

**POTRAIT OF ASSESMENT ACTIVITIES IN INDONESIAN LANGUAGE  
LEARNING OF SENIOR HIGH SCHOOL**

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<b>Keyword</b>	<b>ABSTRACT</b>
Language learning, Performance assessment, Product assessment, assessing skills	This study aims to get a description implementation of assessment activities in Indonesian language learning. The subjects of study are twenty one of Language Indonesian teachers of Senior high School in a district of West Nusa Tenggara province. Data collection by using questionnaire, interview, observation, and document analysis. The result of this study shows that most of teachers do assessment of Indonesian language learning by using test (essay and multiple choices). Based on the theory, assessment by using test can not be done on skill assessment. Skill assessment only can be done by assignment. Some of teachers did skill assessment by giving performance task and productive task for students. But, the teachers have not implemented performance assessment, and product assessment well because it was not supported of adequate assessment tools such as rubric of performance assessment, and product assessment. Thus, it can be concluded that teachers have not done assessment well.

**INTRODUCTION**

Assessment has an important role in learning. The conceptually, assessment means as systematic activity to be done in order to get information and it's as basic of making decision (Barry, 2008: 6). Assessment is defined as an activity to measure of students learning, and attitude in students learning (Herington, et all.

2010: 137). As stated, Widoyolo (2014: 4) declared that assessment is an activity to translate or understand the data result of measurement based on criterion, standard and roles.

Assessment is done to know development of student's learning and achievement the goal of learning. Good assessment is an assessment which is done through good planning, it begins form planning phase, and implementation of the assessment result. According to Banta and

Palomba (2015 : 15 – 16) there three phases of conducting assessment, namely: planning phase, implementing phase, and outcome phase (finding and improving). Generally, assessment is done by three phases, thus assessment in Indonesian learning.

Assessment in Indonesian learning has difference characteristics to assessment other lesson. Assessment in Indonesian learning consists of Knowledge assessment of language and literature, skill assessment (listening, speaking, reading, and writing). It can be done by some kinds of tests.

According Nurgiyantoro (2016: 308 – 329) that test in Indonesian learning can be divided into some kinds, namely: discrete test, pragmatics test, integrative test, and authentic test.

Discrete assessment is focused on one aspect of language in the same time (Oller 1979: 37). It is focused on one aspect of

assessment. Pragmatics assessment can be defined as a procedure or task which wanted the learners to produce sequences of unsure of language suitable of using real language, and include the learners to connect the unsure of language based on the context.

Authentic assessment requires the learners to use and demonstrate the competency or combine the knowledge, skills, and attitude that applied in real life Gullikers, at all (2006: 338 – 357). Integrative assessment include some elements of language competence. Integrative assessment try to measure language competence of the learners at the same time (Oller, 1979: 67)

Determination of using some kinds of test is adjusted with goal of learning, characteristics of learning materials, characteristics of test participants, and demand of curriculum. Assessment in Indonesian learning includes knowledge assessment, skills assessment (speaking, listening, reading and writing). Other that, necessary is done attitude assessment in language learning.

The conceptually, learning language, it means that learning of using the language for communication to some necessity, both orally and in writing. Assessment of language proficiency must determine skill someone to use language in context of communication. So, teacher of Indonesian language must determine of communication proficiency. Thus, teacher must be able to do assessment that can measure the skills of students communication.

Adnan (2009: 1) stated that teachers have not arrange instrument of assessments non test yet, such as: skill assessment and attitude assessment. If teachers can not arrange the assessments well, it can impact on the low of quality the assessments activity that is done. Nugiyantoro (2009) explains that teachers have not enough proficiency so that they can do authentic assessments well.

It shows that teachers of Indonesia language tend have not be able yet to do

assessment in learning that it can measure skill of students language as reflection skill of communications. The formulation of problem in this study, namely: (1) how form of exam are used by Indonesian teachers in doing assessments of SMA? (2) how the implementation of assessments activity are used by teachers of SMA? The purposes of this study: (1) to get description the form of exam are used by teachers in doing assessment of SMA, (2) to get description of implementation assessment activity are used by Indonesian teachers of SMA.

