	3	3	3	3
	Sum	45	46	41	44	44	42	43	44	45	43
	Average	3,00	3,07	2,73	2,93	2,93	2,80	2,87	2,93	3,00	2,87

**II. Raw Data of Open-Ended Questions**

1. - It should be more effective and practical since the teacher does not have much time to do self-reflection.
  - The model should be more simple considering the time efficiency.
 Note: The other opinions on the other competences are ditto.
  
2. - It should be made effectively by giving certain descriptions so that the teacher should only put a tick (something like questionnaire)
  - The model should be simplified considering the efficiency of the teachers' time. The teachers prefer the simple self-reflection to they have to write down their experience because they have no time to accomplish all of them.
  - It would be better to simplify the form concerning to the limitation of time of the teacher. For all competences, in my opinion, it has been well developed.
  - It is great. This reflection is already covered four competence skills of teachers.
  - The content of the reflection is good but the model should be in yes-no question.
  - Overall it's good, yet I think it needs to be designed to be simple considering the efficiency.
  - It seems okay as long as the teacher feels beneficial.
  - I believe that it will give advantages.
  - It's too complicated, make it simpler e.g. writing checklist, provide some

alternative choices also.

- The model is good. However, it needs to be simplified so the teacher could make use of their time to write their own reflection uses the model.
- Consider practicality for teachers.
- The content is already good, but the format or model should be simplified, e.g. the number of questions/statement.
- It can be in the form of multiple choices.



### **APPENDIX 3: RESULT OF INTERVIEW IN FOCUS GROUP DISCUSSION IN NARRATIVE FORM**

Definite Information:

Day/Date : Friday, October 31<sup>st</sup>, 2014

Time : 10.30 – 12.00 (Colloquium on the topic of Reflection: second session)

Place : Palma Room, English Language Studies, Sanata Dharma University

Event : Colloquium Series on Current Event in English Language Studies

Participants : English teachers in Yogyakarta and students of English Language Studies

The colloquium on current events in English Language Studies was divided into two sessions. The first was about testing and the second was about reflection. I and my friends in the group presented in the second session. After presenting the materials about reflection models in the colloquium series on October 31<sup>st</sup>, 2014 in Palma Room, Sanata Dharma University, Yogyakarta, the participants in the colloquium were divided into four groups according to the topic. I, as one of the presenters, joined the first group with the topic, the teacher's self-reflection model. In the group, there were one English teacher from state senior high school in Yogyakarta and also students of English Language Studies, Sanata Dharma University.

I started the question with how the practice of teacher's self-reflection model at school to the teacher. The teacher said that reflection is usually done orally at school. The teacher usually asks the students orally about the way she teaches or asks other teachers if she finds difficulties in teaching. I asked again the appropriate time to do reflection. The teacher said that reflection is better done in the mid-semester or at the end of the semester. Reflection cannot be done after teaching in each meeting since the teacher has many things to do, such as doing administrative matters as a teacher. Hence, not all the teachers can do reflection because of the limitation of time.

After knowing the practice at school, I showed my teacher's self reflection model to the teacher and the students of English Language Studies. I asked their opinions about my proposed model. The model that I proposed is divided into four parts. They are pedagogy, personality, social, and professional competences. It is also related with 2013 curriculum. The teacher and the students agree with the content of the reflection which consists of those four competences. Then, the method in the proposed model is the teacher writes description of what she has done as the reflection. The response is the teacher said that if the teachers are asked to write many descriptions on the reflection sheet, they will not do it since the teachers have many things to do and need the efficient model to be used. She agrees if the model consists of four competences, but she suggested that the method is not by writing description but choosing from the descriptors. The example is the teachers only put a tick (√), answer yes or no questions, or choose from the options. However, the teacher still agrees if she writes a conclusion at the end. The other students also said that the reflection should be simple. Hence, the method of asking the teacher to write descriptions should be changed. The teacher added that we do not have much time to do that if it is in the form of writing.

At the end, I got enlightenment from the interview in the focus group discussion that the model of reflection must be simple and practical since the teacher has limitation of time to do it. The method of asking teacher to write description in each competence should not be used. It is better if I give options so that the teachers only choose one of the options and at the

end the teachers can write a little bit description about the conclusion of his or her reflection. Hence, I changed the method of writing description in each competence by choosing from the options and the teacher writes a conclusion in the form of description at the end. Overall, the respondents said that the content has been good, but the method in making the reflection should be revised.

**APPENDIX 4: THE FIRST DESIGN OF TEACHER’S SELF REFLECTION MODEL  
(THE PROPOSED MODEL)**

**COLLOQUIUM  
RESEARCH AND DEVELOPMENT ON REFLECTION  
TEACHER’S SELF REFLECTION MODEL**

Name : .....  
School : .....  
Definite Information:  
Day/Date : .....  
Time : .....  
Place : .....

**Give description in each item of teaching competences based on your experience in the teaching-learning process!**

**A. Pedagogy Competence**

1. Do you facilitate students to actualize their potentials during the teaching-learning process?  
Reflection: .....  
.....  
.....
2. Do you develop the content of 2013 curriculum and adjust it with the context at school?  
Reflection: .....  
.....  
.....
3. Do you implement scientific approach in the teaching-learning process well?  
Reflection: .....  
.....  
.....
4. Do you use authentic evaluation (examples: portfolio and rubric) effectively?  
Reflection: .....  
.....  
.....
5. Do you do reflection after teaching each unit in order to improve your quality as a teacher?  
Reflection: .....  
.....  
.....

**B. Personality Competence**

1. Do you do esteemed conduct in relation with co-workers?  
Reflection: .....  
.....  
.....

2. Do you do esteemed conduct in relation with students?  
Reflection: .....  
.....  
.....
3. Do you apply teacher's code of ethics?  
Reflection: .....  
.....  
.....
4. Are you responsible with your job descriptions?  
Reflection: .....  
.....  
.....

**C. Social Competence**

1. Do you communicate emphatically with co-workers?  
Reflection: .....  
.....  
.....
2. Do you communicate emphatically with students?  
Reflection: .....  
.....  
.....
3. Do you communicate emphatically with parents of the students?  
Reflection: .....  
.....  
.....

**D. Professional Competence**

1. Do you master the concept of materials that you teach?  
Reflection: .....  
.....  
.....
2. Do you teach the materials creatively?  
Reflection: .....  
.....  
.....
3. Do you master competence standard and basic competence in each material?  
Reflection: .....  
.....  
.....
4. Do you use appropriate teaching method with the material that is being taught?  
Reflection: .....  
.....  
.....
5. Do you apply problem-based learning in the teaching-learning process?  
Reflection: .....  
.....  
.....

.....  
6. Do you enhance students' critical thinking in the teaching-learning process?

Reflection: .....

.....

.....

7. Do you enhance collaborative learning?

Reflection: .....

.....

.....

8. Do you apply heuristic learning in the teaching-learning process?

Reflection: .....

.....

.....

9. Do you do innovation in the teaching-learning process?

Reflection: .....

.....

.....

10. Do you use English effectively during the teaching-learning process?

Reflection: .....

.....

.....

**General Reflections:**

1. What do you think about your teaching competences generally after you reflect on each item above?

Reflection: .....

.....

.....

2. Based on your reflection on each item above, what will you do to improve your teaching competences for better teaching in order to achieve self-actualization?

Reflection: .....

.....

.....

**APPENDIX 5: THE SECOND DESIGN (REVISED MODEL) OF TEACHER'S SELF REFLECTION MODEL**

**RESEARCH AND DEVELOPMENT ON REFLECTION  
TEACHER'S SELF REFLECTION MODEL**

Name : .....  
School : .....  
Definite Information:  
Day/Date : .....  
Time : .....  
Place : .....

**A. Give circle to the percentage in each item of teaching competences that Describes your experience in the teaching-learning process!**

**I. Pedagogy Competence**

1. I facilitate students to actualize their potentials during the teaching-learning process.  
|-----|-----|-----|-----|  
0% 25% 50% 75% 100%
2. I develop the content of 2013 curriculum in teaching English and adjust it with the context at school.  
|-----|-----|-----|-----|  
0% 25% 50% 75% 100%
3. I implement scientific approach in the teaching-learning process well.  
|-----|-----|-----|-----|  
0% 25% 50% 75% 100%
4. I use authentic evaluation (examples: portfolio and rubric) effectively.  
|-----|-----|-----|-----|  
0% 25% 50% 75% 100%
5. I do reflection in order to improve my quality as an English teacher.  
|-----|-----|-----|-----|  
0% 25% 50% 75% 100%

**II. Personality Competence**

1. I do esteemed conduct in relation with co-workers.  
|-----|-----|-----|-----|  
0% 25% 50% 75% 100%
2. I do esteemed conduct in relation with students.  
|-----|-----|-----|-----|  
0% 25% 50% 75% 100%
3. I apply teacher's code of ethics.  
|-----|-----|-----|-----|  
0% 25% 50% 75% 100%

4. I am responsible with my job descriptions.

l-----l-----l-----l-----l

0%25% 50% 75% 100%

### III. Social Competence

1. I communicate emphatically with co-workers.

l-----l-----l-----l-----l

0%25% 50% 75% 100%

2. I communicate emphatically with students.

l-----l-----l-----l-----l

0%25% 50% 75% 100%

3. I communicate emphatically with parents of the students.

l-----l-----l-----l-----l

0%25% 50% 75% 100%

### IV. Professional Competence

1. I master the concept of materials in teaching English.

l-----l-----l-----l-----l

0%25% 50% 75% 100%

2. I teach the materials creatively.

l-----l-----l-----l-----l

0%25% 50% 75% 100%

3. I master competence standard and basic competence in each material.

l-----l-----l-----l-----l

0%25% 50% 75% 100%

4. I use appropriate teaching method with the material that is being taught.

l-----l-----l-----l-----l

0%25% 50% 75% 100%

5. I apply problem-based learning in teaching English.

l-----l-----l-----l-----l

0%25% 50% 75% 100%

6. I enhance students' critical thinking in teaching English.

l-----l-----l-----l-----l

0%25% 50% 75% 100%

7. I enhance collaborative learning.

l-----l-----l-----l-----l

0%25% 50% 75% 100%

8. I apply heuristic learning in teaching English.

l-----l-----l-----l-----l

0%25% 50% 75% 100%

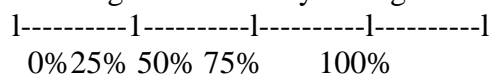
9. I do innovation in the teaching-learning process.

l-----l-----l-----l-----l

0%25% 50% 75% 100%



10. I use English effectively during the teaching-learning process.



**B. Write description based on your reflection of four teaching competences!**

**General Reflections:**

1. What do you think about your teaching competences in teaching English generally after you reflect on each item above?

Reflection: .....  
.....  
.....

2. Based on your reflection on each item above, what will you do to improve your teaching competences for better teaching in order to achieve efficiency and self-actualization?

Reflection: .....  
.....  
.....

# The Implementation Model of a Diagnostic Test for English Teachers

**Sutanti**

SanataDharmaUniversity

e-mail: tanti\_krista@live.com

## ABSTRACT

Professionalism in teaching is one of the key factors in the success of an English education program. To keep the teachers' professionalism, a refresher program is needed to be conducted to improve teachers' competence. To map out the area of teachers' competence which should be refreshed, a diagnostic test needs designing. After a diagnostic test has been made, the implementation should also be well-conducted to get the representative result. Therefore, this study aims to design an alternative implementation model of a diagnostic test for English teacher. The questionnaire and focus group discussion results show that the proposed model is an appropriate diagnostic test implementation model for teachers.

Keywords: *implementation model, diagnostic test, refresher program*

## INTRODUCTION

Recently, Indonesian government concerns on improving the quality of education including English. Since teacher is one of the important factors of the education quality, therefore, the quality of teacher should be adequate. Even though the curriculum has been well-designed by experts but if the teachers as the key factors of the curriculum are not qualified, then the result would not be as qualified as the curriculum.

