AUTHENTIC TEACHING AND ASSESSMENT AS THE SOLUTION TO EDUCATIONAL EVALUATION IN REFERENCE TO ASEAN ECONOMIC COMMUNITY IN INDONESIA

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Abstract This paper is a monograph of an academic research paper entitled *The Implementation of Classroom-Based Assessment within the English Secondary School Teachers in Riau Province-Indonesia (Universiti Kebangsaan Malaysia, 2012)*. Chronologically, it discloses such aspects as the changes of curriculum, the ignorance of productive skills, the functions of English in ASEAN economic community, the authentic teaching & learning, the authentic teaching materials, the authentic assessment, the related study, and the implications & recommendations.

Keywords: *authentic teaching, assessment, ASEAN economic, community*

INTRODUCTION

Educational curriculum of each school in Indonesia has been developed since 1947. Specifically, for English subject, there are six types of curriculum that have been used up to now. Firstly, Curriculum 1974 oriented to the *grammar-translation approach*. The target of this curriculum is to enable students to have significant competency in terms of grammar and translation (either from English to Indonesian or vice-versa) although they are less active in oral communication.

The implementation of this *grammar-translation approach* is not only in Indonesia but also in other parts of the world in which English is taught as a foreign language. Historically, it is noted, for example, that after the atomic bomb fallen down in Hiroshima and Nagasaki, the Japanese Government sent fifty teachers to the United States of America to learn English through *grammar-translation approach*. They translated most of the books on technology from English to Japanese; and twenty years later, through *Meiji Restoration project*, Japan could be a tight competitor of the United States in terms of technology (Asia for Educators, 2009).

Secondly, Curriculum 1984 focused on the *communicative approach*. This sort of curriculum seems to be the development of Curriculum 1974. This means that speaking skill (e.g. related to guided themes/conversation limited to classroom-objects) can be conducted if the students have a good competency on both grammar and translation (Riau Post, 2014).

Thirdly, Curriculum 1994 concentrated on *meaningful-language learning*. One of the targets of *meaningful-language learning* is to enable students to understand what to read, what to listen to, and what to write in English comprehensively; although they are not so active in communication skill (Depdikbud, 1994). Research findings showed that English teachers of State SMU Pekanbaru-Indonesia had various strategies in the implementation of *meaningful-language learning* but they had weaknesses in two aspects, that is, accuracy, fluency, and performance on one hand, and competency and roles in teaching-learning process on the other hand (Fadly Azhar, 2000).

The next one is Curriculum 2004 which aims to train students to have *life skills.* This kind of curriculum is more popular with *Competency-Based Curriculum*. The emphasis of this curriculum is to be good at *language contents* and *language skills competency*. If students have skills in using these two language aspects of their live, English will be their specific profession that can sustain either working in-person or in-collaboration (Depdiknas, 2004).

Fifthly, curriculum 2006 which is also known as *School-based curriculum,* aims at giving freedom to schools developing their own curriculum in line with their vision, missions, and objectives supported by the conditional factors in which the school buildings are located (Tim Pustaka Yustisia, 2008). If the school building is located, for example, within *palm plantations*, so most of *the vocabulary words* should be dealt with all aspects about palms. This is likely to do if that school appoints palm plantation as a *local content*; then, through routine training and guidance from palm companies, that school can be appointed as a *center of excellence of coconut palm plantation and production*. As a result, the school does not only provide education but it also offers *life skill* to the students (Depdiknas, 2008).

And now, the schools are running curriculum 2013 which aims not only at internalizing the aspects of *knowledge* and *skill* but also more focus on the aspect of *attitude.* Wisdom people say: '*Students with better knowledge and skill will be nothing if they have poor attitude*'; while others say: '*Students are not only expected to be clever and expert but also right or accurate in their performance.' Therefore, the aspect of attitude gets involved in determining students' success as well as completion. In line with this target, teaching-learning process is adapted to scientific approach* (Depdiknas, 2013).

