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Innovation of Language Receptive Skills Based on Authentic Assessment

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ARTICLE INFO	ABSTRACT
<p>Article History: Received: 24/12/2022 Revised: 24/03/2023 Accepted: 30/04/2023 Published: 30/04/2023</p> <p>*Corresponding Author: Name: Faizmailatus Sofa Email: 21204021021@student.uin-suka.ac.id</p>	<p>This scientific study aims to analyze and answer the problems that exist in the assessment of class XI Arabic books published by the Ministry of Religion of the Republic of Indonesia in 2020, especially on receptive language skills, which consist of listening and reading skills. This research was studied using qualitative methods and literature studies to collect data. Primary data comes from Arabic books published by the Ministry of Religion in class XI in 2020, while secondary data comes from literature documents that are relevant to the research. The results of the analysis show that receptive language skills have been assessed and are included in the realm of knowledge. In fact, receptive skills (reading and listening) must be included in language skills, while aspects of language knowledge can be obtained from language elements. Therefore, an authentic assessment is needed that positions receptive skills in the assessment of skills, which at the same time can assess linguistic elements in the knowledge aspect without forgetting the attitude aspect by assessing portfolios, assignments, performance, and interviews that are tailored to needs. The theme of the text being read or heard. Authentic assessment of receptive skills can be carried out by using projects, interviews, or assignments with command words, such as concluding the spoken text heard, making pictures based on the description of the spoken text, making conversations according to the content heard, or making texts that are similar to the text being spoken heard.</p> <p>Copyright © 2023, Sofa et al This is an open access article under the CC-BY-SA license</p> 
<p>Keyword</p>	<p>Assessment Innovation; Authentic Assessment; Receptive Skills</p>

مستخلص البحث

الغرض من إجراء هذه الدراسة العلمية هو تحليل والإجابة على المشكلات الموجودة في تقييم كتب اللغة العربية للصف الحادي عشر الصادرة عن وزارة الدين عام ٢٠٢٠ ، وخاصة في مهارات تقبل اللغة التي تتكون من مهارات الاستماع والقراءة. تمت دراسة هذا البحث باستخدام الأساليب النوعية مع البحوث المكتوبة في جمع البيانات. تأتي البيانات الأولية من الكتب العربية التي نشرتها وزارة الأديان للصف الحادي عشر في عام ٢٠٢٠ ، بينما تأتي البيانات الثانوية من وثائق المكتبة ذات الصلة بالبحث. يُظهر التحليل النتائج التي تم تقييم مهارات تقبل اللغة وإدراجها في مجال المعرفة حتى الآن. في حين يجب تضمين مهارات الاستيعاب (القراءة والاستماع) في المهارات اللغوية ، بينما يمكن الحصول على جوانب المعرفة اللغوية من عناصر اللغة. لذلك ، هناك حاجة إلى تقييم حقيقي لوضع المهارات الاستيعابية في تقييم المهارات والتي يمكنها في وقت واحد تقييم العناصر اللغوية في جانب المعرفة من خلال عدم نسيان جانب الموقف من خلال تقييم المحافظ ، والواجبات ، والأداء ، والمقابلات التي يتم تكييفها مع موضوع النص. اقرأ أو استمع. تم وضع نموذج تقييم التقييم لتغطية جميع جوانب التقييم التي تتكون من المعرفة والمهارات اللغوية والمواقف. هناك حاجة أيضًا إلى أوراق الملاحظات لإجراء ملاحظات وتقييمات لمواقف الطلاب أثناء تعلم مهارات الاستيعاب.

ابتكار التقييم; مهارات الاستيعاب; التقييم الحقيقي

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INTRODUCTION

The conduct of education and learning aims to facilitate or bring about changes in students. Changes in students' skills or abilities can be measured through assessment. Assessment is a series of activities to collect and process information in determining student learning outcomes (Wildan, 2017). An assessment not only collects data, but also activities to get an idea of the learning process and outcomes of students (Baharun, 2016). Through assessment, the achievement of learning outcomes will be known (Abdullah, 2017). Assessment is an important part that cannot be separated from the learning process, with its role as the three main milestones of the learning process, which are continuous with other pillars, namely planning, implementation, and assessment (Hardiyanto, 2020). Based on Bloom's thinking, learning outcomes are qualified in three target domains, namely cognitive, affective, and psychomotor (Munip, 2017). This is in line with Permendiknas Number 66 of 2013 which explains that the scope of assessment of student outcomes must consist of knowledge competencies (cognitive), attitudes (affective), and skills (psychomotor) that should be sustainable (Saftari, 2019). A well-planned assessment in accordance with the intended ability will increase students' competence (Hekmah et al., 2019).