In Indonesia, there are some problems related to the quality of teachers. According to Prof. Fathur Rokhman., M.Hum Vice Rector for Development and Partnership Semarang State University (SSU), there are three main issues related to the teachers. The first is the inadequate competences of the English teacher. The second is the qualification. The third is mismatched teacher.

To be professional in teaching English, teachers are required to have some competence. Figure 1 shows some indicators of proficient teachers based on TESOL International Association guidelines. There are four basic performance indicators: general proficiency, other contexts, classroom performance, and non native advocate. To meet the international standard proposed by TESOL, the basic competence teachers need to have are adequate listening, reading, writing, and speaking skills in English.

LANGUAGE	PROFICIENCY
PERFORMANCE INDICATORS	
1	General proficiency
	• Demonstrate proficiency in oral, written, and professional English
	• Demonstrate proficiency in social, academic, and professional English
2	Other contexts

- |  |
|--|
| <ul style="list-style-type: none"> <li>• demonstrates familiarity with more than one variety of English</li> <li>• varies register according to context</li> </ul>           |
| <p>3 Classroom performance</p> <ul style="list-style-type: none"> <li>• Serves as an English language model for learners</li> </ul>  |
| <p>4 Nonnative advocate</p> <ul style="list-style-type: none"> <li>• Explain and advocates for NNES teachers</li> </ul> <p style="text-align: right;">(TESOL 2008, p.86)</p> |

**Figure 1. Language Proficiency performance indicators**

English language teaching keeps in changing from time to time. Richards and Farrell (2005) state that to anticipate the rapid changing in language teaching, “teachers need regular opportunities to update their professional knowledge and skills, that is, their opportunities for professional development” (p. vii). Teachers need regular competence development programs. The department of education should provide some programs to facilitate teachers.

The government of Indonesia has also developed some programs like improving teachers’ qualification, professionalism, and quality and prosperity. Teachers’ professionalism can be improved by requiring teachers to have bachelor degree as one of the qualification to teach. Besides the formal education, government held training and workshops for English teachers to be more professional. To motivate teachers, the government has also make certification program to increase the quality of teaching.

Besides the trainings and workshops, alternatively, the government can conduct a refresher program. A refresher program is similar to training program, but it is aims to refresh the area of teachers’ competence. For example, if there are a lot of teachers who still weak in speaking, the refresher program will focus on speaking. If a lot number of teachers are still not adequate in writing, the refresher program will focus on writing. Refresher program is design based on the need assessment.

Before conducting teachers’ refresher program, a diagnostic test is needed to be implemented to determine the target of the improvement. The diagnostic test will become the base in deciding what kind of program which is suitable for the teachers. The diagnostic test is used as the need assessment to determine the materials of the program. If the program is properly designed, then teachers’ quality will improve. It means also that the quality of education, especially English education is also improved. To get a reliable result, the implementation model of the test should also be designed. Therefore, this article is trying to identify the best implementation model of the diagnostic test for English teachers’ refresher program.

### Diagnostic Test

Diagnostic test is a test which is aimed to diagnose the ability. Brown (2004) states “a diagnostic test is designed to diagnose specified aspects of language” (p.46). The test provides information about students’ competencies in detail. Brown (1996) explains that in diagnostic testing, students’ strengths and weaknesses are specified. It often requires more detailed information about the very specific areas. The definition is also true if we intend the test for teacher. Diagnostic test for teacher is a test which is designed to identify certain aspects of teachers related to their ability to teach.

From the definitions of the diagnostic test, it is clear that a diagnostic test can be used to identify the specific area of teachers’ competence which needs to be refreshed. Hughes (2003) states that diagnostic test is aimed to identify what skills still need to be learnt. Diagnostic test can diagnose the features of English which are difficult, therefore they still need to be learnt. ALTE (1988) in Alderson (2005) says that “The results may be used in making decisions on future training, learning or teaching” (p.4). In this study, diagnostic test is used to identify the teachers’ skills in English

which need to be refreshed to improve their competence. In other words, the test functions as the tool for need assessment of the refresher program.

Need assessment itself is an important process in a language program. As Graves (2000) states, need assessment is necessary to collect information about the current stage of the learners (in this case the teachers) and what they need to learn. Actually need assessment can be conducted in several ways. However, to assess the needs of refresher programs for teachers, a diagnostic test is the most suitable since the number of teachers are so large. A diagnostic test can provide accurate information.

A diagnostic test usually consists of the features of the language which are going to be taught in the curriculum. As Brown (1996) explains, it is usually conducted after the objectives have been formulated but before the materials are designed. Therefore, the components of the diagnostic test are adjusted to the objectives of the programs. As the diagnostic test in this study is aimed to diagnose the teachers' skill in English, therefore the test will include the four skills: listening, reading, writing, and speaking.

### The Implementation of Diagnostic Test

After the diagnostic test model has been made, the test then will be implemented to the candidates, in this case the Indonesian English Teacher. In implementing the test there are some procedure which should be followed by test administrators to administer the test successfully. Brown (1996) proposes some checklist as shown in Figure 2.

#### A. Arranging the physical needs

1. Adequate, well-ventilated, and quiet space
2. Enough time in that space for some

flexibility

#### 3. Clear scheduling

#### B. Making pre-administration arrangements

1. Candidates properly notified of test
2. Candidates signed up for test
3. Candidates given precise information (where and when test will be, as well as what they should do to prepare and what they should bring with them, especially identification if required)

#### C. Administering the test

1. Adequate materials in hand (test booklets, answer sheets, cassette tapes, pencils, scoring templates, and so on) plus extras
2. All necessary equipment in hand and tested (cassette players, microphones, public address system, video tape players, blackboard, chalk, and so on) with backups where appropriate
3. Proctors trained in their duties
4. All necessary information distributed to proctors (test directions, answers to obvious questions, schedule of who is to be where and when, and so on)

#### D. Scoring

1. Adequate space for all scoring to take place
2. Clear scheduling of scoring and notification of results
3. Sufficient qualified staff for all scoring activities
4. Staff adequately trained in all scoring procedures

#### E. Interpreting

1. Clearly defined purpose for results
2. Provision for helping teachers use scores and explain them to

<p>students</p> <ol style="list-style-type: none"> <li>3. A well-defined place for the results in the overall curriculum</li> </ol> <p>F. Record Keeping</p> <ol style="list-style-type: none"> <li>1. All necessary resources for keeping track of scores</li> <li>2. Ready access to the records for administrators and staff</li> <li>3. Provision for eventual systematic termination of records</li> </ol> <p>G. Ongoing Research</p> <ol style="list-style-type: none"> <li>1. Results used to full advantage for research</li> <li>2. Results incorporated into overall program evaluation plan</li> </ol> <p>Adapted from Brown, J.D. (1996, p. 43)</p>
---

**Figure 2. Testing Program Checklist**

The table shows that the implementation of a test should be well-prepared. The administrator should pay attention to the physical requirements, time scheduling, the proctors, and also the staffs who will be responsible for the test. All of those components, all together defines the success of implementing a test. Any kinds of distraction should be avoided to get a more representative result. The result itself should also be interpreted properly to provide information needed in the program.

## METHOD

The aim of this study is to find out the best implementation model of a diagnostic test for teachers. In designing the implementation model, this study adopted testing checklist proposed by Brown (1996). The testing checklist consist of nine steps: establishing purposes of the test, evaluating the test itself, arranging the physical needs, making pre-administration arrangements, administering the test, scoring, interpreting, record keeping, and ongoing research. However, since this

study focuses on the implementation model, the procedure began from the third stage, that is arranging physical needs.

The participants of this study were 15 graduate students of English Language Studies, Sanata Dharma University who reviewed the implementation model based on the given questionnaire. They were chosen as they are considered as having adequate knowledge about test and English education. Most of them are also teachers. It means that they can also see the model from the test taker point of view.

There are some procedures of conducting this study. The first is building theoretical framework of this study by reviewing related theories and studies. The second is developing implementation model of diagnostic test for teachers. The third is getting the data of the appropriateness of the model from the result of the questionnaire and from Focus Group Discussion (FGD).

## RESULT AND DISCUSSION

Based on the theoretical review to several related theories, the implementation model of diagnostic test then can be designed (table 1). Adapting Brown's model, the implementation of diagnostic teacher begins from arranging physical needs. This stage is important to be carried out since the physical needs will support the candidates to do the test and to minimize the distraction. The second stage is making pre-administration arrangement in which the candidates are informed any details of the test before they do the test. The third stage is administering the test. On the day of administering the test, all necessary equipment should be ready and the proctors should have been trained. The fourth stage is scoring. Scoring process is done by professional staffs and the result should be given as scheduled without any delay. The fifth is interpreting the score. In diagnostic

test, the result will be used to determine the refresher program design. The sixth is record keeping which is systematically

arranged. Finally, the result of the test should become the source of ongoing research.

<b>A. Arranging the physical needs</b>
<ol style="list-style-type: none"> <li>1. Adequate, well-ventilated, and quiet space The test will be held in a soundproof room, completed with air conditioner. In one room there will only be 25 candidates. Between candidates there is about 75 cm space. The room is adequate for 25 candidates.</li> <li>2. Bag room As the candidates are not allowed to bring their equipments except the stationary and identity card, a special room is provided for them to leave all personal items.</li> <li>3. Enough time in that space for some flexibility The test will be held from 8- 11. The candidates are expected to come 30 minutes before. They have to enter the room 15 minutes before for preparing themselves and for test explanation. The late comer candidates will not be accepted</li> </ol>
<b>B. Making pre-administration arrangements</b>
<ol style="list-style-type: none"> <li>1. Candidates properly notified of test The candidates of the test will be informed any information about the test a month before.</li> <li>2. Candidates signed up for test The candidates should sign up a week before.</li> <li>3. Candidates are given precise information about: <ul style="list-style-type: none"> <li>▪ the place and the time of the test administration</li> <li>▪ the candidates should prepare for the test. they should bring the stationary needed on the test, includes pencils (for computer used), eraser, and pen</li> <li>▪ the candidates should bring identity card and test receipt</li> </ul> </li> </ol>
<b>C. Administering the test</b>
<ol style="list-style-type: none"> <li>1. Adequate materials in hand (plus extra) <ul style="list-style-type: none"> <li>▪ test booklets,</li> <li>▪ answer sheets,</li> <li>▪ recording,</li> <li>▪ pencils,</li> <li>▪ scoring templates</li> </ul> </li> <li>2. All necessary equipment in hand and tested (cassette players, microphones, public address system, video tape players, blackboard, chalk, and so on) with backups where appropriate</li> <li>3. Proctors trained in their duties A month before the test, all proctors have to attend a training to be professional proctors</li> <li>4. All necessary information distributed to proctors Proctors should be informed about test directions, answers to obvious questions, schedule of who is to be where and when, and so on)</li> </ol>
<b>D. Scoring</b>
<ol style="list-style-type: none"> <li>1. Adequate space for all scoring to take place</li> </ol>

<p>The scoring processes are held in a adequate room with small distraction.</p> <p>2. Clear scheduling of scoring and notification of results The result will be announced within 10 workdays after the test day.</p> <p>3. Sufficient qualified staff for all scoring activities The scoring activities will be conducted by professional staffs. They have to fulfill some requirement to be qualified in scoring.</p> <p>4. Staff adequately trained in all scoring procedures The scoring staffs should get a special training on related procedure in scoring</p>
<b>E. Interpreting</b>
<p>1. Clearly defined purpose for results The score is put into scale from 1-5. The areas of the test which lower than 3 on the skill will become the skills area to which the refresher program should be addressed.</p> <p>2. A well-defined place for the results in the overall curriculum The result of the test will become the base in deciding the material in the refresher program</p>
<b>F. Record Keeping</b>
<p>The result of the test will be recorded systematically by qualified administrators and staffs. It will be well-arranged to be access easily when the information is needed.</p>
<b>G. Ongoing Research</b>
<p>1. Results used to full advantage for research</p> <p>2. Results incorporated into overall program evaluation plan</p>

**Table 1. Implementation Model of Diagnostic Test for Teachers' Refresher Program**

After the model has been designed, then it is reviewed by graduate students majoring at English Language Study, Sanata Dharma University as the participants of the study. Some of the participants are also English teachers. They teach from elementary school to higher education (university). The participants filled out questionnaires which consist of close-ended and open-ended questions. From the calculation of the close-ended questionnaire results, the mean is 4.06. The mean shows that the respondents agree to the design of the implementation model. In other words, the proposed implementation model of the diagnostic test is appropriate.

