

ENGLISH TEACHER'S INTERPRETATION AND PRACTICE OF ASSESSMENT BASED ON CURRICULUM 2013 AT SENIOR HIGH SCHOOL

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Abstract: Assessment is an integral part of teaching and learning process and it is used to see whether the teaching and learning process can run as expected and reach the desired objectives. This study is intended to find out the implementation of assessment based on Curriculum 2013 at Senior High School in terms of (1) the English teacher's interpretation on the assessment, (2) the practice of the assessment based on Curriculum 2013 in teaching English, and the difficulties that the English teacher encounters in the implementation of assessment based on Curriculum 2013. The design of this study is a case study. This study is conducted in qualified Senior High School in Surabaya. The subject of this study is K-13 certified English teacher of in that school and known as province English Instructor and a speaker of some seminars or trainings related to the Curriculum 2013. The data were collected through three techniques, e.g classroom observations, interview, and documentary study which were done in the second term. The study revealed the following findings and conclusions. First, related to the teacher's interpretation to the assessment based on Curriculum 2013, the teacher knew it incomprehensively. Second, regarding the implementation of assessment based on Curriculum 2013: in assessing the student' attitude, the teacher has followed the assessment's rules although she didn't apply all the techniques in the real teaching. The last, there were some obstacles that the English teacher encounter during implementation assessment based on Curriculum 2013: 1) the difficulty in making assessment indictor, 2) many aspects that have to be assessed using so many kinds of instruments, 3) the limitation of the time to conduct all assessment

Keywords: English Teacher, Assessment, Curriculum 2013, Senior High School.

INTRODUCTION

Teaching English in Curriculum 2013 is not addressed linguistic competence, macro-skills (productive; speaking and writing, and receptive

skills; listening and reading) and micro-skills (grammar, vocabulary, pronunciation and spelling) in isolation but covered in all core competence and basic competence. Curriculum 2013 is

designed to revise or to correct the mistakes of the competence meanings in the previous curriculum. While the previous curriculum combined the ideas of competence, performance and genre - based approach for English subject, this current curriculum has the key words like spiritual and social competence (deal with affective domains), together with cognitive and psychomotor competence through scientific approach and authentic assessment in all subjects. The assessment of students' achievement is also viewed from many sides: aspects of attitude competence, knowledge competence and skill competence that unified on portfolio and the students' activity in learning English based on the Curriculum 2013 more leads students to be active, creative and able to work together in a team work or pair.

Assessment is a component of a curriculum design. Assessment is an integral part of teaching and learning process and it is used to see whether the teaching and learning process can run as expected and reach the desired objectives. Teachers assess students' learning from the beginning until the end of the teaching process. Assessment is an ongoing process that encompasses a

much wider domain than tests. It can be in the form of feedback, comments, questions, confirmations, corrections, quizzes, tests, etc (Brown, 2004). Moreover, Airasian (2001) defines assessment as the process of collecting, synthesizing, and interpreting information to aid in decision making. Assessment is a general term that includes all the ways teachers gather information in their classrooms.

However, all of us have taken various types of paper and pencil tests during our many years of schooling to assess our competences. Some of these were teacher-made tests requiring us to select an answer (e.g. true false, multiple choice, or matching) or to supply an answer (e.g. short answer or essay). Others were standardized tests of aptitude or achievement, primarily using multiple-choice items. The widespread use of paper-and-pencil testing in schools was due, at least in part, to the efficiency with which they could measure a large number of learning outcomes and the ease of scoring and recording the results (Gronlund & Waugh, 2009). Those paper-and-pencil tests are usually referred as traditional assessment.

Wiggins (1990) emphasizes that traditional assessment methods have failed to measure the real performance of the students, and to get the overall description about the student attitude, skill, and knowledge that are related to the students' real life outside the school. Traditional assessment methods even have reduced the essence of curriculum because they do not touch the real essence of the student learning process and outcome.

