NOVICE TEACHERS’ STRATEGY IN ASSESSING PERFORMANCE TASKS BASED ON 2013 CURRICULUM

(A Research-Based Paper)

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NOVICE TEACHERS’ STRATEGY IN ASSESSING PERFORMANCE TASKS BASED ON 2013 CURRICULUM

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Abstract
The implementation of the 2013 curriculum is somehow still confusing for there are many things that are different with the previous curriculum, including the assessments. In 2013 curriculum, the teachers are supposed to use authentic assessments and this kind of assessments raised pros and cons. Three years after the official regulation have been implemented, several studies were trying to find out its current implementation and process. However, many of the previous studies focused at the pilot testing schools as the objects of the study and little had conducted some research on the novice teachers’ perspectives towards this assessment process. This study then investigated the novice teachers’ strategy in assessing students’ performance tasks based on 2013 curriculum. Using survey research design, ten respondents helped to fill out the web-based questionnaires which the results were then analysed statistically. The findings showed that most of the novice teachers had already implemented many kinds of authentic assessment during their teaching process. However, some difficulties were encountered during the assessments of performance-based tasks. It was suggested for the government to give deeper understanding towards the implementation of this newest assessment and also to the school to have the expert and novice teachers work together.

Keywords: novice teachers, authentic assessments, 2013 curriculum

1 INTRODUCTION
As of the end of 2014, the Indonesian ministry of education stated that the schools which had been implementing 2013 curriculum for three semesters were suggested to still execute the newly introduced curriculum for the following semesters. Almost after three years afterward, other schools that have not implemented the curriculum have started to apply the 2013 curriculum as of 2018 all of the schools are required to do it. Comparing the kinds of assessments in 2013 curriculum with the previous ones gives us insight that the kinds of assessments in the new curriculum are quite different. Based on the Ministry of Education regulation No. 81A Year 2013, 2013 curriculum emphasizes on the authentic assessment as one of the assessment characteristics.
Authentic assessment is a kind of assessment that its activities are similar to real-life performance (O’Malley & Pierce, 1996). According to the Ministry of Education regulation No. 81A Year 2013, current curriculum uses authentic assessment that must reflect real-world problems. The techniques to assess students are therefore various including written and oral assessments, products, portfolios, performance tasks, projects, observations, and self-assessments. This study focused on the kinds of performance tasks that novice teachers assigned to the students. Brown (2004) states that performance-based assessment is a type of assessment that involves spoken and written productions, responses in open-ended form, integrated and group performance, and other tasks that require interaction among students.

Some studies related to the assessment based on 2013 curriculum have been carried out by some researchers in many kinds of particular topics. Retnawati, Hadi, & Nugraha (2016) conducted a study to the vocational school teachers and the result showed that the teachers had not fully understood the assessment system that was required by the new curriculum. Similarly, some studies also reported that many English teachers considered the assessments of 2013 curriculum to be very demanding (Nur & Madkur, 2014; Hidayati, 2016). However, a contrast of study is also found. Rukmini & Saputri (2017) investigated that English teachers in a pilot school in Semarang have implemented authentic assessment to measure students’ productive skills. Further study done by Saputra (2016) revealed the way the teacher implemented authentic assessments in some stages and also the types of assessments applied.

Each of the study conducted previously had its different topic and mostly studied on the assessments in general. Moreover, the subjects of the study frequently focused on the teachers who were teaching in pilot schools where 2013 curriculum was being prioritized and tested (Nur & Madkur, 2014; Rukmini & Saputri, 2017) and the teachers were all experts. Little study specified the subject of the study on the novice teachers and in general schools. In fact, novice teachers’ knowledge and perceptions towards the implementation of 2013 curriculum is important as they are the future, potential teachers whose competence is the hope for many. Furthermore, when the novice teacher were given the job, they were directly faced with the real tasks that were usually carried out by expert teachers (Hayes & Chang, 2017). This showed that the novice teachers should have sufficient competence to teach and assess the students based on the current curriculum. It is important then to see the novice teachers’ assessment literacy and competence in implementing 2013 curriculum so that it will give the real insight of what happens in schools in general.
2 RESEARCH METHOD