The data from the questionnaire are also supported from the data gained in the Focus Group Discussion (FGD) and from the answer of the open-ended questionnaire. According to the FGD and the participants' answers to the questions, the

implementation model is appropriate. The participants in the FGD agreed that the implementation model is applicable. Everything is well-prepared and well-organized start from the pre-administration to the use of the test result. The physical needs are provided adequately. The design of the test venue is comfortable to reduce any distraction. The time scheduling is clear and reasonable. For example, the candidates is going to be informed about the test a month before, therefore the candidates can prepare themselves for the test. The result announcement within 10 workdays is also reasonable since it can give adequate time for the scorer but the candidates do not need to wait for a long time.

## CONCLUSION

The data gathered from the questionnaire and from FGD shows that the proposed implementation model of diagnostic test for teachers is appropriate to identify the competency of the English teachers as the base in determining refresher programs for English teachers in Indonesia. The test and the implementation are based on the international standard. Therefore, teachers who pass the test are the teachers who are considered having adequate proficiency to teach not only in Indonesian context but also internationally. Having adequate competency, teachers can teach the students better or improve the quality of English education.

## REFERENCES

- Alderson, J. C. (2005). *Diagnosing foreign language proficiency: The interface between learning and assessment*. London: Continuum.
- Brown, H. D. (2004). *Language Assessment: Principles and practices*. New York: Pearson Education.
- Brown, J. B. (1996). *Testing in language program*. New Jersey: Prentice-hall Inc.
- Graves, K. (2000). *Designing language courses: A guide for teachers*. Canada: Heinle & Heinle Publishers.
- Hughes, A. (2003). *Testing for language teachers*. Cambridge: Cambridge University Press.
- Heaton. J. B. (1988). *Writing English language tests*. New York: Longman Inc.
- Kuhlman, N. & Knezevic, B. *The TESOL guidelines for developing EFL professional teaching standard*. Alexandria: TESOL Press. Retrieved from <http://www.tesol.org/advance-the-field/standards> on October 22, 2014.
- Richards, J. C. & Farrell, T. (2005). *Professional development for language teachers: Strategies for teacher learning*. Cambridge: Cambridge University Press.
- Villegas, Elleonora., & Reimers. (2003). *Teacher professional development*. Paris: International Institute for Educational Planning. Retrieved from [http://aadvice.hiroshima-u.ac.jp/e/publications/sosho4\\_2-04.pdf](http://aadvice.hiroshima-u.ac.jp/e/publications/sosho4_2-04.pdf) on October 15, 2014.
- Rokhman, F. *Teacher education and education quality improvement in Indonesia*. Retrieved from <http://www.tw-id-forum.ntust.edu.tw/PPT-> retrieved on October 15, 2014.



**APPENDIX 1: KUESIONER DESAIN MODEL PELAKSANAAN TES DIAGNOSTIK**

Jenis Kelamin :

Jenjang Pendidikan :

Pengalaman Mengajar:

Kuisisioner ini bertujuan untuk mengumpulkan masukan dan saran mengenai model implementasi tes diagnostik bagi guru. Pilihlah nilai yang tepat untuk setiap pertanyaan, dengan indikator sebagai berikut.

- 1: jika sangat tidak setuju dengan pernyataan
- 2: jika tidak setuju dengan pernyataan
- 3: jika ragu-ragu
- 4: jika setuju dengan pernyataan
- 5: jika sangat setuju dengan pernyataan

No	Pendapat responden tentang	Skor				
		1	2	3	4	5
1	Tempat pelaksanaan tes memadai					
2	Waktu yang disediakan untuk persiapan dan pelaksanaan tes memadai					
3	Jadwal pelaksanaan tes jelas					
4	Peserta mendapatkan informasi yang memadai tentang waktu dan tempat pelaksanaan tes					
5	Materi tes (buku tes, lembar jawab, rekaman, papan tulis, spidol) dipersiapkan dengan baik.					
6	Semua materi tes telah diuji					
7	Pengawas tes terlatih (mengerti semua aturan tes)					
8	Sistem penilaian akurat					
9	Penilaian dilaksanakan oleh ahli					
10	Jadwal penyampaian hasil tes kepada peserta jelas					
11	Hasil tes diinterpretasikan dan digunakan dengan tepat dalam penyusunan program refresher					
12	Hasil tes di simpan dengan baik					
13	Hasil tes bisa menjadi bahan penelitian					

**Pendapat dan saran dari responden**

1. Bagaimana menurut anda tentang desain implementasi tes yang sudah dibuat?

---

---

---

2. Menurut anda, apakah kelemahan dan kekuatan dari desain implementasi tes tersebut?

---

---

---

3. Apa saran anda untuk meningkatkan kualitas implementasi tes yang dibuat?

---

---

---

**APPENDIX 2: THE DATA OF QUESTIONNAIRE RESULT**

respondent	F1	F2	F3	F4	F5	F6	F7	F8	F9	F10	F11	F12	F13	Mean
<b>1</b>	5	3	4	4	5	4	4	4	4	4	5	4	3	4,07
<b>2</b>	4	4	3	4	5	5	4	4	5	5	4	4	3	4,15
<b>3</b>	3	4	4	5	4	5	3	5	5	4	4	4	5	4,23
<b>4</b>	4	3	4	5	4	4	4	3	4	4	3	5	4	3,92
<b>5</b>	4	4	2	4	4	4	4	5	4	3	4	5	2	3,76
<b>6</b>	4	4	4	4	3	5	5	4	5	4	4	4	4	4,15
<b>7</b>	5	4	4	3	4	4	4	4	3	4	4	4	3	3,84
<b>8</b>	5	5	4	4	5	5	4	4	3	5	5	4	4	4,38
<b>9</b>	4	4	4	4	5	4	5	4	5	4	3	4	3	4,07
<b>10</b>	4	4	4	3	3	4	4	5	4	4	4	3	4	3,84
<b>11</b>	5	4	4	5	5	4	3	4	5	4	3	4	5	4,23
<b>12</b>	3	5	5	4	2	3	5	4	4	3	5	4	3	3,84
<b>13</b>	4	5	4	4	4	4	4	5	4	5	5	3	4	4,23
<b>14</b>	4	3	5	4	4	4	4	5	5	5	4	3	4	4,15
<b>15</b>	4	4	4	5	4	5	4	4	5	4	4	4	2	4,07
														4,06

---

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

**Anastasia Sastrikirana**

Sanata Dharma University

e-mail: kirana.sastri@gmail.com

## 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: *project-based learning, authentic assessment, 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 students who 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 unless they 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 the assessment 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*.

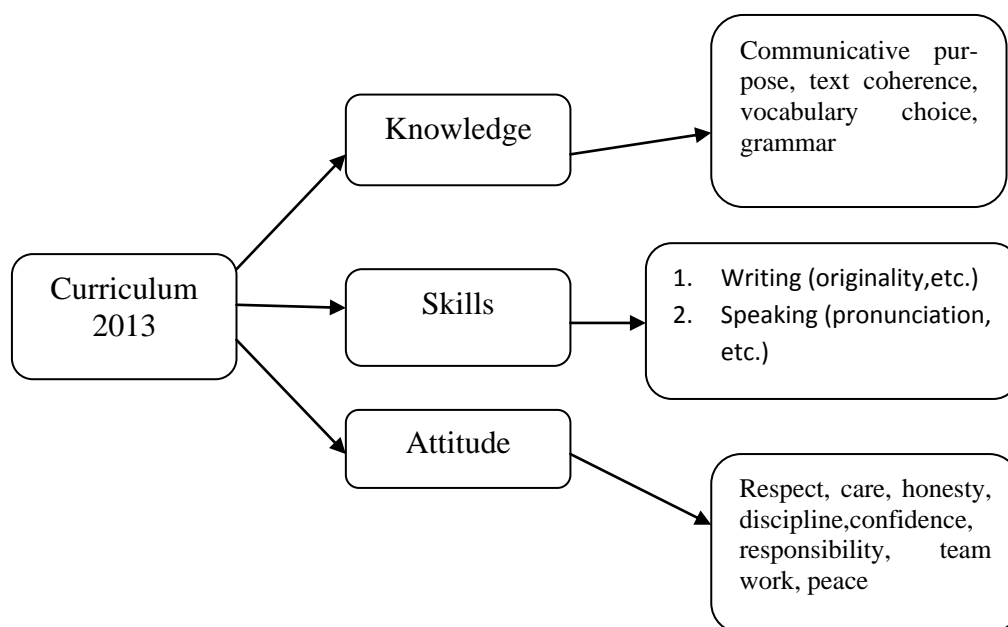


Figure 1. Assessment Model Based on Criteria in *Buku Babon* “When English Rings the Bell”



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 worse for the project-based learning than the model proposed in *buku babon*. To obtain feedback, a colloquium event was held on 10<sup>th</sup> 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.

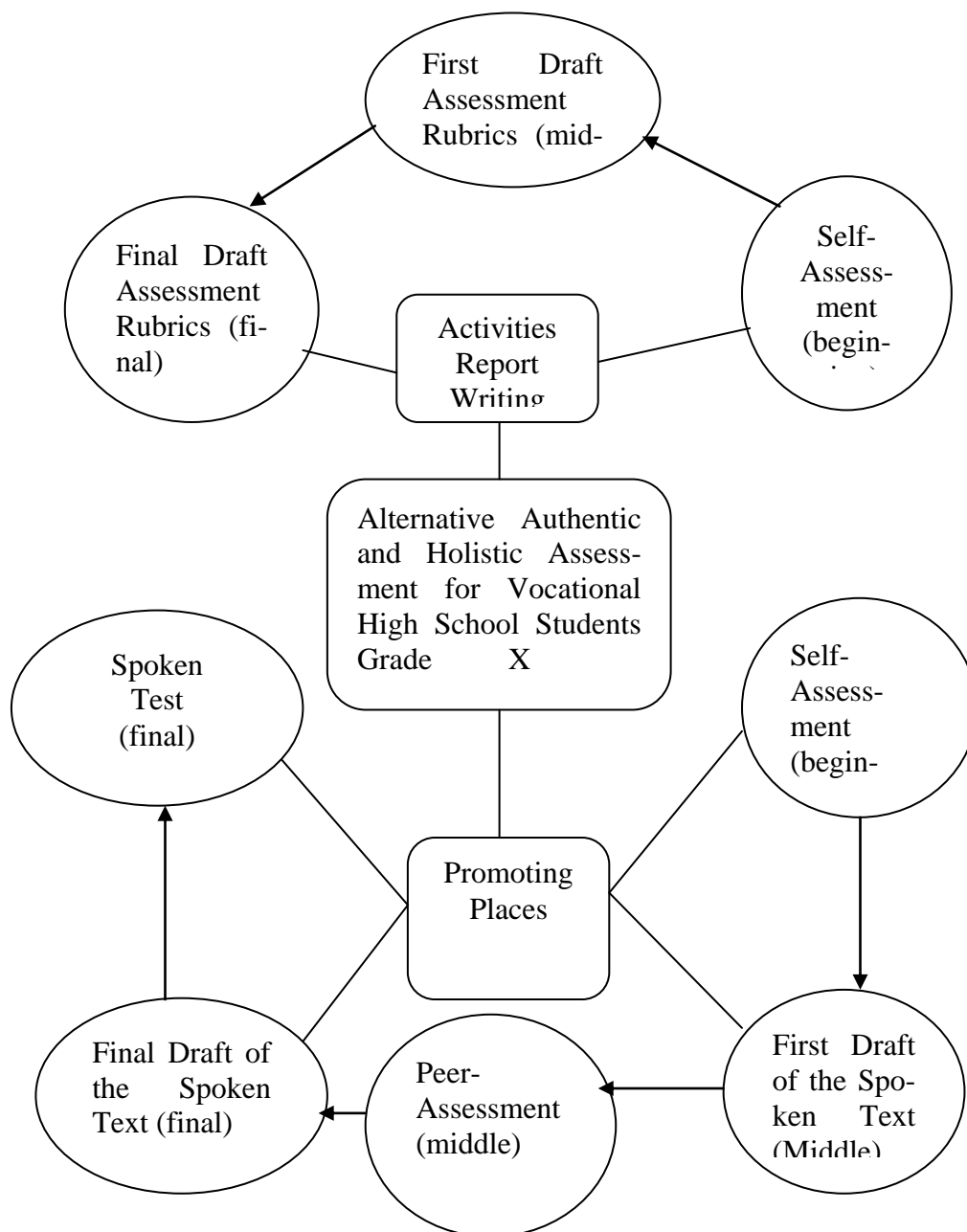
The suggestions were first, in any assessment instruments standard and core competence had to be written in the assessment form so that teachers who were going to use it know in what unit they could use it. Second, holistic assessment was good but it may blur the knowledge, skills, and attitude aspects. 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.

