



EFL TEACHER'S ATTITUDES ON THE ASSESSMENT IN 2013 CURRICULUM: NARRATIVE INQUIRY STUDY

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Abstrak

Tujuan dari penelitian ini untuk mengidentifikasi sikap guru Bahasa Inggris berdasarkan penilaian kurikulum 2013 di SMA. Hal ini bertujuan untuk memberikan gambaran kepada para guru tentang bagaimana bersikap terhadap kurikulum 2013. Penelitian ini menggunakan analisis kualitatif dan naratif inkuiri sebagai desain penelitian, alasannya adalah naratif inkuiri terkait dengan tema penelitian ini, dimana penelitian ini ingin mengetahui bagaimana sikap terkait dengan praktik seorang guru ketika menilai siswa, jadi ini berkaitan erat dengan naratif inkuiri yang memfokuskan seseorang untuk menceritakan pengalaman yang telah terjadi. Wawancara semi terstruktur akan dilakukan untuk mendapatkan informasi tentang sikap guru Bahasa Inggris tentang penilaian. Hasil penelitian ini terdapat tiga temuan penting, yaitu: respon emosional guru terhadap penilaian berdasarkan kurikulum 2013 termasuk guru merasa nyaman, tertantang, tertuntut dan kebingungan, guru menjalankan aspek-aspek dalam penilaian otentik dengan baik, dan guru menggunakan perangkat alternatif untuk melaksanakan pembelajaran.

Kata kunci: Sikap Guru, Penilaian, Kurikulum 2013, Analisis Naratif

Abstract

The purpose of this study is to identify EFL teachers' attitudes based on the 2013 curriculum assessment in the Senior High School. It aims to give illustration to the teachers on how to do on the 2013 curriculum. This research used qualitative analysis and narrative inquiry as a research design, reason is narrative inquiry is related to the theme of this research, where this study wants to find out how attitudes are related to the practice of a teacher when assessing students, so this is closely related to a narrative inquiry which focuses someone to tell experiences that have occurred. Semi-structured interviews will be conducted to obtain information about the EFL teacher's attitudes about the assessment. The results of this study there are three important findings, namely: teacher's emotional response to the assessment based on 2013 curriculum including teacher feels enjoy, accused, challenged and confused, the teacher carries out the aspects in authentic assessment well, and the teacher uses alternative tools to carry out learning.

Keywords: Teacher's Attitudes, Assessment, Curriculum 2013, Narrative Inquiry





INTRODUCTION

Assessment in the 2013 curriculum has been hotly debated and reacted to in a variety of ways. According to Jannah and Hartono (2018), assessment in the language acquisition phase generally refers to the main curriculum in the local environment. Indonesians are being encouraged to apply the 2013 curriculum by new global problems, needed competencies, and present unfavorable phenomena. Authentic assessment is one of the primary difficulties in the 2013 Indonesian curriculum, according to Mardjuki (2018), which supports learner autonomy and critical thinking as part of higher order thinking skills. Since assessment is such an important part of language learning and teaching, and it is used to evaluate students' abilities and skills, teachers should choose or build the finest assessment instrument for measuring their students' abilities or skills in order to get the greatest results. According to Maba (2017), assessment is one of the most important parts of learning. Because the proportion of students with poor or below-average results has an impact on the efficacy of learning as a whole, taking the assessment allows pupils to maximize their potential. Furthermore, according to Brown (2003), assessment is a continual process that encompasses a considerably greater range of topics. When a student answers a question, makes a remark, or tries out a new phrase or structure, the instructor assesses the student's performance without even realizing it. Informal assessment, according to Brown and Abeywicakrama (2019), can take numerous forms, starting with unplanned, unscripted comments and replies, as well as coaching and other impromptu feedback to the student. Examples include putting a smiley face on schoolwork or remarking "Nice job!" or "Good work!". Furthermore, according to Brown, formal assessment involves standardized, planned sampling procedures designed to provide teacher and student feedback on student performance, as well as the principles of language assessment, which include practicality, reliability, validity, authenticity, and washback.

