

AUTHENTIC ASSESSMENT AND THE IMPLICATION TO STUDENTS' SELF-ESTEEM IN TEACHING ENGLISH AT SENIOR HIGH SCHOOL

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Abstract: Authentic assessment in curriculum 2013 is divided into some aspects. The assessments are covered into project report, students' portfolio and students' behavior. Authentic assessments encourage teachers to observe the progress of each student during the learning process. This assessment also encourages students to explore their learning experience in various ways. The activities designed to optimize students' capacity are recorded by teachers in assessment rubrics. Students' self esteem, which is defined as the positive or negative evaluation of self, occurs naturally. The authentic assessment shows the result of the students' capacity in the participation during the learning process. Students' self esteem is shown whether students feel worthy about themselves. In authentic assessment, teacher does not only have great responsibility in judging the students but also in guiding the students to make progress during the learning process. Based on the curriculum 2013, authentic assessment has purpose to motivate students in participating much during the lesson. This paper describes the implication of authentic assessment to students' self esteem.

Keywords: *authentic assessment, self esteem*

Introduction

The change of curriculum has become the periodic program. The curriculum should be changed due to many reasons. Curriculum is changed to meet the needs from various parties. In the end 2012, government has published the new curriculum to be applied for the next academic year. Curriculum 2013 promotes the new approaches in teaching method which has been renewed the concept as holistic approach in developing the competence of students. The new approaches in curriculum 2013 gives the impact for the assessment of the students. Authentic assessment has become the prior change of the curriculum. The new concept of idea in developing students' competence covers in authentic assessment. Authentic assessments capture students's knowledge, deep understanding, problem-solving skills, social skills and attitudes that are used in the real-world.

Prendeville and Wellman (2011) defined that authentic assessment is a process of gathering information through which the skills and needs of a student are identified with respect to the language and curricular demands they will encounter. Authentic assessment refers to assessment tasks that resemble reading and writing in the real world and in school (Hiebert, Valencia & Afflerbach, 1994; Wiggins, 1993). Authentic assessments include oral performance (interviews, story/text telling), writing samples, project/exhibitions, experiments/demonstrations, constructed-response items, teacher observations, and portfolios, self-assessment and peer-assessment (O'Malley and Prince, 1996, Brown, 2004). In oral interview, students respond orally to the teacher's questions about the range of topic, then teacher determines students' comprehension or command in many aspects of language. In constructed-response items, students read and review textual materials and respond to a series of open-ended questions eliciting comprehension and higher-order thinking.

According to Wiggins (1990), authentic assessment is designed to:

1. make students successful learners with acquired knowledge
2. provide students with a full range of skills. (e.g research, writing, revising, oral skills, debating and other critical thinking skills).
3. demonstrate whether students can generate full and valid answers in relation to the task challenge at hand.
4. provide reliability by offering suitable and standardized criteria for scoring such tasks and challenges.
5. give the students the chance to 'rehearse' critical thinking in achieving success in their future adult and professional lives.
6. allow for assessment that meets the needs of the learners by giving authenticity and usefulness to results while allowing students' greater potential for improving their learning and teachers more flexibility in instruction.

5 Dimensions of Authentic Assessment adapted from Gulikers, Bastiaens, & Kirschner (2004), are:

1. Assessment tasks should be relevant and represent the knowledge and skills that the child needs to learn.
2. The physical environment should represent the way that the skills are actually used.
3. The social context should also represent the way the skills will be used.
4. The assessment result should incorporate the performance that is required of the child.
5. The criteria should be based on the level of performance indicated by the standards.

Kohonen (1999) offers 13 ways of summarizing of the contrast this approach with traditional standardized testing.

Standardized Testing	Authentic Testing
1. Testing and instruction are regarded as separate activities.	Assessment is an integral part of instruction
2. Students are treated in a uniform way.	Each learners is treated as a unique person.
3. Decisions are based on a single sets of data (test scores).	Provide multiple sources of data; a more informative view.
4. Emphasis on weakness or failures: What students cannot do.	Emphasis on strengths/progress: What learners can do.
5. One-shot exams.	Ongoing assessment
6. Cultural/Socio-Economic bias.	More Culture-fair.
7. Focus on one 'right answer'.	Possibility of several perspectives.
8. Judgement without suggestions for improvement.	Useful information for improving/guiding learning.
9. Pressure teachers to narrow teaching to what is tested.	Allows teacher to develop meaningful curricula.
10. Focus on lower-order knowledge and skills.	Emphasis on higher-order learning outcomes and thinking skills.
11. Forbids the students to interact promotes comparison between the students (norm-referencing).	Encourage collaborative learning compares learners to their own past performances and the aims.
12. Intrinsic learning for a grade.	Extrinsic learning for its own sake.