## REFERENCES

- Brown, Douglas H. (2004). *Language assessment: Principles and classroom practices*. New York: Pearson Education, Inc.
- Foss, Patrick., Carney, Nathaniel., McDonald, Kurtis., & Rooks, M. (2008). Project-based learning activities for short-term intensive English programs. *The Phillipine ESL Journals 1*. Retrieved from [https://www.academia.edu/1592331/Project-based\\_learning\\_activities\\_for\\_short-term\\_intensive\\_English\\_programs](https://www.academia.edu/1592331/Project-based_learning_activities_for_short-term_intensive_English_programs)<sup>9<sup>th</sup> Sep, 2014</sup>
- Indiana Department of Education.(2010). *Authentic assessment*. Retrieved from [http://www.msdt.k12.in.us/msd/wp-content/uploads/2011/10/authentic\\_assessment.pdf](http://www.msdt.k12.in.us/msd/wp-content/uploads/2011/10/authentic_assessment.pdf) <sup>9<sup>th</sup> Sep,2014</sup>
- Kemendikbud. (2014). *When English rings a Bell: Buku Guru/ Kemendikbud*. Jakarta: Kemendikbud.
- Land, Susan M., & Greene, Barbara. A. (2000). Project-based learning with the world wide web: A qualitative study of resource integration. *Educational Technology Research and Development* 48(1), 45-67 retrieved from [www.jstor.org/stable/302202569](http://www.jstor.org/stable/302202569)<sup>12<sup>th</sup> Sep, 2014</sup>
- MacQuarie University. (2009). *Creating authentic assessment*. Retrieved from <https://staff.mq.edu.au/public/download/?id...> <sup>12<sup>th</sup> Sep, 2014</sup>
- Mohamad, Mariam., & Woollard, John. (2009). *English language learning through mobile technology in Malaysian schools: An implementation strategy*. *International Conference on E-Learning*. Retrieved from [eprints.soton.ac.uk/79366/](http://eprints.soton.ac.uk/79366/) <sup>10<sup>th</sup> Dec, 2014</sup>.
- Putra, Angga Tanama. (2010). *Makalah tujuan pendidikan* retrieved

from [https://www.academia.edu/4563266/MAKALAH\\_TUJUAN\\_PEN\\_DIDIKAN](https://www.academia.edu/4563266/MAKALAH_TUJUAN_PEN_DIDIKAN) 14<sup>th</sup> Sep, 2014

<http://filcccu.ccu.edu.tw/conference/2006conference/chinese/download/C39.pdf> 11<sup>th</sup> Oct, 2014

Rayment, Tabatha. 2006. *101 essential lists on assessment*. London: Continuum International Publishing Group.

Saukah, Ali. H. (2003). *Pengajaran bahasa Inggris di Indonesia: Tinjauan terhadap unjuk kerja pembelajar serta upaya peningkatannya*. Malang: Departemen Pendidikan Nasional.

Savin-Baden, Maggie. (2007). *Facilitating problem-based learning: Illuminating perspective*. New York: McGraw-Hill.

Summers, Emily J., & Dickinson, G. (2012). A longitudinal investigation of project-based instruction and student achievement in high school social studies. *Interdisciplinary Journal of Problem-Based Learning* 6 (1). Retrieved from <http://docs.lib.purdue.edu/cgi/viewcontent.cgi?article=1313&context=ijpbl> 6<sup>th</sup> Oct, 2014

Sutinah, E., Nurhayani, I., Kartini, N. E., Mulyana, H., Asyiah, N., Kesuma R. F., & Astuti, E. M. (2006). *Get Along with English: for Vocational School Grade XII Intermediate Level*. Jakarta: Erlangga.

Tai, G.X.L., & Yuen, M.C. (2007). Authentic Assessment Strategies in Problem-Based Learning. *Proceedings Ascilite Singapore 2007*. Retrieved from <http://www.ascilite.org.au/conferences/singapore07/procs/tai.pdf> 11<sup>th</sup> Oct, 2014

Tiangco, Joseph, A.N.Z. (2009). *Project-based learning (PBL) assessment for EFL/ESL instruction: The Philippine experience and its implications to Taiwan*. Retrieved from

**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 <i>first draft</i> .				
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**	<i>First draft</i> teman saya mudah dimengerti.				
2**	Isi dari <i>first draft</i> teman saya runtut.				
3**	Isi <i>first draft</i> 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 <i>final draft</i> .				
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 <i>draft</i> sesuai dengan masukan guru.				
9***	Siswa ini menunjukkan perbaikan <i>draft</i> 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 <i>pronunciation</i> yang jelas.				
5**	Siswa ini membuka, menyampaikan isi, dan menutup teks deskripsi secara lisan dengan baik.				
6**	Siswa ini menyampaikan isi dari teks dengan <i>gesture</i> yang sesuai.				
7**	Siswa ini menyampaikan isi teks dengan intonasi yang tepat.				
8**	Siswa ini menyampaikan isi teks dengan <i>facial expressions</i> 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

# Projects-Based Mid-Assessment Model of English at the Junior High School Grade 7

**Vinindita Citrayasa**

Sanata Dharma University

e-mail: vd.citrayasa@gmail.com

## ABSTRACT

This article offers a project-based model of mid-term assessment for junior high school grade seven. The model was proposed to help English teachers in assessing their students' learning process and learning results according to Curriculum 2013. English teachers still find difficulty creating an authentic and holistic assessment due to the time limitation. The research questions are first, what the model of project-based mid-term assessment of English at the junior high school grade 7 look likes and second, how the project-based mid-term assessment support teachers to conduct mid-term assessment.

This is R & D research, which has two goals: the research goal and project goal. First, the research goal is to present the iconic model version of authentic mid-term assessment of English learning. The project goal is to develop the authentic mid-term assessment of English learning for junior high school students and to understand the teachers' perceptions of this assessment. The results of the pilot study showed that this model was authentic and holistic. However the proposed model still needs revisions in order to become more effective in assessing students' learning process.

*Keywords: assessment model, project-based, senior junior high school*

## INTRODUCTION

Curriculum 2013 tries to accommodate the development both of standard-based education and competence-based curriculum (Kunandar, 2013: 33). Students are expected to develop their competences of knowledge, skills, and attitude. Knowledge and skills gaining or achievement are not the only competences which are emphasized in this curriculum but within the process of knowledge and skills gaining, attitudes are also considered important. Therefore, teachers should not only assess the results but also the process.

Authentic assessment is then considered as a potential type of assessment that will enable teachers to assess students' knowledge, skills, and attitudes.

Those aspects need to be assessed in the every type of learning process in the classroom. The assessments will not be done at the end of every unit, but also every three months (mid-term) and at the end of semester. The problem arises when there is no appropriate assessment done to the authentic learning process that curriculum 2013 emphasizes in the English learning process. There is no holistic assessment

instrument yet to assess students' knowledge, skills, and attitude in an integrated way. So far, the assessment of skill and knowledge and the assessment of attitudes are still separated. Therefore, an authentic and holistic model of assessment needs to be created to help teachers assessing the authentic learning which is highly promoted in curriculum 2013.

One alternative assessment proposed to solve the problem is project-based assessment. Basically, project-based learning type suits the educational goal and system of curriculum 2013 which emphasizes authentic learning, problem-based learning, and discovery learning. Project-based learning allows students to experience the development of their knowledge, skills, and attitudes in an integrated way. In order to achieve more, they should develop good attitudes, and during the learning process, they are encouraged to improve good characters. Project-based learning is considered authentic learning, therefore, it also needs an appropriate assessment which does not only assess the results but also the process of learning. The research questions of this research is what does the model of project-based mid-term assessment for grade seventh of junior high school look like? and how does the project-based mid-term assessment support the teacher to conduct mid-term assessment?

## **METHODOLOGY**

This is research and development (R&D). The research has two goals, namely research goal and project goal. First, the research goal is to present the final version of the iconic model of authentic mid-term assessment of English learning for seventh grade students of junior high school. The project goal of this research is to develop the projects-based mid-assessment model of English at junior high school grade

seven and to understand the teachers' perceptions toward this assessment.

Educational research and development (R&D) is defined by Gall & Borg (2003: 569) as a process used to develop an educational product such as assessment model. The cycles of R & D itself are studying the research findings pertinent to the product to be developed, developing the product based on these findings, field testing it in the setting where it will be used, and eventually revising. This study had been done up to the cycle of designing a model of project-based mid-term assessment and the experts assessment and evaluation.

The procedure of designing this project-based mid-term assessment in this article is first, formulating the goal of the assessment model. The second is clarifying the concepts, concepts relation and relevant concepts to develop the assessment model. The third is creating the conceptual model and next is creating the pre-iconic model. Later, a pilot study was done to obtain the data for the designed model improvement. The designed and developed model of project-based assessment was proposed in a focus group discussion of a colloquium to get evaluation and feedback. The respondents of the colloquium were English teachers and graduated students majoring English education. Their evaluation and feedback for the proposed model were gathered through questionnaire. A revision was then done to the model based on the questionnaire results before the model was implemented to the real participants.

## **AUTHENTIC ASSESSMENT IN ENGLISH**

In order to develop a model of assessment, some related concepts related to assessment and authentic assessment should be first clarified. Assessment is defined as "a

method to acquire and collect essential feedback; the process of documenting knowledge, skills, attitude and beliefs” (Rayment, 2006: 2). Assessment in an ongoing process which gathers, analyzes, and interpret evidence systematically to determine the how well student learning matches our expectations; using the resulting information to understand and improve student learning (Suskie, 2009: 4).

The model of the assessment proposed in this article is designed following the principles of authentic assessment since curriculum 2013 emphasizes the authentic learning in English education. First, what is authentic assessment? According to Aitken & Pungur (2005), authentic assessment is an assessment that sets and engages meaningful tasks, in a rich context, where the learner applies knowledge and skills, and performs the task in a new situation. It captures the aspects of student’s knowledge, deep understanding, problem-solving skills, and attitudes that are used in real-world, or simulation of a real-world situation. There are three major forms of authentic assessment; product, performance and portfolio (Schurr, 2012). Product assessment deals with skill and concepts they learn. The example of product assessment is video, audio, manuals, and reports, scripts. Performance assessment focuses more on performance than on the final products or outcomes. Portfolio assessment is a collection of student works that shows the student’s overall efforts, progress, and achievements.