The Ignorance of Productive Skills

As it has been discussed above, there have been six times of curriculum changes. However, the students learning achievement which has been accomplished either through *Final-Stage Evaluation*, *National Final-Stage Evaluation*, *National Final-Exam*, or *National Exam* does not yet show significant results, particularly, in the aspects of *speaking* and *writing (productive skills)* which play an important role in reference to ASEAN Economic Community.

In my opinion, this is due to the following factors. Firstly, the teaching of English subject up-to-now is still categorized as a foreign language; so that, the use of English both in oral and written at various educational institutions is rarely found even feels strange. Secondly, the students learning achievement is more emphasized on the aspects of *reading comprehension* and only a little bit hour on *listening comprehension;* while *writing, speaking* and *grammar* seem to be ignored. This seems to be controversy to what Bashrin (2013) and Golkova & Hubackova (2014) said that productive skills reflect students' ability in producing English both in written and oral, and both of them play an important role in the aspect of communication.

Thirdly, the allocation of English teaching-learning process is only 90 minutes in each week; so it is very limited to each student to practice it. Fourthly, some teachers' academic qualifications are not *link and match* with English subject. For example, one teacher has a Diploma 2 or Diploma 3 in English but has different academic qualifications both from their Bachelor and Master degrees. Hence, their *English language contents* and *skills* are not improved at all. According to Depdiknas (2014), a teacher or a lecturer can be considered *link and match* in terms of academic qualification, whenever he or she teaches the course related to his or her academic qualification background.

Fifthly, there are some English secondary school teachers who graduated from non-English Department even from non-educational institutions. They only got a license for teaching after attending a short course on teaching-learning process. So, the question for this aspect is to what extent their English proficiency is, particularly in speaking and writing (productive skills).

Finally, according to the Decree of Rector of Universitas Riau Number 68/J19/AK/2004 on 22 March 2004, Universitas Riau requires to have a TOEFL certificate of 500 for the students of English Department and post-graduate program; but only 450 TOEFL score for other undergraduate students. Unfortunately, this sort of TOEFL is only a prediction; not the real TOEFL neither in the form of institutional nor the international one; even *speaking* and *writing skills* are not tested.

The Functions of English in ASEAN Economic Community

To minimize those problems, it needs to improve the teaching-learning process, that is, to take into account the position as well as the function of English in terms of means of communication among nations in the world. Hence, it is the time now to use '*authentic teaching and assessment'* technique so that students' English competency will be possibly acquired naturally and could be applied in the aspects of transactional and interactional in relation to ASEAN Economic Community in Indonesia.

The Association of ASEAN Countries including Brunei Darussalam, Cambodia, Timor Leste, Indonesia, Laos, Malaysia, Myanmar, Singapore, Thailand, and Vietnam has committed to begin ASEAN Economic Community on January 1, 2016. This sort of multi-lateral cooperation aims at increasing win-win solution in the terms of "*free flow*

of goods, services and investments, a freer flow of capital, equitable economic development, and reduced poverty and socio-economic disparities' (ASEAN Economic Bulletin, 2003).

In short, ASEAN Economic Community gives official opportunities to all people having activities in the sectors of economy, trade, health, education, agriculture, fishery, plantation, tourism, hotel, and banking in all ASEAN countries. As a result, the aspects of social-economy will be in an equal level even poverty point will be diminished among ASEAN countries.

In relation to this condition, of course, English plays an important role as a means of communication. Therefore, it is the time now the English teaching approach at secondary schools should be moved to *authentic teaching and assessment*; so that, the students will be much better at *speaking* and *writing* without ignoring *grammar, listening,* and *reading skills* including various types *language contents* being taught at English Dept. FKIP Universitas Riau (Fadly Azhar, 2017b).

The Authentic Teaching & Learning

Authentic, in this context can be defined as something that is not artificial but something which is designed or engineered in reference to needs, situation and condition which is original, factual, observable, measurable, and doing transaction/interaction/activity through a set-up procedure (Collins Cobuild English Essential Dictionary, 1989; Fadly Azhar, 2012; Fadly Azhar, 2016a; Authentic Education, 2017; Authentic Learning, 2017a; 2017b).