## **RESEACH METHOD**

### **Type Research**

This study is descriptive research with mixed method approach. It stated to use mixed method approach because the data collecting and analyzing is done quantitative and qualitative method.

### **Research Subject**

The subject of this study are 21 Indonesian teachers and 42 students of then Senior high School in a district of West Nusa Tenggara province.

### **Procedure**

Before doing of the collection data, the researcher prepared research instruments and other data collection. The data collection activity was begun by distributing questionnaires to teachers, then conducting interviews to verify questionnaires. Information obtained from questionnaires and interviews was verified by observation and document collection. After all the data collected then it continued to analysis the data and taken conclusions.

### **Data, Instrument, and Technique of Data Collection**

Data are collected in this study: qualitative and quantitative data about the form of exam that are used by teachers in doing assessments, and data about implementation of assessment activity in Indonesian language learning. The instruments of assessment are used in this

study: questionnaires, interview guide, observation guide, and documentation guide. Collections of data are used by using questionnaires, interview, observation, and documentation technique.

### Data Analysis Technique

Analysis data was done by quantitative and qualitative. The questionnaires are analyzed in quantitative of using the percentage formulation. Qualitative data are analyzed in qualitative descriptive by using the model of analysis interactive of Milles and Huberman 2014: 11).

## RESULT STUDY AND DISCUSSION

### Result Study

#### a. Form of Test

The teachers did assessments through some kinds of form test such as: quiz, daily tests, midterm test, final test and assignments, The data from questionnaires indicates that the teachers that become subject of study used some of form test such as: quiz, give homework, daily tests, midterm test, final test and assignments, It can be clear based on the table below:

Tabel 1

The Form of Test and the Numbers of Users in Indonesian Language Learning at SMA

No	Form of test	Number s of teacher	Percenta se
1.	Quiz	14	67%
2.	homework	19	90%
3.	assignment	20	95%
4.	daily test	19	90%
5.	midterm test	21	100%
6.	final test	21	100%

#### Implementation of Assessment Activities

The Conceptually assessment in learning is done in several stages, namely the stage of planning, implementation, processing of assessment results, and follow-up.

#### Assessment Planning

In the planning phase the teacher develops assessment tools that include the

preparation of a blueprint and assessment instruments. The questionnaire data shows that only 5 (23.81%) of teachers who compose the blueprint of the instrument, before formulating the instrument. Interview data also showed that overall Indonesian teachers who are the subject of the study stated that they did not compose the blueprint on daily test and midterm test.

Only some of Indonesian teachers declared to make a blueprint on a final test. The result of document indicate that only 4 (19.05%) of Indonesian teachers can show document blueprint. This means that most Indonesian teachers did not compose a blueprint. Overall, Indonesian teachers declared to compile an instrument before conducting assessment. However, the result of document search is only a document about midterm test and the final test while documents of daily test and other assignments are not found.

After the instrument is completed, the next step is should be done to measure the validity and reliability of instrument. The questionnaire data shows that overall (21 100%) stated not measure the validity and reliability of the instrument. The interview results show that Indonesian teachers did not measure the validity and reliability of instrument because they did not have enough time to do so. Indonesian Teachers directly used the questions that have been compiled in the assessment without measure the validity and reliability questions first.

#### Implementation of Assessment

Teachers conducted assessment in Indonesian learning using test and non-test techniques. In general, teachers performed assessment activities conducted by using test and non-test techniques. The questionnaire data indicates that the type of assessment with non-test techniques used by the teacher are, portfolio assessment, performance assessment, product assessment, project assessment, demonstration, self-assessment, peer assessment, oral interviews, and storytelling. Every teacher is the subject of research using more than one type of assessment

with non-test techniques. For more details can be seen in table 2 below.

