Authentic Assessment of Communication Skills High School Student in Indonesia

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Abstract

This research is motivated by the problem of the lack of teacher ability in assessing language learning in Indonesia. One of the most important skills to be assessed is communication skills as a foundation for students in the current increasingly sophisticated technological developments. It is necessary to design an appropriate assessment model used by teachers to assess students' communication skills. This research is a development research that uses the ADDIE development model. The object of this research is the Indonesian language teacher at the State Senior High School in North Padang Lawas Regency in class XI which consists of two classes, namely XI-A and XI-B, totaling 90 students. The research instruments used were model validation questionnaires, model practicality questionnaires, model effectiveness questionnaires, interview guidelines, observation guidelines, and tests. Data analysis was conducted by hypothesis testing using parametric statistics. The findings of this study indicate that the assessment model for assessing the communication skills of upper middle class students is valid, practical, and effectively used by language teachers in Indonesia.

Keywords: Authentic Assessment, Communication Skill, General High School

Introduction

Changing the paradigm of teachers in assessment should shift from simplistic to explicit which leads to changes in student attitudes in the context of academic-intellectuality. Often teachers are exposed to administrative activities that make teachers unproductive to assess the real actions taken by students. To find out the real action, an assessment is needed that can collect process data until student learning outcomes are programmed systematically and measurably (Genesee 2002). That is, the assessment is the key to the success of the learning implemented (Bordoh et al, 2015). The assessment carried out by the teacher must of course be in accordance with the needs and characteristics of the students being taught (Kankam, 2015).

This is seen not infrequently the assessments made by teachers are not used appropriately to see aspects of students' attitudes, cognitive, and skills (Setiawan et al, 2021). This problem is the culmination between teachers and students, the majority of whom assess only the cognitive side,

but the attitude and skill aspects are the most important at this time (Nasser dan Lian, 2021). The assessment correlation should be in line with the learning carried out by the teacher so that the learning objectives that have been set can be achieved (Hopwood, 2020).

Assessments can be grouped into traditional assessments and performance-based authentic assessments (Whitlock & Nanavati, 2013). Traditional assessment emphasizes student knowledge leading to the measurement of knowledge to acquire skills, whereas performance-based authentic assessment leads to student performance in certain scenarios. Authentic assessment leads to the practice of authentic teacher and student performance (Fulcher, 2012).

Whitlock & Nanavati (2013) mention that authentic assessment leads to real student performance in real-life contexts that tend to be authentic student works. Assessment focuses on student competence, performance, and activities carried out by students. An assessment that requires students to combine competence with

real-life skills. Authentic nature is subjective, so authentic assessment must be able to influence student learning (Gulikers, Bastiaens, & Kirschner, 2004). Frey (2014) explains that authentic assessment is in accordance with tasks that are operational in nature with students' real-world needs. Authentic assessment involves realistic dimensions with the involvement of multiethnic and multicultural students. Indirectly, authentic assessment reflects formative assessment in learning. Students' skills in this authentic assessment involve procedural knowledge, problem solving, collaboration, and motivation (Borich & Tombari, 2004)

In essence, authentic assessment is the achievement of meaningful skills in real life as evidenced by the tasks carried out by students (Mueller, 2005). The results of the authentic assessment are in the form of knowledge, understanding, skills that can be practiced in real life (Aitken & Punger, 2005). In addition to student skills, students' thinking abilities can also be improved through the authentic assessment. Authentic assessment is what distinguishes it from other assessments that have characteristics such as competency-based assessment, student-centered, structured and open, contextual, and integrated learning process (Marhaeni, 2010).

Factors that affect the assessment of language learning can be divided into three components, namely (1) teachers, (2) educational institutions, and (3) research. First, the teacher, the most dominant factor considered as the actor who will decide an action (Vogt & Tsagari, 2014). The competence of language teachers in this assessment is highly prioritized in designing assessment instruments (Alkharusi, 2015). Second, educational institutions are the legal pillars that are responsible for providing opportunities for teachers to design learning programs and their assessments (Koh, 2011). Third, research on assessment literacy that needs to be developed between learning and assessment influences each other (Levi & Inbar-Lourie, 2020).

In this case, the teacher's knowledge of the concept of assessment must really understand the method of application. In line with the opinion of Coniam (2009) that teacher knowledge in the application of the concept of assessment must be coherent with implications for learning materials. Many teachers reduce learning material without repeating the material in the context of being assessed in the process until student learning outcomes (Retnawati and Nugraha, 2013). In other words, teachers do not understand the principles of assessment literacy in detail and systematically.