Meanwhile, assessment based on Curriculum 2013 is claimed that it is not as traditional assessment. As said by Kemdikbud (2013), in Curriculum 2013, assessment is defined as set of systematic and continuous activity in gaining, analyzing, and interpreting data about process and students learning results, so it turns to be meaningful information in making decision. Additionally, assessment of learning outcomes by teachers is a process of gaining information or evidence about students learning achievement in spiritual and social attitude competences, knowledge competences, and skill competences which is done in a planned and systematic, during and after the teaching learning process (Kemdikbud, 2014). In order that, simply testing or

assessing an isolated skill or a retained fact does not effectively measure a student's capabilities and does not fulfill the requirement of the assessment based on Curriculum 2013, to accurately evaluate what a student has learned and during the process of learning, and assessment method must examine his/her collective abilities.

Indonesian government, through ministry of education and culture, has issued many regulations related to the implementation of Curriculum 2013, peculiarly about assessment, beneficial to give guideline of its implementation. Based on the minister decree number 81 of 2013 about the implementation guidelines of Curriculum 2013, it is stated that 1) assessment is directed to measure students' competence stated in the curriculum, 2) it is basically criterion-referenced assessment, 3) It is an ongoing process, that all indicators are assessed, and then analyzed to see what have been or have not been achieved by students, and then to locate students' difficulties in achieving the competence, 4) The result of the assessment is used to give feed backs and follow-up activities for students to reach the competence (Kemdikbud, 2013)

Related to the competence that must be learned by students, Curriculum 2013 mentions the terms Core competence and basic competence. Core competence is the realization of the standard of competence that must be achieved by the graduates upon completion of certain education levels. It contains the description of qualities that must be achieved, in the forms of moral/religious values (core competence 1), social attitudes (core competence 2), knowledge (core competence 3), and skills or the application of knowledge they have learned (core competence 4). The quality of the core competence must be balanced between the hard skills and soft skills. Basic competence, on the other hand, is the competence attained by each subject matter for each level or grade. It is the content or competences of a certain subject derived from the core competence.

In the implementation of Curriculum 2013, teachers are expected to be able to make changing in all aspects of teaching and learning, including assessment. Moreover, the emergence of Curriculum 2013 is quite shocking for some teachers since they consider it is so different from the previous one, especially in terms of assessment. Many

people (teachers, students, parents) have been protesting the emergence and the implementation of curriculum 2013, but the government has tried to make improvement of Curriculum 2013 in order that it becomes more applicable. The teachers have undergone some constraints related to English Language Teaching in context of Curriculum 2013. Some teachers claim the implementation of curriculum has burdened them, especially when they conduct the assessment. There are problematic issues appear in conducting the assessment. The teachers have claimed they can't manage the time to conduct assessment since the government decides to assess the student in context ELT not only skill/knowledge value, but also moral and attitude value. Knowledge can easily be measured using tests/assessment, such as multiple choice, matching, completion, short answer. Skills can be measured using performance assessment, such as oral performance, but how can the teacher measure social attitude/ moral values? Still there has been seemingly problem among the teachers. The reduction time hours of learning ELT by Government have effect in providing time assessing all the criteria. Moreover, in our ELT context,

the implementation of Curriculum 2103 especially in its assessment can't correspond with the large class size has affect class performance. In fact, the issue of large class size is still unresolved and to be constraint in conducting the assessment.

As mentioned earlier, the number of hours of learning English at class in the new 2013 curriculum are less than that of previous curriculum. This bring a big challenge for both teacher and students to work harder in achieving the learning goal in a limited time. The teachers are expected to be competence in managing the strategy to achieve learning goal by conducting assessment following the Government Decree. The government has explained the teacher competences and functions as stated in the Decree of Education and Culture Minister Number 16/2004. As stated in Decree Minister Number 16/2004, the teacher should fulfill academic qualification to conduct the education in order to create the potential generation. This is necessary to have the teacher fulfilling the requirement as stated in the decree. The government has conducted some seminars or trainings related to Curriculum 2013 in order to have the qualified teacher in implementing

Curriculum 2013 especially in assessing the students. The qualified teacher should be certified teacher. The certified teacher, as stated in Decree of Education and Culture Minister number 62/ 2013 means the teacher has already got the certificate from the Government related to the subject he/she has supervised. The certified teacher is expected to conduct the education to achieve the national Curriculum goal because the teacher has been trained by the Government through some seminars/trainings related to the implementation Curriculum 2013. Therefore, it is expected the certified teacher would be competence in conducting the assessment based on Curriculum 2013 in the classroom. In accordance with the government spirit and some problematic issue behind the implementation of Curriculum 2013, this study is conducted. The findings of this study can be contributing to the improvement of the curriculum. This study is focused on English teacher's interpretation and practice of assessment based on Curriculum 2013.