Authentic assessments can be done through individual, peer, and group projects doing oral presentations, demonstrations, performances, literature discussion and reports. Those types of authentic assessments provide a measure by which student academic growth can be gauged over timewhile capturing the true depth of student learning and understanding (Aitken & Pungur, 2005). Concerning the format of the authentic assessment itself, the

assessors or the teachers should involve not only the aspects knowledge, but also what Aitken & Pungur (2005) state as the multiple levels of relationships between knowledge and social interaction. The criteria of the authentic assessment are: (1) knowledge production as opposed to reproduction; (2) enquirybased on a previously developed knowledge base, profound andthorough understanding, and integration of knowledge in new ways; (3) value beyond mere assessment – a value that is personal and meaningful tothe learner. Authentic achievement is meant to allow for the creation of higher thinking level and problemsolving skills that are useful to both the individualand society ingeneral. Authentic assessment, without due diligence to the learning that is desired or expected, may not be authentic at all (Cumming & Maxwell , 1999).

## **PROJECT-BASED ASSESSMENT**

Conducting authentic language learning could be done by creating learning activities which allows students to experience language learning and applying their language skills and knowledge at the same time (skills getting and skills using). An activity that promotes this authentic activity is project-based learning for it promotes meaningful students engagement with language and content learning. Project based learning is an approach of learning where students are required to create a project as a culminating product of their learning activity. Project work itself is a task which mostly done collaboratively by a group of members in a certain period of time when the members will try to achieve a certain goal or to identify and investigate a certain topic or issue during the process and at the end, they will present the result through making products. The products can be in the form of photos, pictures, and diagrams (Blumenfeld *et al.*, 1991). The other forms of the product could be video

or documentary, power point presentation, song or theatrical piece, recipe book, flyer or pamphlet, food or main dish menu, exhibitions at school, in neighborhood, at community centre, and other public places.

Project work focuses on the learning process where the main point moves from the teacher to students, from individual work to group work (Fragoulis, 2009). He/she has a role as a guide, advisor, coordinator (Papendrou, 1994), and facilitator (Fragoulis, 2009). Project-based learning emphasizes a long term activities that are interdisciplinary, student-centered and integrated with the real world life practices (Solomon, 2003). This activity creates chances for students to apply what they have known in their real life; integrating what they have learnt and known with practical tasks. Through the interdisciplinary tasks, students get more chances to be engaged and they are able to develop various skills as they work on their project (Solomon, 2003). Staff (2001) observes that project work becomes a way to make students engaged in school work, cut absenteeism, boost cooperative learning skills, and improve test scores. Through the interesting content and continuing practice, students will be more motivated and develop their motivation. The motivation will lead students to be more initiative, confidence, and also responsible.

In her journal in *Methodology in Language Teaching* (2001), Stoller (2002) proposes ten thorough steps of conducting project based learning in the English classroom. Those steps are described as follows: First is agreeing on a theme for the project. Second is determining the final outcome. Third is structuring the project. Fourth is preparing students for the language demands of gathering information. Fifth is gathering information. Sixth is preparing students for the language demands of compiling and analyzing the data or the information. Seventh is compiling and analyzing information. Eighth is preparing

Students for the language demands of presenting the project. Ninth is presenting final product and tenth is evaluating the project. Evaluation in this step means more about reflection. Teacher leads the students to reflect what they have learnt and what they can get from doing the project. They can start to reflect from the improvement they make on the language mastery, the knowledge from the content, the steps they have gone through, and the effectiveness of their project. They may take advantages on the learning process that they may use in future projects. In this step, they can practice to give and accept suggestions from both teacher and other friends from the same group and different groups.

Gokhan (2011) investigated the effects of project-based learning on students' academic achievement and attitudes towards English Lesson. His research revealed that project-based learning is more effective for the development of both the students' achievement levels and their attitude levels towards English subject. Project-based learning has led the students to be more motivated to learn, more responsible, more creative, more cooperative, and more opened giving ideas and receiving others' ideas or points of view. Blank (1997), Çınar *et al.* (2005), and Çiftçi & Sünbül (2006) in Gokhan (2011) stated that students are allowed to develop their competencies of collaboration, project planning, decision making, critical thinking and time management in carrying out the projects. Therefore, project-based learning concerns to not only the knowledge gaining process, but also the attitudes forming and development which is considered to be essential and integrated within the knowledge gaining process.

### **PROPOSED MODEL OF PROJECT-BASED ASSESSMENT**

The project-based assessment that the students should do is to make a student's

dictionary. The students will work in a group to collect the words they have learnt. During three months the students have got and learnt words but there will be tendency that they will be easily forgotten if they do not keep the vocabulary note well. There are kinds or types of words that they have to learn to differentiate such as noun, pronoun, verb, adjective, adverb, and preposition. The topic is taken from the basic competences of curriculum 2013. The students will learn about the parts of family, adjectives to describe someone's physical appearances, parts of a house, things around them, animals, and public places. They need to identify those words in English. By making a dictionary, the students will be enabled to learn and memorize the words they have learnt.

Every group will be given a different topic and each group should collect the words they have learnt during the lesson in every meeting. In groups of three up to four, the students should collaborate to gather the vocabulary and they can use their own creativity to make a dictionary which is interesting and motivating such as a dictionary which uses pictures to describe words. Besides, they have to add examples of using the words in sentences (simple present tense). The project is expected to develop the students' vocabulary knowledge and communication. A research which investigates the use of project-based learning reveals that project-based was effective in improving students' vocabulary knowledge and communication abilities (Shafei *et al.*, 2007).

An assessment for the project is done at both process of conducting of the project and at the results. For the process assessment, there are three types of assessment instruments: self-assessment, peer assessment, and portfolio. Both self-assessment and peer assessment assess knowledge, skills, and attitude. For the results, an assessment is done by the teacher. The example of the assessment instruments can be seen in Appendix 1.

## RESULTS DISCUSSION

The discussion of results covers the data analysis results of the questionnaire done in a pilot study. The participants were English teachers and graduated students majoring in English education. The project-based mid-term assessment model was proposed to the participants and they give their feedbacks on it. Basically, the participants agree that most English teachers face the similar problems and difficulties in assessing their students' knowledge, skills, and attitude according to curriculum 2013. Most of them states that time limitation were one of major reason. There is no holistic assessment instrument yet to assess student's all aspects of knowledge, skills, and attitudes.

Concerning to the proposed model, the table below shows the participants' perceptions towards the model.

No	Statements	(%)				
		TD	D	U	A	TA
1	The generic goal of this assessment model is to improve life quality in English education.	0	0	41.7	25	33.3
2	This assessment model helps the teacher teach better.	0	25	58.3	16.7	0
3	This assessment model helps the teacher teach more easily.	0	41.7	50	8.3	0



4	This assessment model is applicable in the classroom.	8.3	33.3	33.3	25	0
5	This assessment model is practical.	0	41.7	25	33.3	0
6	This assessment model is holistic.	0	8.3	33.3	58.3	0
7	This assessment model is authentic.	0	25	41.7	33.3	0
8	This assessment model is efficient.	0	25	50	25	0
9	The self assessment model needs revision.	0	0	8.3	33.3	58.3
10	The peer assessment model needs revision.	0	0	41.7	33.3	25
11	The portfolio assessment model needs revision.	8.3	16.7	50	25	0

**Table of Data Analysis Results**

Based on the results, 58.3% participants believed that this model design could improve the life quality in English education. The same number of participants (58.3 %) states that they agreed that the model is holistic. They thought that basically, this model can help the teachers become more practical since they need one holistic assessment instrument to help them assessing their students holistically. 33.3% participants agreed that this model is basically authentic since the type of the assessment done emphasizes the authentic learning. However, 50 % participants still felt uncertain that this model is effective enough to be used in assessing their students. Most of participants (58.3 %) considered that self-assessment model needed revisions and 25 % participants totally agreed that the peer assessment model needed revision as well. The questionnaire and the raw data can be seen in Attachment 2 and Attachment 3.

## CONCLUSION

One authentic assessment can be done through project-based. The model of assessment proposed in this article is project-based where the student will make a student's dictionary in a group work. Project based learning is a useful approach in English language learning and language assessment since it provides an authentic learning and it also allows the authentic and holistic assessment. The given

activities allow the students to get more chances applying the theory into practice. Through carrying out the projects, students are enabled to not only achieve knowledge but also to develop their attitudes. In order to maximize the advantages of project work in classroom, teachers need to know and apply the appropriate steps of implementing project based learning and assessing both the learning process and learning results as well. Teachers need an assessment instrument that will help them assessing their students holistically. Therefore, a project-based mid-term assessment model was proposed.

The results of the pilot study concerning to the model showed that this project-based mid-term assessment model is potential to help English teachers improving their life quality. This model was considered authentic and holistic in assessing students' knowledge, skills, and attitudes. However, several revisions were needed to be done to self-assessment and peer assessment in order to make this mode became more effective assessment instruments.

## REFERENCES

- Aitken, N. & Pungur, L. (2005). *Authentic assessment*. Retrieved from <http://www.indabook.org/> on October 13<sup>th</sup>, 2014.

- Blumfeld, P., Soloway, E., Marx, R. W., Krajcik, J. S., Guzdial, M., & Palincsar, A. (1991). Motivating project-based learning: Sustaining the doing, supporting the learning. *Educational Psychologist*, Volume 26. Retrieved from <http://mathforum.org//on> December 18, 2013.
- Canale, M. & Swain, M. (1980). Theoretical bases of communicative approaches to second language teaching and testing. *Applied Linguistics*, Volume 1, No. 1. Retrieved from <http://ibatefl.com/wp-content/uploads/2012/08/CLT-Canale-Swain.pdf> on December 13, 2013.
- Cumming, J.J. & Maxwell, G.S. (1999). Contextualizing authentic assessment. *Assessment in Education*, 6(2), 177–194. Retrieved from <http://www98.griffith.edu.au/on> December 9, 2013.
- Fragoulis, I. (2009). Project-based learning in the teaching of English as a foreign language in Greek Primary Schools: From theory to practice. *English Language Teaching Journal*, Volume 2, No. 3. Retrieved from [www.ccsenet.org/journal.html](http://www.ccsenet.org/journal.html) on December 10, 2013.
- Gall, M. D., Gall, J. P., & Borg, W. R. (2003). *Educational research: An introduction*. Sydney: Pearson Education.
- Gokhan, B. (2011). Investigating the effects of project-based learning on students' academic achievement and attitudes towards English lesson. *TOJNED*, Volume 1, No. 4. Retrieved from <http://www.tojned.net> on December 12, 2013.
- Kunandar. (2014). *Penilaian autentik (Penilaian hasil belajar peserta didik berdasarkan kurikulum 2013): Suatu pendekatan praktis*. Jakarta: PT RajaGrafindo Persada.
- Levine, G. S. (2004). Global simulation: A student-centered, task-based format for intermediate foreign language courses. *Foreign Language Annals*, Volume 37, No 1. Retrieved from <http://lrc.cornell.edu/events/past/2005-2006/levine.pdf> on December 13, 2013.
- Lightbown, P. & Spada, N. (1999). *How languages are learned (2<sup>nd</sup> ed)*. Oxford: Oxford University Press.
- Papandreou, A., P. (1994). An application of the projects approach to EFL. *English Teaching Forum*, Volume 32, No. 3. Retrieved from [http://www.bim-bad.ru/docs/project-based\\_teaching.pdf](http://www.bim-bad.ru/docs/project-based_teaching.pdf) on December 14, 2013.
- Railsback. J. 2002. Project-based instruction: Creating excitement for learning. Retrieved from [http://educationnorthwest.org/webfm\\_send/460](http://educationnorthwest.org/webfm_send/460) on December 10, 2013.
- Ravitz, J., Hixon, N., English, M., & Mergendoller, J. (2012). *Using project-based learning to teach 21<sup>st</sup> century skills: Findings from a statewide initiative (paper presented at Annual Meetings of the American Educational Research Association)*. Retrieved from [www.bie.org](http://www.bie.org) on December 12, 2013.
- Rayment, T. (2006). *101 Essential lists on assessment*. London: Continuum International Publishing Group.
- Schurr, S. L. (2012). *Assessment that emphasizes learning*. Retrieved from <http://www.indabook.org//> on October 13<sup>th</sup>, 2014.