Theoretically, authentic teaching enables students to be creative, for example, in terms of scientific writing, object production, and performances (Newmann & Wehlage, 1993). Related to scientific writing, research findings showed that SLOWER (*selecting, listing, ordering, writing, examining, and revising*) approach played a significant role in raising the writing ability of the students of English Study Program FKIP Universitas Riau (Fadly Azhar, 2003).

There are three impacts to teachers and students in the implementation of authentic teaching and assessment: *technical, practical, and emancipatory interests.* The technical impact makes the students smart in decisions making; the practical impact shows the high-level reflection of the students; while the emancipatory impact provides students with the ability of critical thinking and action (Ariev, 2005).

Therefore, authentic teaching, in this context, is the designed and engineered teaching based on the real needs, situation, and condition. For example, teachers are eager to exemplify '*a business transaction talk at the bank*'; so, that kind of talk should be recorded at the bank; not in the classroom. As a consequence, there will be lots of authentic teaching materials related to *listening*, *speaking, reading,* and *writing* occurs at the workplace, for example, at the bus station, airport, shopping mall, and the like

(Fadly Azhar, 2014). In relation to situational context, research findings showed that Contextual Teaching and Learning approach can significantly increase the oral communication of the students of Midwifery Department of Health Poly Technique Pekanbaru (Fadly Azhar, 2004).

In the educational context, the term of authentic teaching refers to teaching and education which implements various techniques connecting what has been learned at schools with the applications, problems, and developing issues occurring in the real-world (Newsletter & Webinars, 2017). This sort of condition will make students more interested in what they have been learning; more motivated in understanding new concepts and skills, and more readiness in continuing studies, even careers. It also makes them old enough in thinking process if what they have learned draw real-life contexts, equip them with practical and useful skills, and enable them to choose and select various relevant topics which can be applied in the life of a community (Carroll & Hall, 1985; Weimer, 2012).

The Authentic Teaching Materials

In line with authentic teaching, the teaching materials should be taken from daily life media or authentic reading materials such as *newspaper*, *magazine, invitation letter, announcement, short-message-services, advertisement, brochure, bank account book, electric/hotel bill, tabloid, academic/business journal*, *comic*, *receipt*, *airplane/ship/bus ticket*, *yellow pages, bank application forms, traveling directory,* and *other printed matters* including *electronic instruments* through *interactions, transactions, monologues,* and *dialogues*. In other words, authentic teaching is the teaching activities which involve students with what they will find in their natural-life (Fadly Azhar, 2015a; 2016b; Oxford University Press, 2014; Hendriastuti, 2006).

In addition, authentic materials disclose various effects on the use of English as in the followings. Firstly, authentic materials bring the students direct contact with the use of English in the real-life. Secondly, authentic materials which are developed from printed matters and electronic will remain up-to-date and be renewable. Thirdly, authentic materials tend to work in the context of language consistently so that students will have a significant language competency. Finally, authentic materials provide various up-to-date sources which can be developed in relation to students' needs (Azri & Rashdi, 2014; Fadly Azhar, 2017a). Furthermore, authentic materials do not only motivate students to learn English in a real situation, but they also raise and at the same time reduce students' anxious in making mistakes in terms of grammar and pronunciation. This is probably to be solved due to the use of English in a real-life situation, context, and condition (Chou, 2017).

Then, in the context of choosing reading texts, there will be four steps that can be done by teachers. Firstly, *suitability of content* aims at identifying students' interest, needs, and the application of the reading texts after school hours. Secondly, *exploitability* aims at identifying the usage, context, and skills that can be elaborated through the reading

texts. Thirdly, *readability* aims at identifying the level of difficulties, easiness, complexities, and the context of vocabulary-words which are available in the reading texts. Finally, *presentation* intends to detect the authenticity, attractiveness, attention, and so does the possibility of the students to read the reading texts again and again (Berardo, 2006; Munoz, 2016).