RESEARCH METHOD

The design of the research is a case study. The single case learned in this research is the implementation of assessment based on curriculum 2013 by

English teacher during the teaching and learning process in the classroom of a Senior High School in Surabaya. The persons who involved in implementation of assessment were an English teacher of Senior High School and her students. The teacher is non-native English speaker, an Indonesia, and known as province instructor of some seminars or trainings related to the assessment based on Curriculum 2013. The students were all Indonesian who studied English as a foreign language.

This study is conducted in a qualified Senior High School in Surabaya because this school is categorized as very good schools in implementing Curriculum 2013 in 2016. The data are collected through three techniques, e.g. classroom observations, in-depth interview, and documentary study. Hence, the instruments of this study are observation forms, interview guide, audio-video recording, and teacher's assessment documents.

The procedures of data analysis are explained as follows. This involved transcribing the expressions in the recorded video and interviews, typing up field notes, or sorting and arranging the data into different types depending on the sources of information. In this

research, the transcript of the data was classified based on the research questions. Then, the researcher read them carefully to check if she has sufficient data. The researcher put certain codes on the data from the field notes and the transcript of the observation. Therefore, classifying them was very important in order that the researcher could sort the information into categories. The data from school documents such as lesson plans and assessment tasks were explained descriptively and then compared with result of interview about explained by English teachers. The data which were obtained from each instrument were analyzed carefully and accurately using qualitative analysis and reported descriptively to answer the research problems.

RESULTS AND DISCUSSIONS

English Teacher's Interpretation on Assessment Based on Curriculum 2013

The first finding of the interview shows that the teacher knew about assessment based on Curriculum 2013, especially about the aspects or domains of the assessment. She delineated it as the most noticeable differences between assessment based on Curriculum 2013

and assessment in the previous curriculum. However, the teacher was not completely mentioned the principle of assessment in Curriculum 2013 as stated in Minister Decree number 81 of 2013 about the implementation of Curriculum 2013. She just mentioned one of the principles assessments which the assessment should be ongoing process. Even not all of the principles could be mentioned completely, but it can be said that at least she already understood the principle of assessment in Curriculum 2013.

As discussed previously, Curriculum 2013 deals mostly with affective/attitude, cognitive/knowledge and psychomotor/skills domain of the students. Then those three components are explicitly stated in Core Competences (*Kompetensi Inti*) and Basic Competences (*Kompetensi dasar*). There are four Core Competences in Curriculum 2013, and those make this curriculum differ from the previous one. And then, related to the focus of Curriculum 2013, the first Core Competence (KI1) deals with spiritual domain, the second Core Competence (KI2) deals with social domain, the third Core Competence (KI 3) deals with knowledge domain, and the last Core

Competence (KI 4) deals with skill domain. Since the teaching learning process using Curriculum 2013 concern to those three domains, the assessment based on Curriculum 2013 also concerns to these three domains. Spiritual Core Competences (KI 1) and Social Core Competences (KI 2) are integrated being assessed using attitude assessment, Knowledge Competences (KI 3) is assessed in knowledge assessment, and meanwhile skill assessment is for skill competences (KI 4).

Following the interview questions about the teacher's interpretation about domains in assessment based on Curriculum 2013 is questions about their understanding about the principles. The teacher answered to know and measure the students' competences (attitude, knowledge, and skills) and it is ongoing process. This result seems the teacher didn't know about the principle as stated in Decree of Minister Education and Culture number 104. That fact showed that even though the teacher has already certified and followed some seminars related to Curriculum 2013 didn't guarantee she knew the principle of assessment as stated in Decree of Minister.

Given that the core of the assessment based on Curriculum 2013 is to emphasize the product and process of the teaching and learning activities as well, this assessment provides feedback for both the teacher and the students. The teacher can measure how deep their students comprehend the lesson and see those who needs help and who is progressing well. On the other hand, the students can know their progress they make during the learning process. As stated in Indonesia Minister of Education and Culture Decree no.104 of 2014, assessment is a process of collecting and processing information to measure the students' learning achievement done by the teacher to monitor the process, the progress, and the improvement of the students' learning outcome continuously. Moreover, this Decree also implied that based on the result of assessment, the teacher and the students can get the information about the weaknesses and the strengths of the teaching and learning activities.