The assessment's development has progressed so far, and it is still being extensively investigated, such as a study conducted by Öz and Atay (2017) entitled Turkish EFL instructors' in-class language assessment literacy: Perceptions and practices. The second researcher is Roldán and Noguera (2018) entitled A model for aligning assessment with competences and learning activities in online courses. The last researcher is Huang & Jiang (2020) entitled Authentic assessment in Chinese secondary English classrooms: teachers' perception and practice. Authentic assessment is also utilized in learning that is tailored to the applicable curriculum in Indonesia, in addition to some of the previous researchers. It is consistent with the Ministry of Education and Culture's (2016) authentic assessment of attitudes, knowledge, and skills based on the 2013 curriculum portfolio and revised 2013 curriculum. Curriculum policies on how to perform assessment should also be related to assessment. The new educational curriculum is based on one that was implemented in 2013. In 2013, the curriculum was launched in some schools, and in 2014, it began to be utilized concurrently throughout Indonesia. The adoption of Curriculum 2013 resulted in numerous modifications in the teaching and learning process, particularly in the English language topic. Teaching techniques, teaching materials, and assessment were all changed as part of the process (Dewi, 2018). Students become the objects of learning in the 2013 Curriculum by participating in the development of themes and resources during the learning process. Students are no longer the focus of learning; instead, they are the major player in it (students' center), according to Maba (2017). As a result of focusing learning methods





on student engagement, content standards, process standards, graduate competence standards, and even assessment standards have all changed.

Based on the findings of numerous researches, it can be determined that the issues faced by teachers in the field are not just K-13 adaptations and English learning, but also how to assess pupils, which many teachers still conduct in the old manner. Teachers must create teaching and learning assessments that are specific to the 2013 curriculum, therefore this research aim to identify EFL Teachers' Attitudes when conducting assessments based on the 2013 curriculum. Attitudes refer to how teachers respond and take steps to make assessments, so that they can be better in the future when conducting an assessment based on the 2013 curriculum.

RESEARCH METHODOLOGY

This study looks at how English teachers feel about an assessment based on the 2013 curriculum. English teachers see assessments based on the 2013 curriculum as a solution for improving learning, but they also see changes in assessment based on the new policy as a problem. Teachers must now be able to manage their time in learning activities in light of the numerous assessments that must be completed, including components of attitudes, knowledge, and skills, and many teachers are still having problems administering assessments based on the 2013 curriculum. Based on the 2013 curriculum assessment in the Senior High School, the goal of this study is to identify EFL teachers' attitudes. As a result, in this study, a qualitative approach was used, which focuses on social or human issues.

As previously stated, the research design for this study would be narrative inquiry. The reason for this is that narrative inquiry is closely related to the theme of this research, which is to find out how attitudes are related to a teacher's practice when assessing students. This is closely related to narrative inquiry, which focuses on someone telling stories about their experiences. Then, this study will take place in Karawang Senior High School. This school's curriculum is based on the 2013 curriculum. This is done so that each school can build a teaching and learning process that is tailored to the personality and circumstances of pupils, and it is done so by schools using national education standards and another reason is, because this school is well accredited. Following that, the participants in this study will be addressed to an English teacher at Karawang Senior High School. This teacher was chosen because she has extensive experience teaching English and is familiar with the 2013 curriculum.

This study will employ an interview as a data collection approach to gather information. An interview is a method of gathering data in which the researcher and the interviewee, who is an English teacher in Senior High School, exchange questions and responses about assessment based on the 2013 curriculum. This study collects data from instructors through semi-structured or open-ended interviews to learn about their attitudes toward assessments based on the 2013 curriculum.