Table 2  
Assessment Type and Number of Users within Learning Indonesian at SMA

No	Form of Task	Number of Teachers	Percentage
1.	portfolio assessment	5	24%
2.	performance assessment	15	71%
3.	product assessment	15	71%
4.	project assessment	4	19%
5.	demonstration	7	33 %
6.	self-assessment	1	5%
7.	peer assessment	2	9%
8.	oral interview	4	19%
9.	storytelling	5	24%

For more details the following types of assessments are used by teachers in the assessment of listening skills, speaking skills, reading skills and writing skills.

### 1) Assessment of Listening Skills

In general, teachers did assessment of listening skills by providing listening duties. The results of the interviews shows that the teacher performed a listening assessment by providing listening tasks, such as listening to the news or listening to the text being read, sometimes even using the LCD. There is also a teacher who carries a listening assessment in the laboratory or listening to classroom recordings. The teacher presented the listening material by listening to the news, reciting poetry or reading short stories to the students.

The teacher did assessment of listening skills by assigning students to listen to news readings. One student is assigned to read the news in front of the class, and the other students are assigned to find the elements of news and subject matter of news content. After that, students are assigned to read the summary of the news

content in front of the class using their own language.

The results of document analysis shows, that most teachers include assessments with test techniques and non-test techniques for basic competency assessment of listening skills in the lesson plan. The questionnaire data shows the assessment of listening skills performed by various using teachers question form like item of multiple choice, true/false, short essay, and free essay. The percentage of teachers who use these questions in the assessment of listening can be seen in table 3 below.

Tabel 3  
The Form Test that is Used in Listening Skill

No.	Form of test	Number of Teachers	Percentage
1.	multiple choice test	3	14%
2.	matching test	0	0%
3.	true/false	1	5%
4.	Short essay	11	52%
5.	free essay	10	48%
6.	etc.	2	10%

The results of document analysis show that all teachers only include free essay and short essay of The lesson Plan. There are only a few teachers who offer multiple choice questions. While the problem of matching and true/false is not included in all teacher's lesson plan documents. The results of interviews with teachers indicate that only item of essay are used by the teacher in conducting a listening assessment. The results of interviews with students also indicated that the teacher used the item of test essay in giving the task and test. This means that the teacher used essay in assessing listening skills.

The results of the document analysis shows that only a few of the teachers listed the assessment with non-test techniques in the lesson plan. The questionnaire data shows that there are 19 (90%) of teachers

who claim to do authentic assessment in learning listening. The questionnaire data shows that there are several types of authentic assessments used by the teacher in listening learning, which are performance assessments, product assessments, write listening results, and tell the listening results. The percentage of teachers who use these different types of assessments in listening lessons can be seen in table 4 on the following pages.

Table 4  
Type of Authentic Assessment in Learning Listening

No.	Type of Task	Number of Teachers	Percentage
1.	performance assessment	5	24%
2.	product assessment	2	10%
3.	Self-assessment	0	0%
4.	peer assessment	0	0%
5.	writing the results of listening	16	76%
6.	tell the results of listening	18	66%
7.	etc.	0	0%

The questionnaire data shows that there were 12 (57%) of teachers who stated using the rubric in listening assessment. The questionnaire data also shows that there were 16 (76%) who stated doing the students' attitude assessment in learning listening. The result of the interview shows that most of Indonesian Language teachers have done the students' attitude assess in learning listening. Assessment of attitude is done by making observations in general and record student behavior. Aspects that are assessed in the assessment of students' attitudes toward learning listening were the seriousness in the questioning, the posture, the position of the body, then of the way he hears, and his eyes. The statement refers to the statement of the Indonesian teacher of the following initials SH.