The Implementation of Assessment Based On Curriculum 2013

Attitude Assessment

Relevant findings regarding the implementation of the assessment based on Curriculum 2013 in non-manipulated

setting show that there were gaps between the mandated assessment based on Curriculum 2013 as stipulated by the Government and its implementation the school level.

In assessing students' attitude, the teacher can utilize four (4) techniques as mentioned and explained obviously in the Minister Decree about assessment. The techniques are observation, self-assessment, peer-assessment, and journal assessment. The instruments of each technique are in the form of checklist or rating scale completed by rubrics. The final score of the attitude assessment is counted based on modus.

The first technique is observation. This technique is done by the teacher so it is also usually called teacher observation. It is conducted continuously, not only for once or twice but also continue until the end of the period of scoring. The daily students' attitudes during the teaching learning process or after it, as far as the teacher can observe it, is recorded by the teacher using a form of instrument with some attitude indicators being observed. The instrument used to do observation is observation form in the form of rating scale with rubric. Before conducting

assessment, the teacher also has to prepare the observation guidance which is completed by rubric (explanation about rating scale) and scoring guidance (how to give and process the score). This technique, deem the findings, was used by the teacher. The teacher observed the students' attitude without any instrument. The teacher just used a scoring book list in the part of attitude score. She just observed the students' attitude without considering to any rubrics or indicators or scoring guide.

The second technique is self-assessment. It is used as reinforcement toward students' learning process improvement. The students are asked to explain their excess and lack in the context of competences' achievement. But, to encounter the tendency to give high score and objectivity, the assessment activity is held based on clear and objective criteria. The instrument used in this technique is in the form of self-assessment sheet using checklist or rating scale with rubric. Additionally, this technique can also be used to assess in skills domain and knowledge domain.

The third technique is peer assessment. In this technique, the students assess each other associated with competences' achievement. A

student assesses three other friends or vice versa. The instrument is in the form of peer assessment sheet using checklist or rating scale, same as the form in peer-assessment.

The last technique to assess students' attitude is journal, also called anecdotal record. It is a collection of notes record of teacher and or educational staff around the school about students' attitude, positive or negative attitude, during or outside the teaching learning activities. The instrument of this technique is journal form to write the events happen or teacher's notes.

Knowledge /Cognitive Assessment

As revealed in the findings, there were six techniques used by the teacher in assessing students' knowledge, such as written test, spoken test, practice, oral question answer, interview, and assignment. Comparing to the Minister Education and Culture Decree no 104 of 2014, it is stated that the teacher can utilize three techniques in assessing students' knowledge. The techniques are written tests, observation of discussion, questions-answers and conversations, and assignments. Each of the techniques is performed through certain relevant instruments. The final score of the

knowledge assessment is gotten based on average scores.

Firstly, technique to assess students' knowledge is written test. The teacher said she employed this technique to assess students' knowledge. There are many choices of instrument can be used in this technique, e.g. choosing answers (multiple choices, true-false, yes-no, matching, and cause effect) and supplying answers (fill in blanks, short answer, and essay) (Kemdikbud, 2014, p. 15). As the assessment based on Curriculum 2013 proposed the use of authentic assessment, Kemdikbud (2014, p. 15) desires the teacher to use questions that allow them to formulate their own answers, such as essay questions. It means that when the teacher gives any questions to the students and gives score to assess their ability in doing that question, it belongs to assessing students' knowledge. The teacher said the instrument used to assess students' knowledge was varied, sometimes she used essay questions, questions during discussion, and questions in daily exam. Also, the teacher equipped her selves with the scoring rubric

Secondly, observation of discussion, questions-answers and conversations was another technique to

assess students' knowledge. It is said as an authentic assessment since it can really assess the students' knowledge (Kemdikbud, 2014, p. 16). For example, during a discussion, they can express their original idea, truth concept about something and so on. Then, the teacher observes this activity using observation sheet in the form of checklist. The finding that relevant to this is the use of spoken test, practice, oral questions-answers, and interview to assess students' knowledge. As the teacher explained during the interview and the finding in the classroom observation, the practice is actually similar to the second technique proposed in that Minister Decree.