Shafaei, A., Poorverdi, M., & Parvizi, B. (2007). *Use of project-based learning in increasing students' vocabulary knowledge & communicative ability*. Retrieved from [www.academia.edu](http://www.academia.edu) on December 12, 2013.

Solomon, G. (2003). *Project-based learning: A primer*. Retrieved from [http://pennstate.swsd.wikispaces.net/file/view/PBL-Primer-www\\_techlearning\\_com.pdf](http://pennstate.swsd.wikispaces.net/file/view/PBL-Primer-www_techlearning_com.pdf) on December 18, 2013.

Stoller, F. (2002). *Project work: A means to promote language and content*. In Jack, C. Richards & Willy, A. Renandya (Eds.) *Methodology in Language Teaching: an anthology of Current Practice* (pp. 107-120). Cambridge: Cambridge University Press.

Suskie, L. (2004). *Assessing student learning: A common sense guide*. San Francisco: Anker Publishing Company, Inc.

Tiangcho, J. A. N. Z. (2005). *Project-based learning (PBL) assessment for EFL/ESL instruction: The Philippine experience and its implications to Taiwan*. Retrieved [http://flccu.ccu.edu.tw/conference/2005conference\\_2/download/C39.pdf](http://flccu.ccu.edu.tw/conference/2005conference_2/download/C39.pdf) on December 10, 2013.

Thomas, J. W. (2000). *A review of research on project-based learning*. Retrieved from <http://www.bobpearlman.org> on December 10, 2013.

**APPENDIX 1:**

**PROYEK PEMBUATAN STUDENT'S DICTIONARY  
KELAS VII SMP MID- SEMESTER 1**

**Topik:**

**Bagian-bagian keluarga, ciri-ciri fisik seseorang, bagian-bagian rumah, benda-benda disekitar, hewan, dan tempat-tempat umum.**

**Kompetensi Dasar:**

4.4. Menyusun teks lisan dan tulis untuk menyebutkan jati diri sangat pendek dan sederhana, dengan memperhatikan fungsi sosial struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

4.5. Menyusun teks lisan dan tulis untuk menyebutkan nama binatang, benda, dan bangunan publik yang dekat dengan kehidupan peserta didik sehari-hari, dengan unsur kebahasaan yang benar dan sesuai konteks.

**Fungsi sosial**

-mengidentifikasi.

**Struktur text**

-ungkapan hafalan

**Unsur kebahasaan**

- (1) Nama status hubungan keluarga dan kekerabatan
- (2) Nama profesi pekerjaan.
- (3) Nama benda dan binatang di sekitar rumah dan sekolah siswa: hen, chicks, house lizard, dragon fly, cockroaches, mosquitoes.
- (4) Nama bangunan umum: the post office, the bank, the hospital.

## MODEL PENILAIAN AUTENTIK

### A. PENILAIAN PROSES

#### 1) *SELF-ASSESSMENT MODEL*

Nama : \_\_\_\_\_

Kelas : \_\_\_\_\_

No	ASPEK YANG DINILAI	SKOR			
		1	2	3	4
	<i><b>KNOWLEDGE &amp; SKILL</b></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.				
	<i><b>ATTITUDE</b></i>				
6	Saya mengerjakan proyek dengan sungguh-sungguh.				
7	Semua hasil yang saya laporkan adalah murni usaha saya sendiri.				
8	Saya meluangkan cukup waktu untuk selangkah lebih maju setiap minggunya.				
9	Apa yang sudah saya lakukan?				
10.	Apa yang akan saya lakukan selanjutnya?				

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

2) *PEER-ASSESSMENT MODEL*

Nama : \_\_\_\_\_

Kelas : \_\_\_\_\_

Evaluator: \_\_\_\_\_

No	ASPEK YANG DINILAI	SKOR			
		1	2	3	4
	<b><i>KNOWLEDGE &amp; SKILL</i></b>				
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.				
	<b><i>ATTITUDE</i></b>				
6	Saya mengerjakan proyek dengan sungguh-sungguh.				
7	Semua hasil yang saya laporkan adalah murni usaha saya sendiri.				
8	Saya meluangkan cukup waktu untuk selangkah lebih maju setiap minggunya.				
9	Apa yang sudah saya lakukan?				
	Apa yang akan saya lakukan selanjutnya?				

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

### 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:	Gambar
2.				
3.				
4.				
5.				
6.				

### B. PENILAIAN HASIL

#### 3) *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 mampu memilih pilihan kata dengan tepat				
3	Siswa mampu menulis tata bahasa dengan benar				
4	Siswa disiplin melaporkan setiap proses yang ditentukan sesuai dengan waktu yang diberikan				
5	Siswa bertanggung jawab dengan pengumpulan artikel sesuai dengan waktu yang diberikan				
<b>CATATAN GURU:</b>					

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

**APPENDIX 2:**

**TEACHER QUESTIONNAIRE – FOR TEACHERS OF ENGLISH**

(Questions partly adapted from the Swedish Self-Assessment Material and the Swedish National Evaluation 1998)

Name: ..... Date: .....

Male       Female

City/town: .....

I teach at  senior high school  junior high school       vocational high school

other: .....

I have taught English for \_\_\_ year(s) in .....

▪ **Questions about Assessment in General**

1. Do you use student assessment in your class(es)?

Yes       No

2. If yes, are they assessed by...

	Always	Often	Sometimes	Never
Self-assessment?	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
Peer-assessment? <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Portfolio assessment?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

instrument?

(.....)

3. Do you usually assess students competence (**knowledge, skill, attitude**)?

Yes       No

4. How do you assess students' **knowledge**?

.....

5. What instrument of assessment of **knowledge** do you usually use?

.....

6. How do you assess students' **skill**?

.....

7. What instrument of assessment of **skill** do you usually use?

.....

8. How do you assess students' **attitude**?

.....

9. What instrument of assessment of **attitude** do you usually use?

.....

10. How do you assess students' performance after learning 1 unit?

.....

11. How do you assess students' performance in the mid-semester?



.....  
 12. How do you assess students' performance in the end of semester?

.....  
 13. Who, do you think, can best assess what the students have learned?

the student                       the teacher                       the group members

Because .....

14. Are there any difficulties in assessing students' competence (knowledge, skill, and attitude)?

Yes                                       No

15. If Yes, what are they?  
 .....

**B. Questions about the Assessment Model**

*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.					
10	The self assessment model needs revision.					
	The revision is on ..... ..... .....					

No	Statements	Totally disagree ←→Totally agree				
		1	2	3	4	5
11	The peer assessment model needs revision.					
	The revision is on ..... ..... .....					
12	The portfolio assessment model needs revision.					
	The revision is on ..... ..... .....					

What is your suggestion to this assessment model?

.....  
.....

**APPENDIX 3:**

**Raw Data Results**

	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q 11	
<b>P1</b>	0	-1	-1	1	1	1	-1	0	2	2	-1	
<b>P2</b>	2	1	0	1	1	1	1	0	1	0	0	
<b>P3</b>	0	-1	1	-1	0	1	-1	0	2	2	1	
<b>P4</b>	0	0	-1	0	-1	0	0	-1	1	0	0	
<b>P5</b>	0	0	-1	-1	-1	0	0	-1	2	1	0	
<b>P6</b>	0	0	0	0	0	0	0	0	1	0	-1	
<b>P7</b>	2	-1	-1	-1	-1	-1	-1	-1	2	0	-2	
<b>P8</b>	1	0	0	1	1	1	1	1	1	1	1	
<b>P9</b>	1	0	0	-1	-1	0	0	0	2	1	0	
<b>P10</b>	1	0	-1	-2	-1	1	0	0	2	2	0	
<b>P11</b>	2	0	0	0	0	1	1	1	1	-1	0	
<b>P12</b>	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	<b>0.28</b>

**P: Participant**

**Q: Question**

# Project-Based Assessment Models for Senior High School Grade XI

**Vivi Muryanti**

Sanata Dharma University

e-mail: Vivi\_tinami@yahoo.com

## 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: *project-based learning, Curriculum 2013, assessment models, 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	Q11	
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	<b>0.28</b>



### 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
	<b>KNOWLEDGE &amp; SKILL</b>				
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.				
	<b>ATTITUDE</b>				
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
	<b><i>KNOWLEDGE &amp; SKILL</i></b>				
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.				
	<b><i>ATTITUDE</i></b>				
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
	<i><b>KNOWLEDGE &amp; SKILL</b></i>				
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				
	<b>CATATAN GURU:</b>				

**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
	<b>KNOWLEDGE &amp; SKILL</b>				
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.				
	<b>ATTITUDE</b>				
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
	<b>KNOWLEDGE &amp; SKILL</b>				
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.				
	<b>ATTITUDE</b>				

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
<b><i>KNOWLEDGE &amp; SKILL</i></b>					
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.				
<b><i>ATTITUDE</i></b>					
7	Siswa berlatih untuk peran yang dimainkan dengan sungguh-				



	sungguh,				
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
	<b><i>KNOWLEDGE &amp; SKILL</i></b>				
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.				
	<b><i>ATTITUDE</i></b>				
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
	<i><b>KNOWLEDGE &amp; SKILL</b></i>				
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.				
	<i><b>ATTITUDE</b></i>				
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.				
	<b>ATTITUDE</b>				
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
	<b>KNOWLEDGE &amp; SKILL</b>				
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				
	<b>ATTITUDE</b>				
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
	<b>KNOWLEDGE &amp; SKILL</b>				
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				
	<b>ATTITUDE</b>				
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
	<b>KNOWLEDGE &amp; SKILL</b>				
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				
	<b>ATTITUDE</b>				
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 (2<sup>nd</sup> 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://filcccu.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 applicalbe 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
	<b><i>KNOWLEDGE &amp; SKILL</i></b>				
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.				
	<b><i>ATTITUDE</i></b>				
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
	<b><i>KNOWLEDGE &amp; SKILL</i></b>				
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				
	<b><i>ATTITUDE</i></b>				
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				
	<b>CATATAN GURU:</b>				

2) *PROGRESS TEST*

3) *MID-SEMESTER TEST*

4) *FINAL TEST*

# An Evaluation Model of Problem-Based Learner Assessment in Curriculum 2013

**Yunita Rizky Wijayanti**

Sanata Dharma University

e-mail: yunitarw@gmail.com

## ABSTRACT

Curriculum 2013 has just been implemented at schools in Indonesia, and its implementation has brought pros and cons among academicians. One of the major constructive criticisms related to the implementation of curriculum 2013 deals with the application of the creation. Bloom claims that creating places the top level among the thinking skills (Pohl, 2000). Furthermore, Dyers (2011) states that the main goal of each learning process is to improve the learners' creativity. This paper focuses on the evaluation of learner assessment; hence, it aims to propose an alternative model of learner assessment based on curriculum 2013 by focusing on the concept of scientific approach especially on creation and also the concept of positivism. Moreover, the result of Forum Group Discussion (FGD) shows positive feedback. The findings obtained from FGD generally show more positive feedback than the negative one. In brief, it can be concluded that the model has been better because it provides creation, clear description, and it may encourage building positive characters of the learners.