In summary, in terms of authentic teaching, teachers or lecturers need to think and create an actual condition directly involve students to reach the learning objectives. For example, the learning objective is to enable students to identify and practice '*how to open a saving account at the bank*." So, students should go to the bank and the bank authority explains the process of "how to open a saving account." As a result, students will obtain such following advantages as *(a) being active in learning activities; (b) finding out self-learning concept; (c) internalizing concept, law, and principle; (d) developing mindset; (e) raising sense of curiosity; (f) activating interaction/transaction competence; and (g) raising intellectual competence* (Sunardi & Imam Suryadi, 2016).

The Authentic Assessment

The next aspect related to authentic learning is authentic assessment which reflects learning, achievement, motivation, and attitude in the learning process. There are four characteristics of authentic assessment: *(a) to be the sample of a knowledge, aptitude, and disposition in learning context; (b) need integration from various knowledge and aptitude; (c) depend on various sources and physical evidence; and (d) evaluated with standardized rubrics*. In other words, authentic assessment is a procedure or a way to assess learning achievement through various and non-stop activities (Aka & Guvendib, 2010; Alderson & Claplan, 1995; Perkins, 2016).

Authentic assessment aims to assess real-world contexts. As a result, authentic assessment does not force *rote-learning and passive-test taking* but it is more focus on the raising of analytic skill, integrating what has been learned, creativity, oral and written skill, and team-work as well (Daria, 2016; Integrate Ireland Language and Training, 2016). According to Richards (1992), *rote-learning and passive-test taking* can be defined as a teaching process which goes through the process of 'memorizing.'

Authentic assessment in this context originates from Classroom-based assessment consisting of *written assessment, performance assessment, product assessment, project assessment, self/peer assessment, attitude assessment,* and *portfolio assessment* (Brown, 2004; Crooks, 2011; Fadly Azhar, 2012). *The written assessment* covers objective and subjective tests and it evaluates the cognitive domain. The objective test consists of *multiple-choice, true-false, matching, sentence completion,* and *cloze-procedure;* while *subjective test has factual* and *inferential questions* (Fadly Azhar, 2013a, Heitler, 2005; Urquhart & Weir, 1998; Weigle, 2002).

Performance assessment is used to assess and measure aptitude skills in performing activities, for example, presenting papers, *asking for directions, constructing graphs,*

operating computer, typing a letter, delivering a speech, describing and drawing a given object, and the like (Fadly Azhar, 2013b; Hughes, 2003; Karimi, 2016; Read, 2000).

Product assessment aims to evaluate and measure finished products, for example, paintings, essays, speech scripts, dialogues, text of procedure, and the like (Fadly Azhar, 2015b; Oxford University Press, 2016).

Project assessment aims to evaluate and measure learning achievement based on the finishing process from the beginning stage up to finishing stage, for example, as in the following topics: *the ability to investigate procedure of school enrollment, strengths and weaknesses of competency-based curriculum, procedures of determining learning achievement*, and the like (Fadly Azhar, 2015a; Urquhart & Weir, 1998).

Self/peer assessment provides opportunities to students directly evaluate and measure their strengths and weaknesses of learning activities particularly related to the clarity, observation, measurability, objectivity, realistic, learning support, and the like (Tola, 2006).

Attitude assessment is required to evaluate, measure, and disclose students' tendency on a specific object by completing a questionnaire or an observation sheet related to '*like or dislike*', '*agree or disagree*', towards learning activities. This also includes students' attitudes toward school subjects, teachers, teaching-learning process, and so on. (Fadly Azhar, 2015a).

Portfolio assessment collects and keeps students' products that will be evaluated by such people as teachers, students, and parents. There are three kinds of portfolios: working portfolio, documentary portfolio, and showcase portfolio. For students, working portfolio is used to keep drafts, unfinished assignments, and work design; while for teachers, it functions as an instrument to overview activities, to raise motivation, and to improve commitment on teaching-learning process. *The documentary portfolio* contains all processes to produce general works as well as feedback from students; while the *showcase portfolio* keeps the best general works of students based on teachers' requirement. These best general works can be used for such following things as for ranking, for scholarships, and the like (O'Maley & Pierce, 1996; Richards, 1992).