To obtain data, this study will employ the following data collecting techniques: initially, the researcher creates the instrument that will be utilized in the study. Following that, the researcher might begin collecting data through interviews. There are certain basic procedures to conducting an interview. There are several steps to conduct an interview. Preparing for an interview is the first step. Then, as part of licensing ethics, get permission to record interviews, take notes during interviews, and publish the outcomes of the interview in a thesis under a pseudonym. The interview is set up in



the second step. Take efforts in this stage to ensure several things, including that you have allotted adequate time for each interview and that you have enough interviews to think, heal, and plan. The interview is followed by the final step. Record the practical specifics of the interview and summarize the important elements in this stage to analyze the interview's outcomes.

Thematic analysis by Braun and Clarke (2006) models is used in this study's data analysis. This information will be gathered through the outcomes of five interviews with teachers, which will be reviewed and investigated. As a result, thematic analysis will be employed to investigate the data obtained about teachers' attitudes toward the 2013 curriculum assessment in this study. The steps for evaluating the data are as follows: 1). Familiarizing the data. Transcribing data, reading and re-reading the data, noting down initial ideas. 2). Setting initial code. Coding interesting features of the data in a systematic fashion across the entire data set, collating data relevant to each code. 3). Finding for themes. Collating codes into potential themes, gathering all data relevant to each potential theme. 4). Reviewing themes. Checking the themes work in relation to the coded extracts and the entire data set. 5). Naming the themes. Ongoing analysis to refine the specifics of each theme, and the overall story the analysis tells, generating clear definitions and names for each theme. 6). Producing the report. The final opportunity for analysis. Selection of vivid, compelling extract examples, final analysis of selected extracts, relating back of the analysis to the research question and literature, producing a scholarly report of the analysis.

RESULT AND DISCUSSION

Before explaining the research results, this research aims to identify EFL teachers' attitudes when conducting assessments based on the 2013 curriculum. Attitudes refer to how teachers respond and take steps to make assessments. Then, some of the findings that will be discussed have been able to answer the objectives of this research. There are some general pattern findings of this study. (1) Teacher's emotional response to the assessment based on 2013 curriculum. (2) The teacher carries out the aspects in authentic assessment well. (3) Teacher uses alternative tools to carry out learning.

1. Teacher's emotional response to the assessment based on 2013 curriculum.

Students and the regulations that apply in schools, such as the 2013 curriculum, might influence a teacher's emotional involvement. Some of the emotions that teachers face when teaching and conducting an assessment include the teacher feeling enjoy, accused, challenged, and confused. It same with Jain (2014) claimed that an individual's attitude towards an object cannot be appointed by simply identifying its beliefs about it because emotion works synchronously with the cognitive process about an attitude object.

1.1 Enjoy to do assessment curriculum 2013

A teacher's comfort is essential in the classroom, where teachers must constantly be professional in their teaching and learning activities. Many factors influence a teacher's comfort in the classroom, including student influence. The activeness of pupils in learning has an impact on a teacher's comfort in carrying out learning. This is not only beneficial to the teacher, but it is also part of the assessment process. In their activities, teachers might assess several aspects of behavior.

1.2 Accused to do assessment curriculum 2013





Teacher are educators who must possess pedagogic, professional, social, and personality skills. Teacher are demanded not just by their students, but also by school and government rules. Teacher feel betrayed by the 2013 curriculum, which mandates that teacher educate in accordance with the rules outlined in the curriculum to ensure that learning proceeds smoothly.

1.3 Challenged to do assessment curriculum 2013

Teacher confront a variety of obstacles in the classroom, including dealing with passive students. As a result, teachers must be more imaginative in their instruction in order to motivate pupils to participate. Students who are inert in class are one of the obstacles that teacher confront in the classroom. As a result, it is a challenge for teacher to be more creative in their teaching, such as using audio video to deliver material so that learning is entertaining and students are not bored, especially in online learning.

1.4 Confused to do assessment curriculum 2013

When the 2013 curriculum was originally implemented, teachers were confused, especially when it came to authentic assessment. The fact that the instructor is unfamiliar with the concepts and methods, or the teacher's lack of awareness regarding authentic assessment, is what makes it unclear. Because of the lack of knowledge possessed by students and the lack of activities that should be held by the government, such as socializing about the 2013 curriculum and in particular on aspects of authentic assessment that are applied to the 2013 curriculum, teacher is confused when conducting assessments.

