



## THE COMPARISON ON THE USE OF TRADITIONAL AND AUTHENTIC ASSESSMENT IN ELT

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### ABSTRACT

The purpose of this research is to investigate assessment practices in English learning classes at junior high school, particularly in education, and to know what kinds of assessments are often used by English teachers. This study use a qualitative descriptive method using observation and interviews. The object of this research was three English teachers who teach English at SMP Negeri 4 Leuwiliang. Therefore, the writer hopes this research give helpful information for anyone directly or indirectly related to education. The results show that traditional and alternative are used to measure different types of abilities, and at this time teachers are still dominant in using traditional assessments, because they are easier to use than authentic assessments which require more time and accuracy.

**Keywords:** Education, Traditional Assessment, Authentic Assessment

### Introduction

Teaching and assessment are the foundation of any educational system. The first offers a basis for development, whereas the latter, when appropriately executed, gives valuable information on whether or not that progress has been made. Teachers who lack the knowledge and abilities to assess learners' achievements properly could rarely assist their students in achieving better



levels of academic accomplishment. As a result, language assessment literacy is critical for language teachers (Solak, Ekrem. :2017). Referring to the Regulation of the Minister of National Education Number 20 of 2007 concerning Assessment Standards, authentic assessment should undoubtedly have been carried out. The Minister of National Education states that the assessment consists of (1) Tests (written, oral, practice, and performance); (2) Observations made during teaching and learning activities or outside of teaching and learning activities; and (3) assignments (structured and unstructured/independent assignments) Inbar-Lourie stated that assessment is one of the essential assessment techniques in the history of teaching and learning, as it is used to rate, level, and identify students' progress ( Inbar-Lourie, Ofra: 2008). Authentic assessments in English classes are becoming increasingly common. It could be demonstrated in the utilization of more diverse learning activities. Aside from that, teachers encourage students to participate more actively in class. In other words, when teaching the target language, a student-centered approach should be used. According to Jones, a classroom environment with a student-centered approach is where the teacher considers the students "as a group or individually, and constantly urges them to engage in the learning process. Teachers have a limited role in involving students. "To accomplish maximum learning goals, both the learning process and the students themselves must be involved. Assessments to identify what students have and what elements require improvement should also be modified during this learning process ( Jones, L : 2007). From the interview with some English Teachers, the writer found that many English teachers did not use Authentic assessments in their classes. Traditional assessment is usually teacher-centered and includes written exercises, multiple-choice tests, true-false tests, short answers, and essays ( Andy, Kathleen M:2015). In the writer's opinion, it should be combined with any Authentic assessments to dig deeper into students'.

In line with previous studies, Phongsirikul (2018), with the title *Traditional And Alternative Assessments In ELT: Students' And Teachers Perception*, concluded that students and teachers showed a greater preference for traditional pencil and paper kinds quizzes and exams. In addition, they stated that traditional assessment tool is more valid and reliable, especially when compared to alternative tools. This study investigates the use of traditional and authentic assessment in SMP Negeri 4 Leuwiliang as a school in Bogor Regency with different situations, conditions, and school infrastructure.

Based on the research background above, the writer chose the

researchentitled The Comparison On The Use Of Traditional And Authentic AssessmentIn Elt (A Case Study Of Teachers At Junior High School).

### **Literature Review**

#### a. The Definition of Assessment

Assessment refers to assessing or deciding the amount, value, quality, or importance of something or the judgment or decision made. According to O'Farrel, he explains that "assessment could be defined as the systematic and ongoing method of gathering, analyzing and using information from measured outcomes to improve student learning in terms of knowledge acquired, understanding developed, and skills and competencies gained (O'Farrell, C:2004). Although the terms testing and assessment are sometimes used interchangeably, assessment refers to all forms of measurements used to assess student progress. Therefore, the terms should be distinguished. According to Nasab, "Assessment is the informal gathering of information about a student's current state of knowledge using various data collection strategies at various times and in varied situations." On the other hand, testing is official andstandardized, and it provides students with feedback on the activities they have completed. It is a one-time, one-component concept assessment and timedmovement that serves as the sole criterion by which student learning may be assessed. Based on the theory above, it could be concluded that assessment is a conclusion-making activity by the assessor by giving a test to determine thetest takers' ability, knowledge, and comprehension.

#### b. The Role of Assessment

Assessment is undoubtedly one of the most challenging and essential aspects oftheir jobs for teachers. To understand the importance of the assessment in the learning process, especially in formal education, we must first understand the role of the assessment. "Assessment plays a vital part in the educational process," according to Rust. "it influences much of the work students to perform, impacts their attitude to learning, and, it may be claimed, is an indicator of which course components are regarded most highly."