This study employed a survey research design as the method in researching and presenting the data. Since this study investigated the novice teacher’s practice in assessing students’ performance tasks, it is in line with Creswell’s (2012) definition of survey design in cross-sectional study as it examines current opinions and practices. There were ten participants who voluntarily filled in the open-ended questionnaires distributed through the Internet. All of the respondents were novice teachers who had been teaching for less than five years. Three of the respondents were teaching in junior high school while the rest were senior high school teachers. Based on the result of the web-based questionnaires, the researcher then analysed the data statistically to answer the research questions: 1) what kinds of performance-based assessment do novice teachers give to the students? 2) what strategies do the novice teachers employ in assessing students’ performance tasks? and 3) what challenges do novice teachers encounter in assessing students’ performance tasks?

3 RESULTS

3.1 Kinds of performance-based assessments given by the novice teachers

The performance-based assessments that the researchers referred in this study are the assessments given in speaking and writing tasks. There were many kinds of activities that the novice teachers employed in assessing the students’ speaking and writing ability. In terms of speaking tasks, half of the respondents mentioned that they asked the students to describe people or pictures, do oral presentation, and tell a story as the activities. As many as 40% of the respondents gave the students mini drama or role play as one of speaking activities. Three out of ten teachers stated that they assigned the students to have a dialogue or conversation as speaking practices, too. Other kinds of assessment given to the students were in the form of asking the students to tell their friends about favourite things, give opinion and suggestion, mini debate, repetition, and read aloud.

Meanwhile, for the writing tasks, the respondents gave many kinds of writing activities to assess during the teaching and learning process. Six out of ten respondents had the students describe people or pictures as an activity in writing descriptive texts. Some of them asked the students to write a letter, recount text, report text, and an announcement as a practice. Other kinds of writing task employed were writing a text in order to promote something, discuss about current issues, make a poem, review a film/song/game, construct a procedure text, and write an invitation and memo. One respondent further described that she also asked the
students to make an individual journal about dreams and opinions about school as the writing assessments. In addition, the students were also asked to complete multiple choice questions in their books and the respondent also held individual quiz to assess the students’ writing ability.

3.2 Novice teachers’ strategies in assessing performance tasks

Based on the result of the questionnaires, as many as 80% of the respondents stated that they used rubrics as a means to help them assess the students’ speaking ability. From eight respondents who stated so, six of them made use of both holistic and analytic rubric to assess the students’ speaking tasks and the rest only depended on the analytic rubric. Interestingly, two respondents did not use any rubric to assess the students’ performance in speaking.

In terms of assessing students’ writing ability, after assigning the students to do the aforementioned tasks, similar to those assessing speaking, eight out of ten respondents employed the rubric to help them give grades. Half of the respondents who used rubric stated that both analytic and holistic rubrics were in use depends on the kinds of writing tasks that they assessed. Again, two respondents did not make any use of rubrics to assess students’ writing tasks.

3.3 Novice teachers’ challenges in assessing performance tasks

Of all those kinds of assessments that the respondents implemented in the teaching and learning process, many difficulties were encountered. In terms of assessing speaking, half of the respondents commented that they could not find appropriate rubric to help them assess the speaking ability and assign grades. Because of this, a respondent said that she had to make additional criteria to match the rubric with the speaking tasks that she assessed. Another mentioned that there were too many criteria in the rubric that he found it difficult to complete all the criteria stated in the rubric. Since there were too many things to consider and a lot of number of students that the respondents had to assess, the respondents barely had enough time to assess all of things required. The excess number of the students also made the teachers get difficulty in spotting the mistakes that the students made during the speaking activities.

Classroom management also seemed to contribute the teachers’ difficulty in assessing students’ speaking skill. Two respondents confessed that it was hard to get the students speak out. The students were afraid of making mistakes and they were not confident for having odd accent. The respondent felt that she needed another rater that would be able to help her assess the students’ speaking performance objectively. Other problems dealt with difficulty in
defining criteria or descriptors that were measurable and observable and in designing authentic
assessments. Out of ten respondents, however, only one who had no problem in assessing
students’ speaking ability based on the assignments that she already gave.