Communication is defined as a process of self-actualization in understanding an idea or idea in the form of verbal or nonverbal giving messages and receiving messages intentionally or unintentionally (Marfuah, 2017). This process involves the sender of the message conveying ideas to the recipient of the message as a reaction and feedback (Iriantara, 2014). Communication as a skill has become a component dimension of skills in the 21st century that every student must possess, namely high comprehension skills, critical thinking skills, collaboration and communication skills, and critical thinking skills (Rizki et al, 2021).

Communication skills can provide a positive atmosphere in learning to increase self-actualization based on competitive collaborative argumentation (Marfuah, 2017). Reinforced by Chatab (2007) suggests that communication skills include channels for delivering messages or information that can be understood in both verbal and nonverbal forms. Communication media can be used effectively, if activities are carried out asking, interacting, and collaborating with other people (Eggen, 2004). In other words, communication skills are defined as a person's ability to convey or send messages that are clear and easily understood by the recipient of the message.

Referring to the problems felt by the teacher in the inappropriate assessment used to obtain capable and accountable learning outcomes, an assessment model is needed for communication skills in Indonesian language learning. Communication skills in this technological era are highly expected in collaborating with fellow teams to achieve goals (Eggen, 2004). Students' communication skills can provide a cooperative atmosphere in supporting active learning which is reflected in students being more active in learning.

Methodology

This type of research is research and development, which develops an assessment model on high school communication skills. The products produced in this development consist of assessment model books, teacher manuals, and student books. The development of this assessment product is adapted to the learning carried out by the teacher which facilitates learning by optimally involving the learning environment through various situations and interactions (Branch, 2009).

This study uses the ADDIE model development model which refers to the main process of the learning system development process (Molenda, 2003). In line with the opinion of Ching et al (2012) stated that the ADDIE model is a traditional generic process through instructional design and practice. There are five stages of ADDIE, namely analysis, design, development, implementation, and evaluation are dynamic, flexible, to build effective training and skills.

This ADDIE development model includes a model that can indirectly be used to analyze the relationship of one component to another, but coordinates with each other at the design, development, implementation, and assessment stages (Sezer et al, 2013). This ADDIE model is very easy to apply according to the curriculum used and is oriented to knowledge, skills, and attitudes (Cheung, 2016).

The research products (model books, teacher manuals, and student books) were tested twice in two senior high schools in North Padang Lawas Regency, North Sumatra. In the first trial

at SMA Negeri 1, the teachers who applied in this trial were two Indonesian language teachers (experimental class), while the second trial was implemented by four Indonesian language teachers. On the other hand, the State 2 Senior High School (SMA) was conducted using a conventional learning model (control class).

The instrument used in this study consisted of a validation questionnaire, a teacher response questionnaire to the practicality of the model, while a student response questionnaire was used for the practicality of the model, and a student learning motivation questionnaire. The observation sheet was used to determine student learning outcomes. After obtaining data from the research instrument used, the next step is for the researcher to test the data for the experimental class and the control class using parametric tests.

Results and Discussion

Data Description

The data obtained in this study consisted of the validity of the model book, the validity of the teacher's manual, and the validity of the student's book. The aspects validated by experts are content, language, and graphics. This aspect is contained in a validity questionnaire given to experts in the appropriate field, there are experts in the field of assessment to assess content aspects, language experts to assess language aspects, and engineering experts for graphic aspects.

The results of the validation of the validated assessment model book are presented in the following table.

Table 1. Expert Validation Results of Model Content Aspect

No	Statement	Expert Assessment			
		1	2	3	4
A	**Aspects of Model Content**				
1	Authentic assessment model on communication skills according to the learning material being assessed.	96,5	95,5	96,5	98,5
2	The assessment model is aligned with learning outcomes.	95,5	90	92,5	95,5

No	Statement				
3	The components of the model start from rationality, philosophical foundations, theoretical foundations, and instructions.	96,6	97,5	90,5	90,5
4	The material in the model presented does not cause multiple interpretations.	92	93,5	97,5	92,5
5	The material in the model is presented according to the needs of teachers and students.	95	96,5	98,5	92,5
6	Model references are taken from the latest books and journals.	94,5	94,5	98,5	92,5
7	The developed model can encourage students' ability to think critically.	92,5	95,5	96,5	90
8	This model can motivate teachers to be creative in the assessment.	92,5	94,5	90	90
Total		755,1	757,5	760,5	742
Average		**94,38**	**94,68**	**95,06**	**92,75**

Based on the table above, the results of the validation of content aspects in the authentic assessment model in communication skills obtained on average from the four experts, it can be concluded that the developed model is very valid. The results of the validation of the language aspects of the experts can be explained as in the following table.