Assessment should be viewed as a tool to assist teachers in guiding students along their learning path. Furthermore, according to Frank, "There is no single procedure that could meet the needs of all learners and situations," so "we must remember to incorporate a variety of tools to help students could see how far they've come and assess the effectiveness the methodology and materials used The Problem of Assessment. Every assessment has flaws, and there is no such thing as a flawless assessment procedure. Choosing the best assessment technique relies on what are attempting to examine in terms of the test taker's abilities, knowledge, and comprehension. Furthermore, "the basic difficulty in assessment procedures of higher education courses is the mismatch between the learning aims defined and

the techniques and criteria teachers use to rate and grade their students. It has been a problematic concept and attempts to capture an agreed-upon definition have sparked debates among teachers and practitioners. It has been a difficult concept, but it has also been a problematic concept and attempts to capture an agreed-upon definition have sparked debates among teachers and practitioners. The optimal approaches to construct and implement the assessment and its conclusion have yet to be agreed upon. As a result, there are concerns about the policy of curriculum creation. The review will not be balanced unless it is connected with student objectives in various ways. We should also consider the differing viewpoints among practitioners on the assessment technique. Nasab concluded that "There is no one assessment approach sufficient since each has its advantages and disadvantages. It is important to remember that fairness is critical for any assessment. If an approach is fair, it is more probable to be reliable and legitimate. Based on the statement above, it could be concluded that there is no perfect assessment as happened in the assessment system in Indonesia. The assessment system in Indonesia has gone through several changes due to problems; we could see that the existence and application of the National Examination, which was held from 2005 to 2020, has sparked debate and criticism. The set of Critics is made up of seven disagreements related to the national examination matter, including only evaluating cognitive aspects with the result that it could not be used as a standard, determining the passing grade of the examination incompetence, taking away the teachers' right to evaluate students' achievement, establishing to measure up education quality, and disregarding the diversification of the student's achievements. The national examination assesses only the momentary and absence of teachers. The national and regional governments take away the teachers' right to end the examination without indicating the quality of education.

## **Research Method**

This data was taken to answer research questions namely how is the traditional and authentic assessment used in English language teaching, which assessment is more dominant to be used by teachers, and what factors do influence the dominance in the use of traditional and authentic assessment.

The collecting data was conducted on the 6<sup>th</sup> June and the 20<sup>th</sup> June 2022 on three participants at SMP Negeri 4 Leuwiliang. In collecting data the writer did some steps. The steps of data collection as below. Firstly, the writer observed the way teacher held an assessment in classes both for traditional and authentic assessment. The writer joined the English class with the teacher. This observation was done to see Teacher's behavior and Student's attitude to the traditional and authentic assessment. The result of observation could be

seen in appendix 10. Secondly, the writer conducted face-to-face interviews. There were 10 questions in interview guide line. This interview was conducted to find out how is the traditional and authentic assessment used in English Language Teaching (ELT), which assessment is more dominant to be used by teachers, and what factors do influence the dominance in the use of traditional and authentic assessment. The participants in this research were three English teachers. The complete results of the interview could be seen in appendix 8.

### **Result and Discussion**

In this stage, the writer has made observations to the participants. The writer was observe the way teachers held an assessment in English learning class. The writer was join the class where the assessment was held. In the observation obtained the findings about Teacher's behavior and Student's attitude to traditional and authentic assessment. The result of this observation are:

a. Pre-assessment

1) The teacher asks students condition

The teacher's activity to open the lesson is one of the important things to do. Because through this activity the teacher could help students prepare for learning. So, it could be stated that the maximum teaching and learning process is not only when delivering the material, but could be started from opening the lesson. Because learning readiness is also important to note.

The writer has conducted interviews face-to-face interview.

### **THE RESULT OF TEACHERS INTERVIEW (EDITED VERSION)**

| <b>NO</b> | <b>Question</b> | <b>T1</b> | <b>T2</b> | <b>T3</b> |
|-----------|-----------------|-----------|-----------|-----------|
|           |                 |           |           |           |

|    |  |                             |   |  |
|----|--|-----------------------------|---|--|
| 1. | Are assignments the only tool for measuring student ability? | Depend on the students need | Assignment not only for measure students ability and in its use there are things that must be considered. | No, there are times when we could see or measure students' abilities from other things |
| 2. | Is one assessment  | It's not enough             | One type of   | No, because  |

|    |   |  |   |  |
|----|---|--|---|--|
|    | enough to assess a student's ability?           | because I also have to consider 4 language skill variables | assessment may be appropriate to the needs of the students, but there are other assessments such as measuring students' productive abilities in learning English. | each student has different abilities and learning concepts   |
| 3. | What do you think about traditional assessment? | Still effective in this day and age                        | In my opinion traditional assessments make it easier for students and teachers to examine, for example on the types of  | Traditional assessment, a tool that has been used in several previous phases to see the extent to which students |