As for challenges in assessing students’ writing performance, the problem that most of
the respondents had was related to time management. Five respondents felt that assessing
students’ writing was time consuming. Therefore, this problem also led to the difficulty in
assigning reliable grades, as mentioned by three respondents. They also stated that they needed
a rater that would make the score they gave more valid. Another problem that one respondent
encountered was in terms of making the students understand the topic that they were learning.
However, out of ten respondents, three of them responded that they did not have any difficulty
during the writing assessment process.

Although some of the respondents encountered no problem in assessing students’
speaking and writing performance, it was interesting to find out more about those who faced
some problems in assessing students’ performance ability based on 2013 curriculum. It was
revealed that four respondents got no guidance either from the school administrators or expert
teachers at the school they were teaching. Another four respondents, in contrast, received
some guidance from the expert teachers about the kinds of assessments and the way the
respondents were supposed to assess the students using 2013 curriculum. Two were not sure
about it since they only got guidance partially such as the kinds of assessment that he needed
to conduct but not about the use of the rubric for the assessments. One other involved in in-
house training for the implementation of 2013 curriculum but the material presented in the
training was too general as it was for all of the subjects, not specifically designed for English
only.

Finally, based on those kinds of questions, the respondents were asked to self-evaluate
their knowledge of their competence in assessing students’ performance tasks based on 2013
curriculum. Seven respondents humbly stated that they needed to learn more about the
assessment of 2013 curriculum. Some said that for the curriculum and syllabuses are still
changing from year to year as for revision, they had to keep themselves up to date. In addition,
assessing a language subject was kind of a hard matter as it was different from assessing
science-based subjects such as mathematics. On the other hand, three respondents who felt
that they already had sufficient knowledge in assessing students’ performance tasks argued
that they had enough experiences on assessing students based on 2013 curriculum. One
respondent believed that the advices she got from the teachers, lecturers, and others made her knowledge in assessing students was already sufficient. The other, who received some help from the expert teachers, felt that her assessment literacy of 2013 curriculum was enough as her previous research on assessment proved so.

4 DISCUSSION

The result of the questionnaire gave insight that the respondents implemented many kinds of assessment in the teaching and learning process based on 2013 curriculum instruction. Five most common tasks given which were describing people/pictures, oral presentation, telling a story, mini drama/role play, and dialogue/conversation were types of authentic assessment, as indicated by 2013 curriculum. Other assessments such as telling their friends about favourite things, giving opinion and suggestion, and mini debate were indicated that the respondents already proposed authentic assessments to be implemented in the class. Following what O’Malley and Pierce’s (1996) explanation, story or text retelling and demonstrations were examples of types of authentic assessments. The other aforementioned tasks could also be categorized as authentic since those activities represented what people do in the real world. However, there were two kinds of assessments implemented that did not really emphasized the authentic characteristics which were repetition and reading aloud. These two tasks somehow indicated that there was one respondent who did not use all kinds of activities which were authentic. Despite this difference, in fact, ninety percent of the respondents had already implemented activities that were authentic in the process of speaking assessments during the teaching and learning process.

Related to the kinds of writing assessments, thirteen out of fifteen kinds of aforementioned activities had already met the criteria of authentic assessments. Still referring to O’Malley and Pierce (1996), they mention that writing samples such as generating narrative, expository, persuasive, or reference paper and portfolios are kinds of authentic assessments. One respondent asking the students to make a journal could be a source of portfolios since it would include a lot of students’ writings during the learning process. However, the use of completing multiple choice questions and individual quizzes did not really belong to the kinds of authentic assessments. Using multiple choice questions in assessing writing is kind of indirect testing (Carr, 2011) and it was not a kind of authentic assessments. As the alternative, using guided writing in the writing assessment might give better impact and result as suggested by Indahtriyani, Sada, and Sutapa (2015) whose study
gave positive results in terms of using those kinds of writing technique in 2013 curriculum instruction.