*Keywords: evaluation model, problem based, learner assessment, creation, scientific approach, positivism*

## INTRODUCTION

Learner assessment in curriculum 2013 implements the concept of authentic assessment. In fact, the implementation of the assessment brings pros and cons which has been the hot issues nowadays. Curriculum 2013 certainly has the great goals which may shape learners' characters being the ones who have strong belief in God, who have great moral values, who are confident, who are responsible in interacting effectively to their social and natural environment (*Modul Guru Kelas SD*, 2014). However, the assessment is believed has not really implemented the scientific approach which is used to build the learners' creativity since it does not provide opportunity to express their ideas

freely. Moreover, the assessment may lead the problems as it assesses the learners' weaknesses or their low achievement. It may bring negative impacts to the psychology of the learners. Therefore, this study is aimed to propose the alternative model to improve the learner assessment in curriculum 2013 by implementing the concept of creation in the scientific approach and the concept of positivism to reduce the negative assessment to the learners.

### **Problem-Based Learning**

Problem-Based Learning (PBL) is an educational approach whereby the problem is the starting point of the learning process. (Graaf & Kolmos, 2003). Problem-Based

Learning (PBL) is an instructional (and curricular) learner-centered approach that empowers learners to conduct research, integrate theory and practice, and apply knowledge and skills to develop a viable solution to a defined problem (Sarvery, 2006). According to Barrows (2000) and Torp and Sage (2002), PBL is focused, experiential learning organized around the investigation, explanation, and resolution of meaningful problems (Silver, 2004).

In this study, the problem of the research is what best model may be proposed to improve the quality of learner assessment in curriculum 2013. The more particular problems found are related to the missing aspect of creativity which belongs to the scientific approach, the concept of positivisms which is considered important to build learners' characters, yet it has not been implemented in the learner assessment in curriculum 2013, and the last problem is how to improve the efficiency in implementing the learner assessment.

### **Evaluation**

Thorpe (1988) defines evaluation as "the collection, analysis and interpretation of information about any aspect of a program of education or training, as part of a recognized process of judging its effectiveness, its efficiency and any other outcomes it may have". Tyler (1950) illustrates evaluation as "the process of determining the degree to which goals of a programme have been achieved". He sees evaluation as a measure of the success of the outcome of a programme. Evaluation in TESOL settings is a process of collecting, analyzing, and interpreting information about teaching and learning in order to make informed decisions that enhance student achievement and the success of educational program (Rea-Dickins & Germaine 1993; Genesee & Upshur 1996; O'Malley & Valdez-Pierce 1996) (Carter & Nunan, 2001, p 144). Knox (2002) claims that evaluation is valuing. Evaluation

procedures aim to make the valuing process explicit to enable stake-holders to make valid judgments and relate them to educational decisions.

Dealing with the term of evaluation, this study investigates of how the model is valued. In other words, it is aimed to describe how well the model contributes to reach the goals of curriculum 2013. In brief, the study is conducted to illustrate the effectiveness and the efficiency of the model.

### **Authentic Assessment in Curriculum 2013**

The authentic assessment means the significantly meaningful measurement of the learners' learning achievement in their attitude, skill, and knowledge. Authentic refers to original, concrete, valid, and reliable. The process of authentic assessment based on curriculum 2013 should support creation such as assessing using portfolio, containing questions which do not have the single correct answer, still giving scores to the uncommon answers, assessing the process not only the result, and conducting spontaneous assessment (*Modul Guru Kelas SD*, 2014). In other words, it is expected that the learners may have space to express their answers freely.

The techniques which are applied in authentic assessment consist of three types. The first technique is direct measurement of the learners' skill related to the long period goal of education such as the success in the working place. Another technique is the assessment of the assignments which require wide involvement and complex works. The last technique is the analysis of the process used to derive the learners' response of their attitude, skill, and knowledge. The authentic assessment may be used to decide the best ways to lead the learners achieving their final goal to which each learner may demand different period of time to achieve. The integrated skill, knowledge, and

attitude may be achieved by accomplishing the assignments given which require the learners' active and creative participation. It is completely important to involve the learners in accomplishing the authentic assignments given to shape their character development. The authentic assessment encourages learners to construct, organize, analyze, synthesize, clarify, and evaluate information to transform it into their new knowledge. (*Modul Guru Kelas SD*, 2014)

The authentic assessment of the model uses the same aspects of attitude, skill, and knowledge which are used in the learner assessment in curriculum 2013. For the aspect of attitudes, it has nine aspects assessed: respect, care, honest, discipline, confidence, responsible, team work, peace, and communicative. For the aspect of knowledge, it assesses the aspects of communicative purpose, the structure of the text, lexicon, and semantics. For the aspect of writing skill, it assesses work originality, title, the structure of the text, lexical resource, semantics, spelling, and neatness. Lastly, for the aspect of the speaking skill, it assesses learners' pronunciation, intonation, fluency, and accuracy. However, the model tries to propose the format of assessment using the concept of creation in the scientific approach and the concept of positivism.

### **Creation in the Scientific Approach in Curriculum 2013**

Curriculum 2013 applies scientific approach which aims to improve the learners' skill, attitude, and knowledge. The attitude are implemented and assessed through the activities in class as well as in their daily life like how well they receive the lesson, do the tasks enthusiastically, and respect their friends, teachers, and other people. The knowledge is implemented and assessed through the activities such as "remembering the material of the lesson, understanding the material, and applying what is understood, analyzing, evaluating,

and creating." The skills are implemented and assessed through activities like observing, questioning, implementing, associating, and communicating (Kementrian Pendidikan dan Kebudayaan, 2013c).

Creation takes an important role in education as it is the highest level of the phases to reach the goals of curriculum 2013. It demands the space which stimulates the learners to implement and to transform what they have learned freely to express their creativity. Hence, the learning process of the scientific approach encourages creativity (Saddhono, 2013).

The Revised Bloom's Taxonomy (RBT) provides the measurement tool for thinking. The phases of the Revised Bloom's Taxonomy (RBT) include remembering → understanding → applying → analyzing → evaluating → creating. The main focus of Bloom's Taxonomy is to improve student learning and thinking. Creating is the highest level among the thinking skills (Pohl, 2000).

Dyers' point of view to support learners' creativity in learning is in line with Bloom's. Dyers reviews that two thirds of one's creative ability is obtained through education, while the rest (one third) of it is related to his gene. Hence, Dyers claims that each learning process using scientific approach focuses to improve the learners' creativity. Those phases involve observing → questioning → experimenting → associating → communicating (Dyers, 2011).

Hence, this study is conducted to propose a model which is designed to provide space for learners to express freely what they know and what they have done related to attitude, skill, and knowledge. The model may encourage the learners to be as creative as they can, and the teachers are expected to direct them to explore their creativity in positives ways and also to make improvement.

## Positivism

The model applies the concept positivism initiated by Aguste Comte. Positivism appreciates the progress of the process not the final results. It also focuses to positive sides of the learning process. In other words, it provides more appreciation on their process not their results. Positivism means it does not focus on what learners cannot do, but it focuses on what learners have achieved. Bevir (2010) states the last target of logical positivism is to make an improvement of 'a constitutive system' by substituting the term of 'low level' to the more neutral language which refers to directly to their experience to reach more neutral language to avoid the arising problems (p. 5).

In addition, using the format of the model it is expected to reduce the teachers' burden dealing with memorizing the very detail progress of each student which may bring them to put personal judgments which may tend to be negative to learners. It is believed that in assessing the learners, it will be more effective and efficient if the assessment applies positivism since it is not necessary to judge or score the learners' weaknesses, yet the teachers may lead and support those learners to make better progress in the future. Furthermore, it may shape the learners' mindset to always focus on the progress they have achieved and then evaluate it not on what they have not been able to achieve yet. Comte (1971) as cited in Wibisono's *Arti Perkembangan Menurut Filsafat Positivisme* Auguste Comte (1982) defines characteristics of positivism as follows:

... that all characteristics of Positivism are summed up in its motto 'Order and Progress', a motto which has a philosophical as well as political bearing, and which I shall always feel glad to have put forward. Positivism is the only school which has given a definite significance to these two

conceptions, whether regarded from their scientific or their social aspect" (p. 57)

Accordingly, the study is proposed a model which reduces or dismisses the negative labeling to the learners. In other words, this model eliminates the low scores given to the learners, yet it uses the more neutral language instead to prevent the existing problems. Moreover, it also has belief to direct the learners to apply the concept of positivism as their habit which is applied in their daily life to build the more positive characters.

## METHODOLOGY

This study aims to propose the model as the improvement of the learner assessment in curriculum 2013. Borg, Gall, & Gall (2007) claim that educational Research and Development (R n D) may improve education in that it involves a close connection between systematic program evaluation and program development. Accordingly, it used Research and Development (R n D) method to provide the description of the alternative model which implements the concept of creation in the scientific approach and the concept of positivism. This study used questionnaire and Focus Group Discussion (FGD) to collect the data, verbal and numerical data. In order to achieve the goals of this study, a series of procedures were taken to conduct the pilot study: conducting need analysis, formulating the goal, conducting a library study, determining the materials and designing the first model, consulting the first model in FGD, analyzing the result of FGD, re-designing a better model based on questionnaire, general feedback from FGD and the concepts. By implementing those steps, it is expected that the result of this study may contribute to bring more benefits and improvement to reach the highest learning level of the students and to reduce

the teacher's burden in implementing the learner assessment.

Conducting need analysis is considered necessary in order to collect data about the existing problem related to the implementation of learner assessment in curriculum 2013 gained from the discussion with lecturer and teachers and also collected from other sources such as journals, articles, and books. Next, the finding problems were used to formulate the goal of this study which aims to discover the conceptual and pre-iconic model of problem-based learner assessment in curriculum 2013. After that, for gaining the best conceptual model, it was certainly important to deal with as many literature studies as possible such as reading more related journals, articles, and books. Before creating the best conceptual model, designing the pre-iconic model which was the prototype of the problem-based learner assessment was conducted. The next step was consulting the first model to the experts who were the lecturer and the English teachers of Junior and Senior High Schools attending in FGD. Finally, revising the model was taken based on the feedback gained from FGD.

The data was obtained from the discussion in the event namely *Colloquium Series on Current Events in English Language*

*Studies* (COSCE-ELS) held on Friday, October 10, 2014 at Sanata Dharma University. The participants of Focus Group Discussion (FGD) consisted of six English teachers of high schools in Yogyakarta and twelve students of the Graduate Program of English Studies, Sanata Dharma University. The participants of FGD discussed the alternative model of learner assessment using the aspect of creation of the scientific approach and using the concept of positivism, and they also compared it with the learner assessment used in curriculum 2013. This study used questionnaire which consists of six closed-ended questions to get the quantitative data and two open-ended questions as the instrument to collect the data to get the qualitative data.

## RESULT AND DISCUSSION

The following table (table 1) shows the result of six closed-ended statements of the questionnaire distributed in the Focus Group Discussion (FGD), and it is discussed in more detail explanation supported by the reasons of the respondents stating their opinion during the discussion in FGD. This part also provides the summary of two open-ended questions of the questionnaire gained from FGD.

No	Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
1	The implementation of the model is more efficient inasmuch as the teachers take role as facilitators and as the ones who give feedback not as the ones who directly assess the learners.	28%	44%	17%	0%
2	The format of the model may provide creation to the learners.	17%	66%	17%	0%
3	The format of the model may provide clearer description of the learners' understanding of the attitude, skills, and knowledge aspects which are assessed.	17%	72%	11%	0%
4	The format of the model may provide the	11%	83%	6%	0%



	description of the authentic daily life implementation of the learners' attitude.				
5	The implementation of the model may provide more appreciation to the progress not to the final result of the learners.	17%	66%	11%	0%
6	The model may provide better format and implementation than the learner assessment in curriculum 2013.	6%	56%	17%	0%

**Table 1. The data gained from the closed-ended of the FGD questionnaire**

From the first statement of the table, it shows that the highest percentage, 44% of the participants of FGD agreed that it is efficient to implement the model of the learner assessment since practically the teachers do not function as the ones who assess by completing the narrative learner assessment in detail for each student, yet the teachers mainly controls how the learners do the assessment. Furthermore, 28% of them put highly appreciation to the efficiency of the model.