*SH: The attitude is given the score, we see from the seriousness he replied, the results he heard fit or not, complete or not. Then when he hears, we see when we listen, we see his condition. Whether he is seriously listening or not, because we give him some kind of attention to the requirement of hearing good. His sitting posture, from his posture, then from the way he listens, the gaze, that's all*

The results of the document analysis shows that the teacher included an attitude assessment and self-assessment on lesson plan but there was no guidance on the implementation and no rubric of assessment. Teachers could not show other listening skills, listening documents such as the grading of a listening skill instrument, a listening skills other than those listed in the lesson plan, and no product document or portfolio of students listening results. Assessment documents were available only a list of collective score for each of the basic competencies on the legers of score. Teachers also did not have documents who spoke more. All students are given the opportunity to speak.

## 2) Speaking Skills Assessment

Teachers conducted assessment in learning speaking by giving poetry reading, speaking, and discussion. The aspects assessed in the assessment of speaking are the intonation, fluency, and gestures. The statement is based on a snippet of interview results with the following teacher ZR.

*ZR: Speaking assessment is done by giving the task of reading poetry, discussion, speaking, which I give the score of intonation, smoothness, gesture as well*

Teachers did assessment of speaking skills in groups and individually. Individual assessment is done by giving speaking tasks and presenting the news while group

assessment is done through giving the task of staging dramas and pantonim.

Teachers also did the assessment by giving the task of telling stories, presenting proposals, and conducting interviews. The statement is based on the results of interviews with teachers initials WP and RI following.

*WP: Speaking assessment is done by giving the task of telling a funny experience and speech so.*

*RI: If speaking skill, we make the product to. Making a proposal later, the presents their proposal. Presentations are done in groups, but it can be seen which is more talked. All students are given the opportunity to speak.*

The data above shows that the teacher conducted the assessment of speaking skills by giving the task of reading the story, then the students are asked to conclude the story. In addition, the students are also assigned to portray the character contained in the drama script that has been read. Aspects are assessed: dynamics, intonation, and gesture when staging drama characters. Another student who initials (KA) states that the teacher did the assessment of speaking skills to assign tasks

Speech red the poetry and speech, and write the scientific work. While other students that initial (OZR) stated that teacher did assessment of speaking skill through discussion activity. Teachers did assessment of speaking skills using test and non-test techniques. The questionnaire data shows that the assessment through the test technique used multiple choice questions, the question of matching short essay, and the free essay. Each teacher used more than one form of problem in conducting of speaking assessment. The percentage of teachers who use these questions in assessing speaking skills can be seen in table 5 below.

Table 5

The Form of Test Used in Speaking Assessment

No	Form of Test	Number of Tecaheers	Percentage
1	multiple choice test	3	14%
2.	matching test	1	05%
3.	true/false	0	0%
4.	Short essay	4	19%
5.	free essay	12	57%
6.	etc.	4	19%

The result of the document analysis shows that the teacher included short essay and free essay in the lesson plan document. The results of interviews shows that the majority of teachers declared to conduct an assessment of speaking skills using essay. This means that the majority of teachers used essay in speaking skills, which are short essay and free essay.

Teachers also conducted assessments with non-test techniques. Assessment by non-test techniques is done through authentic assessment. The questionnaire data shows that there were 18 (86%) of teachers who have applied authentic assessment in the assessment of speaking skills. Unlike the case with interviews shows most of Indonesian teachers said that they have not done an authentic assessment in learning of speaking skill. Nevertheless, the teacher listed some types of authentic assessment on Lesson Plan document of the basic competence of speaking skill.

Based on the questionnaire of authentic assessment the data used by teachers in conducting assessment of speaking skill are performance assessment, product assessment, interviews, discussions, speech, and storytelling. The percentage of teachers who use this type of authentic assessment in the assessment of speaking skills can be seen in table 6 below.

Table 6  
Authentic Type of Assessment in Speaking Learning

No.	Type of	Number	Percentage
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	Task	of Teachers	
1.	performance assessment	10	48%
2.	product assessment	2	10%
3.	self assessment	0	0%
4.	peer assessment	0	0%
5.	interview	4	19%
6.	discussion	14	67%
7.	Speech	17	81%
8.	storyteller	15	71%
9.	ect.	1	5%

The questionnaire data also shows that there were 8 (38%) of teachers made and used the rubric assessment in performing authentic assessment of speaking skills. While the result of the interviews indicates that most of teachers stated that they did not use the rubric in assessing of speaking skills. The result of the observation indicates that the teacher also did not use the rubric in conducting the assessment of speaking skills.