Table 2. The results of the validation of the Language Aspect Expert

No	Statement	Expert Assessment			
		1	2	3	4
	Language Aspect				
1.	The language used in this model is in accordance with the rules of good and correct writing.	95,5	90,5	98,5	92,5
2.	The term usage is not widely used in this model.	90	92,5	94,5	97,5
3.	Sentences are deliberately short so that teachers and students can easily understand the instructions.	95,5	96,5	95,5	97
4.	Submission of material in the model is very communicative.	92,5	95,5	98,5	91,5
5.	The language used in the model can arouse students' interest.	96,5	96,5	97	95,5
6.	The language used in the model is simple and appropriate to the age level of the students.	98,5	95	96,5	96,5

7.	The sentences used in the model represent the content of the message or information that the author wants to convey.	94	98	94,5	97,5
8	The language in the model book can help the teacher in applying it.	95,5	96,5	91,5	97
Total		758	761	766,5	765
Average		**94,75**	**95,12**	**95,81**	**95,62**

Based on the table above, the language aspect in the authentic assessment model in communication skills from the four experts was obtained with a very valid category. After the language aspect is obtained, the next step is to explain the graphical aspect of the authentic assessment model in communication skills in the following table.

Table 3. Expert Validation Results of the Graphical Aspect of the Model

No	Statement	Expert Assessment			
		1	**2**	**3**	**4**
	Graphic Aspect				
1.	The cover design of the assessment model is quite interesting.	98,5	95	96,5	96,5
2.	The layout of the model is designed according to the layout of published books.	95	90,5	92,5	96,5
3.	The colors used in the model are not too many, only the colors are needed.	98,5	98,5	95,5	90,5
4.	Images/photos in the model are used to make it interesting to read.	94,5	96,5	97	98,5
5.	Interesting and well-organized instruments.	97,5	97,5	95	97
Total		484	478	476,5	479
Average		**96,8**	**95,6**	**95,3**	**95,8**

Based on the table above, the results of the validation of the graphical aspects of the authentic assessment model in communication skills can be categorized as very valid, judging from the average of the questionnaires given to the experts. After the model is validated, the next step is to try out the assessment model book, teacher manual, and student book on learning Indonesian. experiment), while the second trial was applied by four Indonesian language teachers. On the other hand, the State 2 Senior High School (SMA) was conducted using a conventional learning model (control class).

The results of the practicality of the model can be seen from the contents of the questionnaire given to the teacher which was obtained by 98.5% and the questionnaire for students filled with 85 students obtained 96.5%. From the results of this entry, it shows that the assessment

model book developed is very practical and can be used easily by Indonesian language teachers. Teachers can follow the instructions in the manual and students in the student book. After obtaining the results of the practicality of the model, the next step is the results of the effectiveness of the authentic assessment model in communication skills that can be seen from the increase in student learning outcomes after using the model as evidenced by student works. From the teacher's perspective, after using this authentic assessment model, the teacher does not use conventional assessment anymore in the assessment of Indonesian language learning. Referring to the results obtained above, it can be concluded that the aspects of the validity of the model are assessed by experts, the practical aspects of the model are seen by the observer on the use of the model in learning, and aspects of the effectiveness of the model are seen from student activities and student learning outcomes.

The results of this study indicate that the authentic assessment model in communication skills can be said to be very valid in terms of expert judgment, while the practicality of this model is seen from the use of the model and the allocation of time used in learning. The effectiveness of the model can be seen from the activities of students who have been successfully proven by increasing student learning outcomes.

Discussion

The development of an authentic assessment model on communication skills resulted in research findings which were summarized as the achievements of the developed model. The three tests (validity, practicality, effectiveness) are described in detail to produce a valid, practical, and effective literary authentic assessment model. First, the results of the analysis of the needs of Indonesian language teachers at SMA N 1 Padang Lawas Utara Regency show the hope of an authentic assessment model book on communication skills. They are aware that the assessment carried out in learning is still using conventional assessment. The assessment instrument that is widely used in assessing student learning outcomes is the multiple choice test.