According to the regulation of the minister of education and culture no. 81 year 2013, in addition to using authentic assessment that must reflect real world problems, the assessment process must also use some criteria. In performance-based tasks, the assessment might include the use of checklist and scoring rubric as the means to help the teachers assign reliable grade. The result of this study showed that 80% of the respondents had already followed the guidance of 2013 curriculum, using both and either holistic or analytic rubrics to assess the students’ speaking ability from many kinds of assessment. Similar to assessing speaking, eight respondents also employed the rubrics in assessing writing tasks. The use of holistic and analytic rubrics depended on the types of assessment so that the teacher had to choose the suitable rubric to match the assessment.

The difficulty in assessing speaking tasks mostly relied on the attempt to finding the appropriate and suitable rubric. Due to high number of students, the scoring process got more difficult since there were a lot of things to do. Some also reported that they lacked of classroom management strategies in order to make all of the students involve in the speaking activities. Two respondents’ answers saying that the changing regulation of 2013 curriculum each year made some confusion and it also made them difficult to being up to date. These findings were in line with Rukmini & Saputri’s (2017) preliminary study and also Hidayati’s (2016) research which said that teachers felt overburdened with too many assessment formats and the inconsistency in regulation confused the teacher. This results emphasized that assessing performance tasks using 2013 curriculum was mostly time consuming. Furthermore, respondents’ answers that they needed the presence of another rater to assess the students’ performance in speaking and writing implied that they realized that assessing performance task was not easy, prominently in assigning reliable grades. However, these all kinds of difficulty somehow reflected that most of the respondents who were novice teachers knew how to assess the students’ performance tasks appropriately based on 2013 curriculum. There were even three respondents who stated that they did not have any problems in assessing students. This was in line with Hudaya's (2017) study showing that the teachers’ were assessment literate. Interestingly, this study on novice teachers had proved so, too, which means that the novice teacher’s competence could not be just taken for granted.
To improve the novice teachers’ assessment literacy related to 2013 curriculum, therefore some intense workshops must be done. The government still had to give deeper understanding towards the kinds of assessment so that both the novice and expert teachers could work hand in hand to help and improve each other’s competency. Those respondents who had no difficulty in assessing students’ performance tasks indicated that the help from the expert teachers contributed in enhancing their understanding towards the new kinds of assessments that they had to do. This kind of work situation was coherent with the way Japanese teachers helped the novice teachers in order to be able to quickly cooperate and adapt with the new environment. As stated by Ann (2014), the expert and novice teachers in Japan had a shared space in which opened up a very big possibility for them to interact and collaborate. It again suggested that building a rapport between the expert and novice teachers was important in order to achieve the goal in implementing the newest curriculum well. In addition, since 70% of the respondents confessed that they still lacked of sufficient knowledge in assessing students using 2013 curriculum, some workshops and collaboration between expert and novice teachers were such a very important things to conduct in the near future.

5 CONCLUSION

The findings indicated that most of the novice teachers had already established suitable techniques in assessing students’ performance tasks based on 2013 curriculum. Most of the respondents used many kinds of authentic assessments, as instructed by the ministry of education and culture regulation. Furthermore, the use of some rubrics was helpful for the respondents to assess students’ performance tasks objectively although they frequently could not find appropriate rubrics for the different kinds of assessments they gave. They also needed another rater that could help them assign reliable grades. During the assessment process, some difficulties were encountered such as the limited time in assessing the tasks while there were a lot of criteria to assess. Excessed number of students also made the process of assessment took a lot of time. In addition, the changing regulation of curriculum confused the respondents since they needed to be up to date with it.

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Zuhrufi Latifah

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LITERACY AND TECHNOLOGY IN LANGUAGE PEDAGOGY AND USE

Presenter

By: Vice Rector for Research, Partnership, and Business Affairs

Elif I. Chrof, M.A.

Universitas Pendidikan Indonesia

Certificate of Appreciation
Appendix

What kinds of speaking task(s) or assessment(s) do/did you give to your students? Please mention all (e.g. Retelling a story, describing pictures, etc.)