The questionnaire data shows that there were 17 (81%) of teachers who conducted students' attitude assessment in speaking learning. The results of the interviews indicate that in general the teacher declared to conduct an attitude assessment in speech learning although not yet using the observation sheet or attitude assessment rubric.

### 3) Reading Skills Assessment

Teachers conducted an assessment of reading skills by providing reading quickly assignments and reading comprehension to students. Assessment of reading quickly skill is done by calculating students' reading speed. Assessment of reading comprehension skills is done by assigning students to summarize the contents of the reading

Teachers performed reading skill assessment using test and non test techniques. Assessment through the test technique is performed using multiple

choice questions, short essay, and free essay questions. There were also teachers used more than one form of item test in conducting reading skill assessment. The percentage of teachers used these questions in assessing reading skills can be seen in table 7 below.

Table 7  
The Form Tests are Used in Reading Assessment

No.	Form of Test	Number of Teachers	Percentage
1.	multiple choice test	7	33%
2.	matching test	0	0%
3.	true/false	0	0%
4.	Short essay	15	71%
5.	free essay	10	48%
6.	etc.	0	

Assessment of reading skills with non-test techniques is done through authentic assessment. Authentic assessment became one of the types of assessment used in the assessment of reading skills. The questionnaire data shows that there were 15 (71%) of teachers who have applied an authentic assessment in the reading skill assessment.

The type of authentic assessment used by teachers in reading skill assessment is performance assessment, product assessment, demonstration, and storytelling. The percentage of teachers who conduct reading skill assessment using some types of authentic assessment can be seen in table 8 below.

Table 8  
The Type Authentic Assessment in Learning Reading Skill

No.	Type of Test	Number of Teachers	Percentage
1.	performance assessment	15	71%
2.	product assessment	7	33%
3.	Demonstration	8	38%
4.	self	0	0%

	assessment		
5.	peer assessment	0	0%
6.	story telling	7	33%
7.	Other	0	0%

The questionnaire data shows that there are 8 (38%) of teachers claimed to make and used the assessment rubric in performing an authentic assessment of reading skills. The results of the document analysis shows that only a few teachers have included a scoring rubric for basic competence of reading skills. The questionnaire data shows that there were 18 (86%) of teachers who claim to have an attitude assessment in reading learning. The results of the interviews shows that the overall teacher performed an attitude assessment in reading learning. However, teachers did not use the assessment rubric in conducting an attitude assessment.

#### 4) Assessment of Writing Skills

The teacher assessed writing skills by assigning assignments to students. Teachers gave the task of writing poetry, writing short stories, writing articles, writing letters and others. The form of writing assignments that teachers give to students is suitable to the basic Competencies. Here is the interview results with the teacher initials ZR following.

*ZR: Assessment of writing I do usually by giving the task of writing poetry, writing letters and others in accordance with basic competence .Giving the score that I do on poetry such as the accuracy of word choice, the structure of poetry, if the letter, such as the contain of letter the structure, the use of words and sentences. Scoring depends on the accuracy of student answers, because each question already has its own weight.*

The assessment of poetry writing skills focused on the accuracy of word choice and poetry structure. Assessment of letter writing skills focuses on issues of letter content, structure, word usage, and

sentence usage. Scoring is adjusted to the level of student achievement. Each Scoring is adjusted to the accuracy of the student's answer because each question has its own weight.

Teachers performed writing skill assessment using test and non test techniques. Assessment by the test technique is performed using multiple choice, short essay, and free essay. Each teacher used more than one form of problem in assessing writing skills. The percentage of teachers who used these questions in assessing writing skills can be seen in table 9 below.