This makes student learning outcomes obtained by students only in the cognitive domain, while the attitude and psychomotor domains are not paid attention to. As research conducted by Kang, Rubin, & Kermad (2019) which states that a teacher must be able to find the right way to motivate students to always want to learn. Therefore, the authentic assessment model of authentic assessment of communication skills serves as a component in student learning to become self-actualizing. Second, the results of the validity of the authentic assessment model on communication skills are obtained from the assessment model validation sheet filled out by 4 (four) experts who are competent in their fields. The result of filling out the validation sheet that has been done by the expert validator shows that the authentic literary assessment model is very valid. The validation aspects (content/content, presentation, graphics) in the model validation sheet are categorized as very valid. That is, the authentic assessment model of literature can be tested without revision or improvement.

Third, the practicality test of the authentic assessment model on communication skills was obtained from the teacher's observation sheet in the implementation of the assessment and the model's practicality questionnaire. The observation sheet is used to obtain the practicality of implementing the assessment with an authentic assessment model on communication skills at each meeting in limited and large classes. In addition, the model practicality questionnaire was given to the teacher to be filled out objectively in the limited class and large class trials. The results of the practicality questionnaire of the authentic assessment model on communication skills show that it is very practical. This literary authentic assessment model can be used as an effort to improve the ability of Indonesian language teachers in shaping the character of students in learning.

Fourth, the effectiveness of the authentic literary assessment model is obtained from student learning outcomes from the tasks carried out by students and is adjusted to the guidelines or assessment rubrics. Student activities are obtained from observations made by observers. In this case, filling in the observation sheet from the teacher who observes student activities is categorized as very effective. The results of the effectiveness test of the authentic literary assessment model indicate that student learning

outcomes increase after using the assessment model.

Acknowledgments

Conclusion

Based on the presentation of the results of this study, it can be concluded as follows. Research conducted using the ADDIE model designed by Mollenda was validated by experts and the results were very valid models. The researcher describes the procedure according to the abbreviation ADDIE is Analysis, Design, Development, Implementation, and Evaluation. The design of a context-based review writing model can be categorized as very valid by experts. seen from the content, presentation, language, and graphics.

The context-based review writing model is categorized as very practical, judging from the ease with which the teacher applies it to students. The material presented in the model is arranged in a systematic manner and is accompanied by explanations. The material contained in the model book is in accordance with the timeliness used by the teacher. In short, the context-based review writing model can improve student learning outcomes marked by real student works.

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APPENDIX

Observation Sheet

A. Identity
1. The name of the observed teacher :..
2. Class :
....
3. Date and Time : ....
4. Subject Matter : ....

B. Introduction
1. This observation sheet is used to obtain research data entitled "Development of Authentic Assessment Model on communication skills in high school"
2. This observation sheet focuses on observing the teacher in assessing the Indonesian language learning process in the classroom.

C. Charging Instructions
1. Observe the teacher in assessing the process and results of language learning
2. Observation begins when the teacher starts learning and is carried out simultaneously with other observations.

3. Put a check mark ($\sqrt{}$) in the column provided according to the observations.

No	Aspects Observed	Implementation	
		Yes	No
1	The teacher explains the subject matter according to the instructions for using the model that has been set.		
2	The teacher relates the learning materials to real problems.		
3	The teacher uses an authentic assessment model for systematic communication skills.		
4	The teacher presents the learning material by observing a problem.		
5	The teacher gives time for students to ask questions.		
6	The teacher invites students to try to provide conclusions on the problems given.		
7	The teacher provides examples for students so that students are able to make real associations.		
8	Teachers implement feedback in learning by communicating back to students.		
9	The teacher builds character in the language learning process.		
10	The teacher forms students' religious attitudes by praying before and after learning.		
11	The teacher forms a polite attitude by practicing speaking in class.		
12	The teacher asks students to respect each other and respect classmates in the language learning process.		

13	The teacher assesses the respect and appreciation shown by the students during the learning process.		
14	The teacher instills a hard working attitude in students during the learning process.		
15	The teacher assesses the hard working attitude shown by the students in doing the tasks given.		
16	The teacher instills confidence in students during the language learning process.		
17	The teacher stimulates students' curiosity by presenting reality problems in language learning.		
18	The teacher invites students to find out about new things related to the learning material being studied.		
19	The teacher presents learning materials that make students think logically and critically during the learning process.		
20	The teacher asks students to think and criticize the learning material being studied.		

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