Authentic Assessment in Curriculum 2013

Based on the Implementation Guidelines of the Curriculum 2013, it is stated that: 1) assessment is directed to measure student's competence stated in the curriculum, 2) it is basically criterion-referenced assessment, 3) it is an ongoing process, that all indicators are assessed, and then analyzed to see what have been or have not been achieved by students, and then to locate students' difficulties in achieving the competence, 4) the result of the assessment is used to give feedbacks and follow-up activities for students to reach the competence. The assessment mentioned in curriculum 2013 shows that teachers have great responsibility in completing student's competence in any kind of difficulties.

The application of the assessment in curriculum 2013 is divided into three types: 1) performance assessment, 2) project assessment, 3) portfolio assessment, 4) written assessment.

Performance assessment is assessed during the learning process which is covered:

1. the attitude to the lesson.
2. the attitude to the teacher.
3. the attitude towards the learning process.
4. the attitude within the value or the norms dealing with the lesson.

This kind of assessment is resulted from the observation, direct questions, and individual report.

Project assessment is the assessment of the task to be completed by students by period/time. Completion of task is an investigation conducted by the students ranging from planning, data collection, organization, processing, analysis and presentation of data.

There are three things to be concerned by teachers in project appraisal:

1. Skills of learners in selecting a topic, searching and collecting data, processing and analyzing, giving meaning to the information obtained, and writing reports.
2. Appropriateness or relevance of the learning material toward development of attitudes, skills and knowledge required by learners.
3. Authenticity of the learning project undertaken or produced by learners.

Portfolio assessment is an assessment of the collection of artifacts that show progress and appreciated as the work of the real world. Portfolio assessment can depart from the work of individual learners or produced in groups, requiring learners reflection, and be evaluated on several dimensions. Portfolio assessment is done by using the following steps:

1. Teachers describe briefly the essence of portfolio assessment.
2. A teacher or a teacher together with students determine the type of portfolio that will be created.
3. Learners, either alone in group, independently or under the guidance of teachers develop their learning portfolio.
4. Teachers collect and store student portfolio in the appropriate place, with a record date of collection.
5. Teacher assess student portfolios with specific criteria. If possible, the teacher together with the students discuss the completed portfolio.
6. Teachers give feedback to learners on the portfolio assessment.

Written test in the form of essay or description requires students to be able to remember, understand, organize, apply, analyze, synthesize, evaluate, and so on, material that has been studied. Written test in the form of description as much as possible to be comprehensive description, so as to describe the realm of attitudes, knowledge, and skills of learners.

The Implication of Authentic Assessment to the Students' Self Esteem

Self Esteem is used to describe a person's overall sense of self-worth or personal value. It can be said that there is no successful learning or affective activity without some degree of self-esteem, self-confidence, knowledge, and belief in capabilities for the activity. William James's (1950, p. 310) stated the definition of self esteem: the ratio of our actualities to our supposed potentialities. According to one definition (Braden, 1969), there are three keys of components of self-esteem:

1. Self-esteem is an essential human need that is vital for survival and normal.
2. Self-esteem arises automatically from within based upon a person's belief and consciousness.
3. Self-esteem occurs in conjunction with a person's thoughts, behaviors, feelings, and actions.

Brown (2000, p.145) suggested a well-accepted of self-esteem in Coopersmith (1967, p.4-5): By self esteem, we refer to the evaluation which individuals make and customarily maintain with regard to themselves, it expresses an attitude of approval or disapproval, and indicates the extent to which individuals believe themselves to be capable, significant, successful and worthy. In short, self-esteem is a personal judgement of worthiness that is expressed in the attitude that individuals hold towards themselves. It is a subjective experience which the individual conveys to others by verbal reports and other overt expressive behavior.