Thirdly, assignments were the last technique recommended by the rule of assessment based on Curriculum 2013. The instruments of the assignments are homework and or project and or assignments, individually or in group, according to the characteristic of the tasks (Kemdikbud, 2014, p. 17). In the finding of interview and observation, the teacher said the teacher used tasks wrote in the students' book as assignments. As an example, the teacher used exercise there to be done by the students in front of the class then she

assessed it, completed with the portfolio task.

As mention many times that assessment based on Curriculum 2013 emphasized the product and the process as well. It is also prevailed to knowledge assessment. As said by Kemdikbud (2014), assessment of students' knowledge is able to be done as process assessment, mid-term assessment, and end of semester assessment. The process assessment, for example, is conducted through written test (daily examination), observations of discussion, and or assignments given during teaching and learning activities.

The findings revealed the teacher conducted knowledge or cognitive assessment by asking questions related to the topic that stated in the textbook in form of essay, constructing the story in form of report text and doing project to make report text as well as the presentation of the project that enhanced the students' discussion. These findings are in line with Krathwol's metacognitive assessment, bloom taxonomy revision. (Krathwohl, 2002) states what teachers do to assess the level of content knowledge their students bring to their classrooms. They start a discussion, ask some questions, listen to

the answers, and talk with the students. Based on this discourse, they can quickly estimate the depth of students' prior knowledge. This type of informal assessment can be used to calibrate the instruction to help students gain both content knowledge (whether it be factual, conceptual, or procedural) and metacognitive knowledge.

The students' cognitive assessment gained through asking questions orally related to the topic was in line with Brown's theory about informal assessment because informal assessment can take a number of forms starting with incidental, unplanned comments and response along with coaching and other impromptu feedback of the students 'performance (Brown, 2004). The teacher at that time gave the students feedback after the students answer the questions orally. The feedback could improve the students' performance in the future. Based on the function of this assessment was categorized as formative assessment. Brown (2004) states formative assessment is done in the process of forming students' competence and skills with the goal of helping them to continue that growth process. The task used to asessed cognitive assessment was in

written form which was guided with question answer. This finding was in line with Brown's theory stating one of tasks in assessing the students' writing was in form of guided question answer (Brown, 2004). Meanwhile, in the second finding of cognitive assessment showed the teacher asked the students to write a complete story about report text. Referring to Brown's language assessment theory, this situation was in line with theory of formal assessment because at that time, the teacher gave this task systematic, planned constructed and had a feedback provided by peers or the teacher (Brown, 2004). Based on the function of this assessment was categorized as formative assessment. Brown (2004) states formative assessment is done in the process of forming students' competence and skills with the goal of helping them to continue that growth process.

Similar to the attitude assessment, the scores of students' knowledge gained through those three techniques, have to be analyzed soon, based on each scoring guide and each assessment criteria have been decided before, to decide the level of competences' achievement (Kemdikbud, 2014, p. 51-55). It is used

to know whether a student has to join remedial program or enrichment program or not. The remedial program in this assessment is not only in the form of remedial test but also remedial teaching and it must be conducted after the assessment activities (not at the end of semester) individually, in group, or classically (Kemdikbud, 2014, p. 5). The findings showed that the teacher has given an opportunity to the students to join remedial test, but not for remedial teaching. She argued that due to the time limitation. Meanwhile, the enrichment program can be held deem the time availability. The enrichment program is deepening or expansion program of the competences being studied (Kemdikbud, 2014, p.5). So, that was fine for the teacher who could not implement it. However, as said that enrichment program is used to deepen and widen the students' knowledge about the current competence, the teacher should not give further material for the students in the enrichment program.

Attitude/Psychomotor Assessment

Then, correlated to the findings, as mentioned by the teacher, and also the result of observation, there were five techniques used by the teacher in assessing students' skills: performance/

practice, project, portfolio, observation, and written. On the other hand, the Decree of Minister Education and Culture no.104 of 2014 stated that the teacher can use four techniques in assessing students' skills. The techniques are performance/ practice, project, product, and portfolio. Each of technique is applied with certain relevant instruments. The final score of the skill assessment is gotten based on the high score achieved.