The Related Study

A research activity through context, input, process, product evaluation model (Stufflebeam, 1971) has been done to evaluate and measure the implementation of classroom-based assessment by the SMP English teachers within the province of Riau. Research findings revealed that teachers have the higher level of affective domain (mean score 3.77-3.95), but have the mediocre level of cognitive and psychomotor domains (mean score 3.29-3.56). This is due to such factors as less available school

supporting facilities, and teachers have a tendency to apply assessment rubrics as in the curriculum since they are not accustomed to having significant creativities in making the teaching process as well as an assessment as authentic as possible. (Fadly Azhar, 2012).

The Implications and Recommendations

Authentic teaching and assessment are two essential things that have to be used by English secondary school teachers in Indonesia as the solution to an educational evaluation in reference to the ASEAN Economic Community. This is due to the fact that in the process of implementation, teachers are expected to have a significant competence in conducting various types of authentic assessments including written, performance, portfolio, self/peer, attitude, product, and project.

As a result of this, the learning achievement scores obtained by students can be used as physical evidence influencing students' success both in terms of School-Leaving Exam and National Exam. This happens to such states as United States of America (Gansle, et al, 2006), Australia (Klenowski, 2011), Holland (Segers & Tillena, 2011), Canada (Western & Northern Canadian Protocol for Collaboration in Education, 2006), Macedonia (Petkovskaa, 2010), New Zealand (Crooks, 2011), Scotland (Hutchinson & Young, 2011), and Turkey (Birgin & Baki, 2009; Aka & Guvendib, 2010).

However, Malaysia which also uses 'National Exam" as in Indonesia, has a tendency to accumulate the National Exam scores and the scores obtained during teaching and authentic assessment process in the classroom (ePutraPortal Maklumat Pendidikan, 2012; Interviewing with Dr. Jamil Ahmad, Universiti Kebangsaan Malaysia, 2015). This combination of scores is used by the Ministry of Education of Malaysia to enroll students in many different universities (based on their accredited ranking). In short, the combined scores of authentic teaching & assessment and the National Exam make students free from joining university entrance test.

Refer to what has been discussed about teaching and authentic assessment, it can be concluded that firstly, the teaching of English should be focused on productive skills, that is, speaking and writing in relation to ASEAN Economic Community but not neglecting grammar, pronunciation, including receptive skills, namely, reading and listening comprehensions. Secondly, teachers need to apply authentic teaching which involves students in a real situation and condition or real world not artificial. Finally, teachers should apply all kinds of authentic assessments: *written assessment, performance assessment, product assessment, project assessment, self/peer assessment, attitude assessment,* and *portfolio assessment*; and at the same time, they also need to have a capability to design standardized rubrics. As a result, the aspects of knowledge, attitude, and skills of the students will integrate one to another with the teaching-learning process.

Then, to support the sustainability of this program, teachers/lecturers are recommended to apply the following things: (a) English teaching approach should be focused on productive skills (speaking and writing) without ignoring grammar, pronunciation, and receptive skills (reading and listening); (b) in terms of teaching process, authentic teaching is needed to apply so that sooner or later TEFL will develop to TESL; (c) the courses being taught should be related to the linearity of academic qualification/educational background; (d) time-allocation of teaching-learning process in the classroom should be added, at least, two teaching-hours; (e) for those to have other than English background should teach local contents; (f) apply bilingual, language across curriculum, and total immersion program to make students accustomed to using English both in written and in oral; (g) the writing of international scientific publications including browsing, summarizing, and paraphrasing academic articles is more preferable for post-graduate students; teachers; (h) authentic assessments should be used holistically to evaluate and measure students' knowledge, attitude, and skills through standardized rubrics; (i) need to overview supplementary assessments including the aspects of participation, attendance, request, diligence, kinship, and honesty/integrity.

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