Brown (2000) divided self-esteem into three general levels of self-esteem that have been described in the literature to capture its multidimensionality:

1. General, or global, self-esteem is said to be relatively stable in a mature adult, and is resistant to change except by active and extended therapy. It is the general or prevailing assessment one makes of one's own worth over time and across a number of situations. In a sense, it might be analogized to a statistical mean or median level of overall self-appraisal.
2. Situational or specific self-esteem refers to one's self-appraisals in particular life situations, such as social interaction, work, education, home, or on certain relatively discretely defined traits, such as intelligence, communicative ability, and flexibility. The degree of specific self-esteem a person has may vary depending upon the situation or the trait in question.
3. Task self-esteem relates to particular tasks within specific situation. For example, within the educational domain, task self-esteem might refer to one subject-matter area. In an athletic context, skill in a sport or even a facet of a sport such as net play in tennis or pitching in baseball would be evaluated on the level of task self-esteem. Specific self-esteem might appropriately refer to one's self-evaluation of a particular aspect of the process: speaking, writing, a particular class in second language, or even a special kind of classroom exercise.

The effect of the three levels of self-esteem on language learning process has great involvement in the way how teacher interacts with students in the classroom. Some studies prove that self-esteem has been an important aspect in measuring the success of the language learning. Watkins, Biggs, and Regmi (1991), Brodkey and Shore (1976), and Gardner and Lambert (1972), all included measures of self-esteem in their studies of success in language learning.

The significance of self-esteem in building the self-concept and self-confidence does not only stand in one side of the learners. Authentic assessment which is applied in the new curriculum has given a great responsibility to the teacher for emphasizing student's competency. This kind of assessment has important role in gaining the self-confidence of the students since authentic assessment involves holistic methods of measuring, such as assigning a single score to an overall performance, as opposed to traditional methods of analyzing and scoring individual dimensions. Holistic scoring rubrics often combine a number of elements on a single dimension of performance. But holistic scoring practices can be used to evaluate a limited portion of a person's performance.

Authentic assessment results some teaching techniques in optimizing student's participation in the classroom. Weber (1999, p.117) suggests that if teacher uses problem-solving approach, there are a variety of stages to be considered:

1. Identify the learning outcomes required.
2. determine what tasks the students will be expected to complete in order to fulfill a negotiated contract and meet the desired learning outcomes.
3. Determine what knowledge and skills the student will require to complete the learning tasks.
4. Specify how new knowledge and skill will be demonstrated for the purpose of achieving the learning outcomes.

5. Set out a learning plan for carrying out the contract.
6. Create assessment criteria for this work.

In every step of learning process to result learning outcomes based on the assessment, it is needed the solving conflict from the teacher. In resulting learning outcomes, some conflict may occur in the classroom as the expression of self-esteem of students. Weber (1999, p.129) offers several successful strategies in helping teacher to solve the unique conflicts in small learning groups:

1. Listen to every member. Genuinely hearing others will increase their confidence, acceptance, and success. Problems are more easily solved when people keep open minds and listen to others' perspectives. Listening carefully to others also help to understand and appreciate their feeling.
2. Define responsibility. Whenever one person dominates by doing all the work, others feel less validated and tend to shrink back. At first glance, it may appear that some group members are simply lazy. In reality, students accused of slacking off will tell that somebody else is bossing them without allowing choices or welcoming their contribution.
3. Value each person's gift. People are motivated by unleashing their own individual strengths, not by coasting on another's abilities.
4. Model excellence. Rather than preach to other group members about how to do quality work, group members demonstrate their own willingness to create such work.
5. Promote humor. Humor often prevents and defuses conflicts before they blow up.

On each resolution strategies for problems faced in the classroom dealing with the students' belief and worry about themselves, authentic assessment is always done with feedback of the students. This activity helps students to be more successful in learning process. Andres (1999, p.91) in Brown (2000, p.147) concurred and suggested classroom techniques that can help learners to "unfold their wings". Perhaps these teachers succeeded because they gave optimal attention both to linguistic goals and to the personhood of their students.

Conclusion

The significance of the implementation of authentic assessment in curriculum 2013 implies some solutions for teaching techniques that allow teacher to boost the student's competency and optimize student's participation in learning process. Authentic assessment results in some teaching technique that provides responsibility for the teacher in bringing the students to the success of learning. Student's self-esteem, which grows naturally in each individual, shows in attitude of the students towards the lesson, teacher and their peers. The description of attitude made by teacher in the form of observation is the data that can be described how self-esteem in individual works to bring success for learning outcomes. It also helps teacher to understand the problems faced by the learners and solves the problems so that students can optimize their capacity in achieving their success by their own unique way.

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