As the beginning, performance or practice technique to assess students' skills is applied through observing the student's activities in doing something, such as presentations, role play, and read poem (Kemdikbud, 2014, p. 17). Moreover, the observations of this technique have to be done in some contexts, for instance to assess the various speaking ability is by observing small group discussions, speech, storytelling, and interview. This is in line with the findings that the teacher implemented this technique. She gained the students' skills score by asking them to practice of dialogue in front of the class to describe something, to tell a short story, or to do short interview. The teacher used scoring rubric to assess the students' performance. The teacher

assessed directly to the students' performance, then recorded their scores to the scoring rubric. As a matter, of course, to observe the students' performance or practice, the teacher can use two kinds of instrument: checklist and rating scale (Kemdikbud, 2014, p.18).

In accordance with the statement above, the findings revealed in the first meeting the teacher gaining the students' understanding by asking questions related to the topic, doing role play, presenting project, and portfolio that already prepared by the teacher are in line with Brown' s theory of formal assessment. Brown (2004) stated that formal assessments are systematic, planned sampling techniques constructed to give teacher and students an appraisal of student achievement. Furthermore, the evidence from this assessment can be collected through a variety of techniques including preplanned questions, formal activities (e. g short problems), and feedback provided by peers or teacher and self-assessment by students

Then, the next technique is project. It can be used to identify the students' understanding, application ability, investigating ability, and clearly

informing ability (Kemdikbud, 2014, p. 18). This is the most popular technique used by the teacher to assess students' skills. The findings revealed that the teacher gave project to the students to investigate phenomenon or to find data of a certain topic for example the students are asked to find and report the unique place in the world. The teacher gave a task which is identified as a kind of project to the students. Furthermore, in giving score, the teacher used scoring rubric and considered whether the students' project fulfill the criteria based on the scoring rubric. Then, these findings were in line with the rule of the Decree of Minister Education and Culture no.104 of 2014. Kemdikbud (2014, p. 18) declares that the project scoring starts from the planning, the process, until the report, the teacher has to decide the steps of assessment, and the scoring criteria and scoring rubric should be prepared.

Here in after, product technique is also can be used to assess students' skills. Product assessment consists of the assessment of students' ability to make products, technology; art works (Kemdikbud, 2014, p. 19). Based on the interview and observation, the teacher said she claimed project was similar to

product technique. There are three steps of developing products: preparation, process, appraisal, and each of the steps should be assessed. The product assessment can be analytically or holistically but it has to consider to the assessment indicators, scoring guidance, and scoring rubric developed before.

Afterward, portfolio can be employed to assess students' skills. Basically, portfolio is assessing students' work individually in a certain period in a subject (Kemdikbud, 2014, p. 20). At the end of a certain period the students' work is submitted and assessed by the teachers and the students themselves. It is used to know the development of students' ability and then they can do improvement. In the real application, the teacher collected students' works, maintained the students' improvement on their works, gave scores of every student's improvements, recorded the scores in the scoring list book.

The last technique is written. Besides assessing students' knowledge using written form, written assessment is also can be used to assess students' skills. As said in Kemdikbud (2014, p. 21), for example assessing students' skills in writing, the teacher can ask them to write an essay, a report, or a letter.

The findings based on the result of observation and the teacher's lesson plan revealed the students' skill that the teacher assessed mostly speaking skill. the skill assessment conducted in form of answering questions, making role-play, and doing project presentation. Brown (2004, p. 141-142) divided oral production tasks into imitative, intensive, responsive, interactive, and extensive. Role play is categorized into interactive oral production task and presentation is categorized extensive oral production task.

In line with the attitude and knowledge assessment, the scores of students' skills gained through those three techniques have to be analyzed soon, based on each scoring guide and each assessment criteria have been decided before, to decide the level of competences' achievement (Kemdikbud, 2014, p. 78-80). The analysis is used to discover learning improvement and learning difficulty. The students' works, then, are returned to them after being assessed and given feedback in the form of comment from the teacher.