Table 9  
The Form of Tests are Used in Writing Assessment

No.	Form of Test	Number of Teachers	Percentage
1.	multiple choice test	2	10%
2.	matching test	0	0%
3.	true/false	0	0%
4.	Short essay	9	43%
5.	free essay	11	52%
6.	Other	3	14%

Teachers also used non-test techniques in assessing. Assessment by non-test techniques was done through authentic assessment. The questionnaire data show that there were 17 (81%) of teachers who have applied authentic assessment in the assessment of writing skills.

Authentic assessments used by teachers in the assessment of writing skills are performance assessment, product assessment, portfolio assessment, narrative or persuasion writing, proposal compilation, journal, and the preparation of observation reports. The percentage of teachers who used the authentic assessment in the assessment of writing skills can be seen in table 10 below.

Table 10



## Types of Authentic Assessment in Learning Writing Skills

No.	Form of Task	Number of Teacher	Percentage
1.	performace assessment	5	24%
2.	product assessment	12	57%
3.	portfolio Assessment	3	14%
4.	self assessment	0	0%
5.	peer assessment	0	0%
6.	priting sample of narrative	13	62%
7.	making proposal	10	48%
8.	Journal	1	5%
9.	report the result of observation	8	38%

The result of the interview shows that the teacher stated to do authentic assessment in Indonesian learning by giving product task in the form of observation report, preparing proposal, composing scientific work. The teacher assessed the writing skill by assigning the task of writing the observation result, writing the speech texts, writing the drama script, compiling the summary, and preparing the scientific work.

The questionnaire data shows that there were 13 (62%) used the rubric in the assessment of writing skills. This means that most teachers claimed to use the rubric in the assessment of writing skills for some basic competencies. The questionnaire data shows that there were 14 (67%) of teachers did the assessment Attitude of students in learning writing. The results of the document analysis indicates that the teacher includes an attitude and self-assessment assessment on the Lesson Plan document but it was not accompanied by the assessment instrument.

Based on the above description it can be concluded that Indonesian teachers at SMAN in district X did assessment in Indonesian language learning using test and non test techniques. Both techniques were used in the assessment of listening skills, speaking skills, reading skills, and writing skills. Assessment with test techniques was

used by all teachers who were the subject of the study. Most teachers did the assessment using short essay, free essay, and multiple choice questions. Problem description was used in the daily test, midterm test, and the final test. While most teachers used multiple choice questions in the final test. But there were some teachers who used multiple choice questions on midterm test.

Teachers performed assessment with non-test techniques through the application of authentic assessment. The type of authentic assessment used by teachers in language learning was the assessment of performance assessment and product assessment. Both types of assessment are used in the assessment of listening skills, speaking skills, reading skills, and writing skills. However, Indonesian teachers have not performed a good performance assessment and product assessment because they did not use the assessment rubric.

Most Indonesian teachers included an assessment rubric for RPP (lesson Plan) for some basic competencies related to basic competencies of listening, speaking, reading and writing. Teachers did not use the assessment rubric in the assessment. The assessment rubric was only a complementary document. Teachers have done attitude assessment in learning Indonesian but it had not well because it did not use attitude of assessment instrument. Assessment of attitude was only done by observing the attitude and behavior of everyday students in school.

### c. The Process and Follow-up of Assessment Results

After the implementation of assessment activities, the next step is to process and follow up the assessment results. The teacher processed the assessment results by checking or correcting quiz results, results Assignment, and exam results. Overall, teachers reviewed and assessed the results of assignments and exam results.

The teacher checked and evaluated the results of assignments and result of

exam. Determination of the score of report cards is done by calculating the score of the task, the score of daily test, the score of midterm test, and the score of final test. It divided according to the number of assessment activities.

The teacher corrected and assessed students' assignments and exam results. The teacher decided the final score of the report card by adding the average the score of the task, the average score of daily test, the midterm test score and the final test score. The sum is divided by four and multiplied by a hundred. The teacher returned the results of assignments and results of exam to the students.