From the table, the result of the respondents' opinion of the second statement illustrates that most of the participants, 66% of them agreed that the model supports creation to the learners. Moreover, 17% of them strongly believed that the model may stimulate learners' creativity in doing the assessment because it applies narrative description to assess and it will not limit their learners' opportunity to express their answers in the assessment.

From the third statement of the table, it can be derived the description that the model certainly believed that it can used as an instrument to monitor the students' understanding of the aspects assessed in attitude, skills, and knowledge by analyzing the learners' ideas in completing the form of assessment. Most of them agreed (72%) about it, and 17% of them stated that they strongly believed in the model may function as the instrument to check the learners' understanding of the aspects assessed.

Dealing with the respondents' opinion on the role of the model in reflecting the learners' attitude in their daily life, it shows that 83% of them agreed that the model may function as the instrument which describes the learners' implementation of daily life activities related to the aspects assessed. In addition, 11% of them strongly agreed about it because the assessment functions as their reflection of what they did related to the aspects assessed.

The table also gives information that 66% of them agreed that the model implements the concept of positivism which means appreciates to the progress of the learners not to the final result. Besides, 17% of them put higher belief that the implementation of the model really supports the learners to build more positive characters since it reduces or even tries to eliminate the negative judgment, yet it provides more neutral language which may prevent the arising problems or effects to the learners.

The last statement of the table provides such conclusion which states that the model may improve the learner assessment in curriculum 2013 as 56% of them agreed about it, and 6% of them even strongly believe that the model really promotes creation and applies the concept of positivism which may bring more benefits to both learners and teachers.

In the open-ended questions of the questionnaire, some participants of FGD gave more detail description of the model and some suggestions related to the

implementation of the model. A respondent stated that it will be better if the model is completed with the samples of how to fill in the form of the assessment so that the learners may not get confused with it. Another respondent suggested that the implementation of the assessment of the attitude may be conducted partially related to the materials discussed at that time. For example, when the materials discussed about greetings, the learners may fill in the aspects of assessment on the implementation of respect, care, and communicative. In other words, it is not necessary to complete the whole aspects assessed all at once, yet the implementation of the assessment may adjust the aspects assessed to the materials conducted at that moment. A respondent said that it is good to have learner assessment as the model since it may monitor the learners' progress in more detail, yet another respondent mentioned that it may take time to complete the form using narrative model.

Finally, the model is considered contributing such a better learner assessment since it not only transforms the concept of assessment based on positivism belief but also accommodates students' creativity to share their ideas related to the. It is selected because it tries to appreciate more to the learners' progress. Therefore, the model would like to put teachers' role as controllers who direct the learners when they are on the wrong direction. Besides, teachers play role as the ones who give feedback of the learners' assessment not as the ones who directly assess the learners' knowledge, skill, and attitude.

## CONCLUSION

By focusing on the concept of scientific approach especially creation and also the concept of positivism, the model of learner assessment has been a better instrument to assess the learners' knowledge, skill, and attitude inasmuch as it provides more

spaces to the positive aspect that is appreciation not negative label attached to the learners of what they have achieved. Furthermore, the result of FGD shows the positive feedback on the model. The findings obtained from FGD show that 1) it is more efficient to implement the model to assess learners, 2) assessing learners using the model may accommodate learners' creativity, 3) it may provide better description of the learners' understanding related to the aspects which are assessed, 4) it truly applies daily life implementation of the learners, 5) it appreciates more of what the learners have achieved, and 6) the model may complete the ones applied in curriculum 2013 to achieve the goals of the implementation of curriculum 2013.

From the open-ended questions of the questionnaire, it can be concluded that 1) the model should be completed with the samples of how to fill in the form the avoid the learners' confusion, 2) the assessment of the attitude aspects may be conducted partially adjusted to the materials discussed, 3) the model gains good and bad feedback related to the narrative model applied in the assessment, 4) the model may function as good monitor of the students' progress in more detail.

## REFERENCES

- Bevir, M. (2010). *Encyclopedia of Political Theory*.<http://www.murzim.net/Articles/positivism.pdf> (Retrieved: October 31<sup>st</sup>, 2014).
- Borg, W.R., Gall, M.D., & Gall, J.D. (2007). *Educational research: An introduction*. 8<sup>th</sup> Ed. New York and London: Pearson Education, Inc.
- Carter, R. & Nunan, D. (2001). *The cambridge guide to teaching English to speakers of other languages*. NY: Cambridge University Press.

- Ellington, H. & Earl, S. (1996). *Evaluating the effectiveness of the teaching/learning Process*. <http://www2.rgu.ac.uk/celt/pgcerttlt/evaluating/eval.htm>(Retrieved: September 1<sup>st</sup>, 2014).
- Graaf, E. D. & Kolmos, A. (2003). *Characteristics of problem-based learning*. <http://www.bygg.ntnu.no/pbl/euceet/References/KolmosdeGraaff.pdf>(Retrieved: November 5th, 2014)
- Hmelo-Silver, C.E. (2004). *Problem-based learning: What and how do students learn?* [http://kanagawa.lti.cs.cmu.edu/olcts09/sites/default/files/Hmelo-Silver\\_2004.pdf](http://kanagawa.lti.cs.cmu.edu/olcts09/sites/default/files/Hmelo-Silver_2004.pdf) (Retrieved: November 5th, 2014)
- Kementrian Pendidikan dan Kebudayaan. (2013c). *Peraturan Menteri Pendidikan Dan Kebudayaan No 65 Tentang Standar Proses Pendidikan Dasar Dan Menengah*. Jakarta: Depdikbud.
- Knox, A.B. (2002). *Evaluation for continuing education*. San Francisco: Jossey Bass A Willey Company.
- Saddhono, K. (2013). *Pendekatan scientific pada mata pelajaran Bahasa dan Sastra Indonesia Sekolah Menengah Pertama dalam Kurikulum 2013*. Makalah PIBSIXXXV 2013.
- Sarvery, J. R. (2006). *Overview of problem-based learning: Definitions and distinctions*. <http://docs.lib.purdue.edu/cgi/viewcontent.cgi?article=1002&context=ijpbl>(Retrieved: November 5<sup>th</sup>, 2014)
- Tyler, R. W. (1950). *Basic principles of curriculum and instruction*. Chicago: University of Chicago Press.
- Wibisono, K. (1982). *Arti perkembangan menurut filsafat positivisme Auguste Comte*. Yogyakarta: Gajah Mada University Press.
- Wibisono, K. (2014). *Modul Guru Kelas SD*. Panitia Sertifikasi Guru Rayon 138. Universitas Sanata Dharma & Universitas Sarjanawiyata Tamansiswa.

**APPENDIX 1: A MODEL OF LEARNER ASSESSMENT**

1. TABEL PENILAIAN DARI ASPEK SIKAP ASPEK SIKAP:
  - A. PENILAIAN DIRI
  - B. PENILAIAN TEMAN SEJAWAT
2. TABEL PENILAIAN DIRI ASPEK PENGETAHUAN DAN KETERAMPILAN
3. TABEL PENILAIAN SEJAWAT ASPEK PENGETAHUAN ATAU KETERAMPILAN (JIKA DIPERLUKAN/SITUATIONAL)

**1.A. TABEL PENILAIAN DIRI DARI ASPEK SIKAP**

Nama:

NIS:

No	Aspek yang dinilai	Sikap/Tindakan	Teacher's comment
1	Santun (respect)	1. 2. 3. 4. 5.	
2	Peduli (care)	1. 2. 3. 4. 5.	
3	Jujur (honest)	1. 2. 3. 4. 5.	
4	Disiplin (discipline)	1. 2. 3. 4. 5.	
5	Percaya diri (confidence)	1. 2. 3. 4. 5.	
6	Bertanggung jawab (responsible)	1. 2. 3. 4. 5.	

7	Kerja sama (team work)	1. 2. 3. 4. 5.	
8	Cinta damai (peace)	1. 2. 3. 4. 5.	
9	Berkomunikasi baik (communicative)	1. 2. 3. 4. 5.	

**1.B. TABEL PENILAIAN TEMAN SEJAWAT DARI ASPEK SIKAP**

Nama:

NIS:

No	Aspek yang dinilai	Sikap/Tindakan	Teacher's comment
1	Santun (respect)	1. 2. 3. 4. 5.	
2	Peduli (care)	1. 2. 3. 4. 5.	
3	Jujur (honest)	1. 2. 3. 4. 5.	
4	Disiplin (discipline)	1. 2. 3. 4. 5.	

5	Percaya diri (confidence)	1. 2. 3. 4. 5.	
6	Bertanggung jawab (responsible)	1. 2. 3. 4. 5.	
7	Kerja sama (team work)	1. 2. 3. 4. 5.	
8	Cinta damai (peace)	1. 2. 3. 4. 5.	
9	Berkomunikasi baik (communicative)	1. 2. 3. 4. 5.	

Penilai

Nama :

NIS :

**APPENDIX 2: TABEL PENILAIAN DIRI DARI ASPEK PENGETAHUAN DAN KETERAMPILAN**

Materi : (e.g. CAN YOU PLAY THE GUITAR?)

Nama:

NIS:

- a. Seberapa baik pemahaman Anda terhadap materi (e.g. 'I CAN PLAY GUITAR')?
- b. Seberapa baik keterampilan Anda dalam listening, reading, writing dan speaking terhadap materi (e.g. 'I CAN PLAY GUITAR')?

No	Student's comment	Teacher's comment
a		
b		

**3. PENILAIAN SEJAWAT PADA ASPEK KETERAMPILAN UNTUK KEMAMPUAN MENULIS**

Nama/ kelompok:

NIS:

No	Aspek yang dinilai	Student's comment	Teacher's comment
1	Original penulisan		
2	Kesesuaian isi dengan judul		
3	Keruntutan text		
4	Pilihan kosakata		
5	Pilihan tata bahasa		
6	Penulisan kosakata		
7	Kerapihan tulisan		

**APPENDIX 3: QUESTIONNAIRE**

Beri tanda centang (√) pada kolom kiri berdasarkan pendapat Anda terhadap pernyataan berikut ini.

Keterangan:

- 1 : Sangat Tidak Setuju
- 2 : Tidak Setuju
- 3 : Setuju
- 4 : Sangat Setuju

No	Pernyataan	Setuju ↔ Tidak setuju			
		4	3	2	1
1	Penerapan penilaian pada model lebih efisien karena fungsi guru tidak menilai akan tetapi lebih berperan sebagai fasilitator and pemberi feedback.				
2	Sistem penilaian pada model lebih memberi ruang kreativitas pada siswa.				
3	Sistem penilaian pada model lebih memberikan gambaran pemahaman siswa terhadap aspek sikap yang dinilai.				
4	Sistem penilaian pada model lebih memberikan gambaran penerapan sikap siswa terhadap aspek sikap yang dinilai dalam kehidupan nyata sehari-hari.				
5	Sistem penilaian pada model lebih memberikan apresiasi pada perkembangan siswa bukan pada hasil akhir.				
6	Penilaian siswa pada model lebih baik daripada penilaian siswa pada kurikulum 2013.				

1. Bagaimana pendapat anda tentang alternative model yang kami ajukan?

---



---



---



---



---



---

2. Menurut anda apa kelemahan dan kelebihan alternative model yang kami ajukan?

---



---



---



---



---