The Difficulties Encountered by The English Teacher in Implementing Assessment Based On Curriculum 2013

The findings escalated the obstacles and contextual force found in the real implementation of assessment based on Curriculum 2013, such as many aspects have to be assessed, limitation of time, and sudden regulation change. Likewise, the subject of the study indicated that this recent assessment is more complicated and takes more time since there are three domains for each student that the teacher has to assess. Those findings are in line with the studies conducted by Rofiq (2014) about the obstacles faced by the teacher in applying the assessment were limitation of time and many aspects to be assessed. However, it is a must for the English teacher to implement assessment based on Curriculum 2013 in the teaching and learning process. This kind of condition, in turn, drove the teachers to create and internalize their own maps that serve as the bases of making decisions and, in practice, becomes the teacher's implemented assessment based on Curriculum 2013.

The following is the Kemdikbud (2014, p. 11) proposes four strategies for

conducting assessment: 1) it must have clear objectives and planned in advance, planning of indicators and aspects will be assessed, 2) it uses observation guide (checklist or rating scale), 3) scoring of the attitude's development is based on the tendency of students' attitude in a certain time, 4) conclusion is made as soon as the observation done.

Well, the teacher actually has proposed some advised in implementing assessment based on Curriculum 2013 which are in line to what Kemdikbud said. If the teacher wants to be success in conducting assessment based on Curriculum 2013, the teacher has to be well-planned in arranging the technique of the assessment and prepare the instruments and it is better for the teacher to analyze the students' score directly after got it. It is believed that if it becomes habitual, the teacher will be easier to implement it.

Curriculum 2013 stipulates the use of authentic assessment, which paradigmatically needs the realization of authentic instructions and authentic learning. It is believed that this authentic assessment can give better information about students' competences in valid and holistically. Since that, the teacher cannot give scores to their students based

on the students' performances and the teacher's observation during the teaching and learning activities. The teacher has to use rubric in assessing three domains of their students. This still became a problem and under the interview, or the observation, the teacher said it is not simple to give score based on rubrics or bring many instruments in the class. This situation was in line with Retnawati, Hadi, and Nugraha (2016) investigated Vocational High School Teachers' Difficulties in Implementing the Assessment in Curriculum 2013 in Yogyakarta Province of Indonesia. The teachers' difficulties were also found in: developing the instrument of attitude, implementing the authentic assessment, formulating the indicators, designing the assessment rubric for the skills, and gathering the scores from multiple measurement techniques. In addition, the teachers could not find feasible application for describing the students' learning achievement

The rubrics are helpful since the teacher has a kind of base to assess their students as valid as possible, even it is applied holistically. In contrast, it bespeaks a kind of a burden for the teacher as she must make more than one

rubric according to the component that want to be achieved in each domain.

CONCLUSION AND SUGGESTION

Conclusion

Firstly, related to the teacher's interpretation to the assessment based on Curriculum 2013, the subject of the study was well informed about assessment. It was proven by conducting assessment in line with the concept of assessment based in Minister Decree and theory of assessment although during her interview she didn't mention comprehensively the knowledge of assessment. Their understanding of assessment based on Curriculum 2013 was mainly about domains of assessment based on Curriculum 2013. Related to the teacher implementation of assessment based on Curriculum 2013, the teacher implemented three domains of assessment based on Curriculum 2013 although not all techniques suggested by the Decree of Minister was implemented. The last, there were some obstacles that the English teacher encounter during implementation assessment based on Curriculum 2013: 1) the difficulty in making assessment indicator, 2) many aspects that have to be assessed using so many kinds of instruments, 3) the limitation of the time

to conduct all assessment and the teacher's energy to assess all students

Suggestion

Some suggestions are offered to the English teacher, the school, the policy maker, and the future researchers. First, the English teacher being observed, it is better for the teacher to make lesson plan before teaching activities to see to what extent the lesson plan is implemented in the teaching process and to guide in what activities should be assessed. Then, for English teachers in general, they are supposed to consider the findings of the study as a means of self-reflection and self-evaluation. Second, the school management should provide further assessment training to their teachers, an internal training to increase the students' practice and understanding in doing assessment. For the policy makers, the findings of this study can be used as the reflection how well the teacher's comprehension and implementation of the assessment based on Curriculum 2013 are. Then, considering the findings, the policy makers have to design and conduct good workshops for teacher's development. The last, is expected that future researchers can conduct the identical studies which involve more

English teachers as subjects or wider coverage that can generalize how English teachers implement the assessment based on Curriculum 2013.

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