- **P10**
  Describing people/picture, doing presentation, telling friends a favourite magazine, mini drama/role play, picture chain (where a student have a series of pictures and s/he has to make sentences representing those pictures; then, s/he has to whisper those sentences from one friend to another)

- **P9**
  Describing picture, oral presentation

- **P8**
  Describing the picture, retelling a story, giving opinion, giving suggestion, etc.

- **P7**
  Mini drama, storytelling, mini debate,

- **P6**
  Describing pictures, condition role play, repetition

- **P5**
  Oral presentation, retelling, describing picture and person

- **P4**
  Letter, telling a story, dialog,

- **P3**
  Retelling a story

- **P2**
  Conversation, Presentation, Reading aloud

- **P1**

Do/did you use rubric to help you assess your students’ speaking performance(s)? If yes, is/was it holistic, analytic, or both?

- **P10**
  Yes/No: Yes
  Types of rubric: Both

- **P9**
  Yes/No: Yes
  Types of rubric: Depends on the assignment

- **P8**
  Yes/No: Yes
  Types of rubric: Both

- **P7**
  Yes/No: Yes
  Types of rubric: Both of holistic and analytic

- **P6**
  Yes/No: Yes
  Types of rubric: Both

- **P5**
  Yes/No: Yes
  Types of rubric: Analytic

- **P4**
  Yes/No: No

- **P3**
  Yes/No: Yes
  Types of rubric: Analytic

- **P2**
  Yes/No: No, I don’t

- **P1**
  Yes/No: Yes
  Types of rubric: Both-depends on the circumstances

Do/did you find any difficulty in assessing your students’ speaking task(s)? Can you elaborate, please? (e.g. I cannot find appropriate rubric; I cannot design authentic assessment; etc.)

P10
It is more challenging when it comes to defining criteria/descriptors so that they can be
measurable and observable. Moreover, it is also a demanding task for me when I have to design an authentic assessment. The requirement that it has to be authentic sometimes makes it tricky for novice teacher like me.

P9
Sometimes I cannot find appropriate rubric

P8
It takes time. I can't find the appropriate rubric, thus I should give some additional description to the rubric that I have.

P7
No, i don't

P6
I barely find student speak and most of them were afraid if they make grammar mistake and mostly they afraid when they speak in odd accent

P5
Yes. Sometimes, we need to pay attention more to the students because in speaking we can only pay attention to a few mistakes that the students make. We might lose some of their mistakes. We need help for someone else or we need to record their speaking activity

P4
I cant find appropriate rubric like I need

P3
Yes. It's kind of difficult to adjust the scoring rubric

P2
Sometimes it is too hard to fill all of the rubric with too many students to score. Like there will be some points in the rubric and not all of it can be answered in the limited amount of time.

P1
Yes, I did. In terms of making the students actively participate, as a teacher, I was trying to gain their understandings toward the topic. But sometimes in order to make all students active, some of them were just laughing and doing nothing in the back. It was so difficult to act as a fair teacher when some of your students didn't give any positive response, unless you brought them into a very interesting situation such as watching movies and playing games.

What kinds of writing task(s) or assessment(s) do/did you give to your students? Please mention all. (e.g. writing a letter, writing a descriptive text about …, etc.)

P10
Promoting favorite tourism spot, describing pictures showing people doing different activities, describing people

P9
Writing a descriptive text

P8
Writing a letter, descriptive text, recount text, report text, etc.

P7
Writing a discussion text about current issues, writing a recou text, writing a poem about love and life, writing a review text about film/song/game/.

P6
Mostly about report, especially when I ask them to write about their own stories

P5
Writing a letter and announcement, wriring procedure text, writing descriptive text.

P4
Writing a letter

P3
Writing a descriptive paragraph

P2
Writing a recount text, descriptive, announcement, invitation, letter, short message.

P1
Writing task: 1. Making an individual journal about their dreams and their opinions toward the school. 2. Completing the multiple choice questions in their books. 3. Individual quiz.

Do/did you use rubric to help you assess your students' writing performance(s)? If yes, is/was it holistic, analytic, or both?