The teacher asked the students to collect assignment that has given to reviewing and scoring. After it has checked and assessed the assignment are returned to the students. The final score determination is done by the formulation:

$$r = \frac{1(\bar{x}T + \bar{x}PR + \bar{x}UH) + 2XMID + 3XUAS}{6} \times 100$$

Teachers did not use scoring guidelines or assessment rubrics to process the test results. The teacher only uses the student's final grade determination guide on the report card.

After process the results of assessment. The teacher did the follow up the result of assessment. Follow-up results of assessment was done by the teacher through discussing of assignments and test results. The teacher held a remedial for students who got the scored under the KKM. Not many teachers used the results of the assessment to improve the learning program in the classroom. Overall, teachers only used the results of assessment to determine the learning and achievement of students.

## Discussion

Assessment in Indonesian learning carried out to know the development of knowledge and students' language skills; it is included skills of literacy. Nurgiyantoro (2016: 304 – 308) reveals that component of

scoring in Indonesian learning included: (1) the assessment of language (linguistic knowledge), (2) an assessment of language competence (language skills: listening, speaking, reading and writing), and (3) assessment Literary competence.

Ideally in learning Indonesian assessment included an assessment of language knowledge, skills assessment and attitude assessment. Assessment in Indonesian learning can be done by using test and non test techniques. The findings of the study indicated that the teacher performed the assessment of using test and non test techniques. The scoring of using tests were done: free essay, short essay and multiple choice. The item of tests were used in the assessment of language knowledge, and language skills.

Most teachers did assessment Indonesian skills using free essay and short essay, and there were some teachers who used multiple choice test. Conceptually assessments by test techniques can be used in the assessment of knowledge in the context of language learning. Assessment with test techniques can not be used on skills assessment, except on assessment of listening and reading activities.

The assessment of Indonesian skills ideally is done by using non-test techniques through assignment. Assignments that was given to students can be done through authentic assessment. Authentic assessment can reflect mastery of students' knowledge, skills, and attitudes. It also included an authentic task of Indonesian language skills.

Mintah (2003: 167 – 169), Sidhu (2010: 156 – 160), Finch (2002: 12 – 13), and Whitelock (2012: 4 – 7) state that authentic assessments provided an excellent contribution to the development of self-concept, Achievement motivation, attitude development, confidence, and self confidence of students.

The results of this study shows that most teachers have applied authentic assessment (performance and product) in learning but have not done well because it is not supported by adequate assessment tools,

such as assessment rubric and scoring guide of assessment result.

This is the same with the results of Nurgiyatoro's research (2009: 6) indicates that the teacher still performed the assessment with the old pattern, it was measuring the students' knowledge about the language system and vocabulary. The authentic assessment that measures the students' language performance has not been done yet. It not done because teachers did not have sufficient knowledge about authentic assessment. The results (Poerwanti, 2006: 6) indicates that teachers did not understand authentic assessment, even there were teachers did not know the authentic assessment. Even if there were teachers who have applied an authentic assessment but could not be done properly.

## CONCLUSSION AND SUGESTION

### Conclusion

Teachers make assessments in learning using various item of test, such giving homework, daily test, midterm test, final test, and giving assignments. Teachers did assessments by using test and non-test techniques. Assessment with test techniques was done to assess the knowledge and skills assessment. Assessment with the test technique was done to conduct a skill assessment. Assessment with test techniques is done through authentic assessment. The authentic assessment was used by the teacher were of performance assessment and the product assessment. Both assessments have not been properly to be implemented because they were not supported by using of adequate assessment tools such as assessment rubrics and scoring guidelines. Teachers have done attitude assessment in Indonesian learning although it was not well to be implemented.

### Suggestion

Based on the results of this study, the authors addressed to Indonesian teachers to be able to:

1. Perform authentic assessment in Indonesian learning. Authentic

assessment should be done well with use of adequate assessment tools.

2. Indonesian teachers improve their competence in conducting assessments of Indonesian language learning because the characteristics in Indonesian language learning are different from other lesson.

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