2. The teacher carries out the aspects in authentic assessment well

The teacher is aware that the assessment employed in the 2013 curriculum is authentic and comprises three characteristics that must be examined, namely behavior, knowledge, and skills. It same with Mohamed and Lebar (2017) claimed that authentic assessments are assessments that ask students to demonstrate competency, or a set of knowledge, skills, and behaviors that they should apply in their professional lives. In assessing aspects of students' behavior, teacher can do it by observation. Furthermore, in assessing the knowledge aspect, it can be done by means of a test, whether it is an oral or written test. And lastly, to assess the skills aspect, teacher can do it by means of practice, projects and portfolio assignments. It same with Ministry of Education and Culture (2017) claimed that the behavior factor is assessed through observation and other applicable assessment approaches, and the homeroom teacher is responsible for reporting. Written examinations, oral assessments, and assignments are used to assess knowledge aspects in accordance with the competencies tested. In accordance with the competencies assessed, skills are assessed through practice, products, projects, portfolios, and/or other methodologies. In other words, the teacher knows what things must be assessed according to the provisions of the 2013 curriculum.

3. Teacher uses alternative tools to carry out learning.

Teachers already have sources from the government as a guide for teaching, in addition to alternative tools. In addition, teacher assessments of official sources are favorable. Teachers may, however, have access to additional materials that they employ as learning methods. To teach, teachers employ a variety of tools and other resources. When the learning environment is ineffective, the teacher uses audio video as a medium for instruction. It is same with Chan (2010) assumes that videos have grown in popularity on the Internet as a means for providing materials with multimedia information for e-learning throughout the years. In addition, the teacher uses sources



other than those provided by the government to teach, such as books purchased by the teacher and the internet as a source.

CONCLUSION AND SUGGESTION

In this chapter, the researcher presents the conclusion and suggestion following the finding of the study. The first section contains the research findings' conclusions, while the second section contains suggestions for improving the teaching and learning process' aims.

a. Conclusion

From the research that has been done about EFL teacher's attitudes on the assessment in 2013 curriculum. It is concluded that: there are three findings in this study, the first is teacher's emotional response to the assessment based on 2013 curriculum. There are four kinds of emotional responses faced by teacher when conducting assessments based on the 2013 curriculum, namely teacher feel enjoy, accused, challenged and confused. Teacher feels enjoy when students are active in learning, teacher feels challenged when facing passive students in class, teacher feels accused because they have to make assessments according to the curriculum and teacher feels confused with authentic assessments because of her lack of knowledge about the assessment. The second is the teacher carries out the aspects in authentic assessment well. The teacher is aware that the assessment employed in the 2013 curriculum is authentic and comprises three characteristics that must be examined, namely behavior, knowledge, and skills. In assessing the knowledge aspect, it can be done by means of a test, whether it is an oral or written test. Then, to assess the skills aspect, teacher can do it by means of practice, projects and portfolio assignments. The last is teacher uses alternative tools to carry out learning. Teachers already have sources from the government as a guide for teaching, in addition to alternative tools. To teach, teachers employ a variety of tools and other resources. When the learning environment is ineffective, the teacher uses audio video as a medium for instruction.

b. Suggestion

Based on the result of the study, the researcher puts some suggestions to the following parties.

1. The teachers

- a. Teachers are expected to continue to comply with government regulations on the curriculum and several stages of its revision.
- b. Teachers are expected to remain consistent to continue to do good assessments even though the learning atmosphere is different and not as usual.
- c. Teachers are expected to continue to have high creativity in presenting a material so that learning runs smoothly and assessments can be done well.

2. Other researchers

- a. There are still many aspects that must be researched related to the assessment and the 2013 curriculum itself. It is expected to be able to dig deeper into the relationship between assessment and the 2013 curriculum
- b. Since this research is a narrative inquiry, it is recommended that other researchers can present research with a broader story so that the results obtained can be more complex to study.





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