|    |   |  |   |  |
|----|---|--|---|--|
|    |   |  | multiple choice questions and matchmaking.  | are able in a simple way   |
| 4. | What do you think about authentic assessment  | The main support for traditional assessments and so that children are not bored  | Authentic assessment is more detailed and challenging for students, authentic assessment is ideally for testing aspects of skills       | Authentic assessment in my opinion is better. Because this type of assessment could further develop students' abilities in facing exams. |
| 5. | How does traditional and authentic assessment compare to the accuracy of students' answers with the assessment rubric | Traditional:<br><br>Creating rubrics is easy and easy for students to achieve<br><br>Authentic:<br><br>Creating a rubric that is quite complicated and | Traditional;<br>make it easier for teachers to assess with a simple rubric<br>Authentic;<br>using a detailed rubric so that you must be | Traditional:<br><br>Easier for student<br><br>Authentic:<br><br>Quite difficult for student  |

|    |  |   |   |  |
|----|--|---|---|--|
|    | that the teacher has done?                                       | quite difficult for students to achieve   | careful in assessing students' abilities according to the rubric  |  |
| 6. | Which assessment most represents the student's ability? And why? | Both have different dimensions. traditional; test students' understanding. authentic; train children to be smart in language. | Authentic assessment that best represents students' abilities, because authentic assessments are really more detailed on the aspects being assessed and are equipped with a rubric for every detail of the abilities. | Authentic assessment in my opinion is better. Because this type of assessment could further develop students' abilities in facing exams. |
| 7. | How do students  | Traditional;  | Traditional;  | In my personal   |

|    |  |   |  |  |
|----|--|---|--|--|
|    | react to traditional and authentic assessments?                                      | Student are more confident<br><br>Authentic;<br>Student lacking confidence.   | less<br><br>challenging<br>Authentic;<br>more<br><br>challenging | view, students will feel more comfortable with this type of authentic assessment, because they have the freedom to express themselves.                       |
| 8. | In terms of correction, how do you think about traditional and authentic assessment? | Traditional;<br>Simple,<br>organized<br>Authentic;<br><br>Requires<br><br>accuracy, takes a long time, must pay close attention to students | Traditional;<br>easier<br><br>Authentic;<br>harder               | For traditional Assessment. My correction should only get a portion of 20% of the total student ability score. While the remaining 80% authentic assessment. |

|     |   |   |   |  |
|-----|---|---|---|--|
| 9.  | <p>How do the two assessments compare in the flexibility of use?</p>                    | <p>Traditional;</p> <p>Could be used frequently, using media that is easy to find and use</p> <p>Authentic;</p> <p>Could't be used often, uses media that could only be used for a limited time</p> | <p>Traditional;</p> <p>easier process and assessment</p> <p>Authentic; more strict (accurate)</p> <p>according to the facts that students have and are limited by detailed explanations on the aspects being assessed</p> | <p>For flexibility of use, of course the traditional assessment is easier.</p>   |
| 10. | <p>Do you think all teachers know how to use traditional and authentic assessments?</p> | <p>Some schools that are constrained by infrastructure are lacking in the use of authentic assessments and rely on traditional assessments</p>  | <p>Insyallah, know in practice</p>  | <p>Not. For now, in my work environment, some teachers still use the traditional type of assessment to get grades/measur</p> |

|  |  |  |  |                               |
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|  |  |  |  | e students'<br><br>abilities. |
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### **Research Method**

The selection of the subject is based on the uniqueness of the case. In this study, the participants taken were someone related to English. In this study, the sampling technique used is the purposive sampling technique. The reason for using the Purposive Sampling technique is that not all samples have criteria that match the phenomenon under study. The criteria set by the writer is that the selected teachers have more than five years of teaching experience. Therefore, the writer chose the Purposive Sampling technique, which establishes specific considerations or standards that must be met by the samples used in this study. In this study, the samples were three English teachers at SMP Negeri 4 Leuwiliang.

### **Conclusion**

Assessment is one of the important components in learning activities that show a real contribution to the implementation and contribution of the education system. As a student measurement tool, we must remember that multiple assessments are appropriate for the diverse learning needs and abilities of students. No form of assessment is without limitations and among its advantages; reliability, validity and objectivity could be highlighted. It comes from the results of student performance and achievement.

Student performance in doing assignments differs from one another, depending on their interests, motivations, skills and abilities. Selection of assessments is needed to increase students' willingness to do assignments and lecturers evaluate whether they represent their goals or not.

This study has discussed how to use traditional and authentic assessments, which assessments are most dominantly used, and what factors influence the dominance in their use. The results show that traditional and alternative are used to measure different types of abilities, and at this time teachers are still dominant in using traditional assessments, because they are easier to use than authentic assessments which require more time and accuracy. In assessing students' productive abilities in language, it must start from learning that pays attention to 4 language skills variables, namely reading, listening, writing, and speaking. Many teachers do not use authentic assessments, one of the reasons is the lack of facilities and infrastructure in schools. This has an impact on teachers who are not trained to use authentic assessments, which results in students being unfamiliar with using

authentic assessments and making it difficult for them to carry out tests using authentic assessments. Although the findings show differences of opinion on both assessments, the writer believe that by documenting the results of this study, it provides benefits and a positive contribution to our knowledge to do more for future research efforts.

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