- P10
  Yes/No: Yes
  Types of rubric: Analytic rubric
Yes/No: No

Types of rubric: Both

Yes/No: Yes

Types of rubric: Both

Yes/No: Yes

Types of rubric: Both

Yes/No: Yes

Types of rubric: Both

Yes/No: Yes

Types of rubric: Both

Yes/No: Yes

Types of rubric: Both

Yes/No: No

Types of rubric: Analytic

Yes/No: Yes

Types of rubric: Analytic

Yes/No: No

Types of rubric: Analytic

Yes/No: Yes, sometimes.

Types of rubric: I used either one of it when I use rubric

Yes/No: Yes

Types of rubric: Both

Do/did you find any difficulty in assessing your students' writing task(s)? Can you elaborate, please? (e.g. I have no time to assess all the work; I get difficulty in assigning grade; etc.)

One thing I feel when assessing writing task is that it is time consuming, especially when I have some categories in the rubric. As a result, I have concentrate on each writing task so that I can assign a reliable grade.

I get difficulty in assigning grade

It takes time. I need a rater to help me to assess the students objectively.

No, i don't find it

It takes time to assess all the work especially when the task's score need more evaluation in UAS

I have difficulties to asses all the students result at the same time. I am not really sure about the score I give because different teacher may have different score based on their opinion. I need help from some raters to make the score more valid I think

No

Not really

Most of the difficulties are we have a lot of students to be assessed. Using the rubric in all of the assignments with that many students will take a lot of efforts and time.

Yes I did. Some of the students were not really understand the topic in the learning process and memorizing grammar, especially about tenses and the use of pronoun.

Did the school administrator(s) or expert teacher(s) at your school give you guidance or some examples on how to assess students’ performance tasks (i.e. speaking and writing skill) based on 2013 curriculum?

No. The school administrators only tell the teachers what kinds of assessment which has to be present in students' report.

No, they didn't

No

Yes, they did
• **P6**
  Yeah

• **P5**
  Not really, but the school give the IHT (In house training) to help the teachers in general (all teachers) to understand the assessment in 2013. So, I don't get special guidance. It is general for all teachers not just English teacher

• **P4**
  Yes

• **P3**
  No. I searched and improved it myself

• **P2**
  Not really. Not all of the teachers use rubric in assessing the students' work. They gave me guidance indeed, but not exactly how we should assessed the students using some rubric, but more likely how to give assessment to them and how to deal with them.

• **P1**
  Yes, they did.

  **Do you think your knowledge of assessing students' performance tasks (i.e. speaking and writing skill) based on 2013 curriculum is already sufficient? How do you think so?**

• **P10**
  No. I still have to learn and look at some books and government policy related to 2013 curriculum assessment so that I have updated information about knowledge on how to assess students' performance.

• **P9**
  No, I think I have to learn and know more about the assessment itself. I think it's hard to score the students with the appropriate rubric. So, that's why I rarely used the rubric.

• **P8**
  Not really sufficient. I am working hard to find the most suitable way in assessing my students now.

• **P7**
  No, I don't think so since the syllabus is always different year to year. Moreover, how to implement of K-13 also is always changing so, I need to adapt, learn every single year..

• **P6**
  No, cause learning a language is different with learning math so it kind a hard r evaluate

• **P5**
  I think it is sufficient enough. I have done some assessment related to the students' final products (speaking or writing) and also the process during them. It is appropriate with the regulation to assess students' knowledge

• **P4**
  Not really.

• **P3**
  Yes. Because I've learned about K13 and implemented it in the real class. I also got so many advices from teachers, lecturers, and parties while I was teaching

• **P2**
  No, I don't. The curriculum itself keep changing from year to year. There are many version of K13 and we don't have appropriate time to understand than implement it to our teaching. And also the students' competency to work alone or with friends like K13 proposed to do is sometimes not enough.

• **P1**
  Yes I do. Because I've done a research related to assessment in curriculum 2013. I also did some works along with the teacher to make the best test in order to know the real ability of the students.