Assessments may undergo changes (Setiawan, 2019). If an assessment has not been able to assess competence or goals thoroughly, then the assessment must be changed or modified. Changes or modifications should continuously be made until they can assess appropriately and thoroughly (Supriyono, 2019). Therefore, it is necessary to innovate and update the assessment to match the desired learning objectives and scope.

The developments that occur in the world of education make all the components in it also continue to be updated (Julaeha, 2019). It is also the case in the assessment. Many updates have occurred to assessments and their components that have emerged recently (Widiana et al., 2020), including authentic assessments.

Authentic assessment is an assessment that can describe learning development. At the same time, it can assess student learning processes and outcomes carried out by direct observation of the student's learning process (Sugiri, 2020). By conducting an authentic assessment, it will be able to produce information, while assessing results and processes relevant to teaching and learning activities (Munip, 2017, p. 125). Authentic assessment believes that quality performance or product is not the main result (Umami, 2018). Therefore, all student actions in the learning series can be assessed objectively and not solely based on the final result (Hidayat, 2020).

Assessment development is always carried out in various series of learning activities (Hanifah, 2019), including Arabic learning. In Arabic, it consists of two skills that are re-divided into four skills. These two skills are language receptive skills consisting of listening and reading skills (Mulyati, 2015) because in those skills there is an absorption and acceptance of language (Baroroh, 2020). Meanwhile, language productive skills consist of speaking and writing skills (Islam et al., 2021), which focus on delivery and production of language (Pradita et al., 2021). The four skills should be learned and understood by language learners in a balanced and continuous manner. Therefore, an assessment is needed that can also support the achievement of these four skills.

Authentic assessment is a new form of assessment that can simultaneously assess processes and outcomes (Munip, 2017, p. 115). The 2013 curriculum and independent curriculum promote and emphasize authentic assessment in learning (Firdaus et al., 2022). In reality, authentic judgments are widely used to assess productive skills. This is because the test instruments provided are in the form of action and performance assessments. Therefore, a wider scope of assessment is required on authentic assessments. In this case it is a receptive skill in Arabic. In the Arabic book issued by the Ministry of Religious Affairs in 2020, the assessment carried out does not include authentic assessment; on the other hand, the applicable curriculum (2013 curriculum and independent curriculum) emphasizes and suggests authentic assessment as an ideal assessment that can be done (Firdaus et al., 2022). Therefore, this research will examine the assessment of receptive skills in Arabic books that have been published by the Ministry of Religious Affairs in 2020 for class XI and authentic assessment innovations that can be carried out on these skills.

METHOD

This scientific study was made and carried out using qualitative methods of research. This study used library research techniques that find and collect several library documents in the form of books, journals, proceedings, and other documents. The researcher analyzed and interpreted the meaning of an event in a certain situation according to the researcher's point of view. The main source of data was an Arabic book issued by the Ministry of Religious Affairs of the Republic of Indonesia in 2020 for the class XI level. Meanwhile, secondary data sources in this scientific study were journals, books, and other relevant data. The data analysis technique used is content analysis and descriptive analysis by collecting data and interpreting the data. The collected data were then selected

and filtered. After that, the interpretation of the data was carried out. Data were described qualitatively based on the information analyzed and studied.

RESULTS & DISCUSSION

Receptive skills include the acceptance of language codes that are conveyed or written, so that they can be received through reading or hearing that aims to understand these codes (Baroroh, 2020). From this understanding, it can be concluded that receptive skills in language, namely listening skills and reading skills (Taubah, 2020). The following are the techniques of assessment of the listening and reading skills of Arabic in the 2020 MORA book:

Listening Assessment Techniques

In the student book produced by the Ministry of Religious Affairs in 2020, there are several listening assessment techniques (*Maharah al-Istima'*) which can be seen in the following paragraphs

Question types number 1 and 5 are listening proficiency tests to measure the competence of students in determining the meaning of words through pictures based on what students hear. The form of the test in this assessment is an objective test with short answers whose content is certain. The aspects assessed in this type of question are the cognitive aspect in the realm of knowledge and the psychomotor aspect in the realm of imitation, where students are instructed to imitate what they hear in the form of writing.

Question type number 2 is a listening proficiency test to measure the competence of students in understanding simple texts in the form of a dialogue to find facts or expressed information. The form of the test in this assessment is true-false (True-False), which the learner is then asked to justify the false statement. The aspects assessed in this question are cognitive aspects in the realm of analysis in the form of analyzing, diagnosing, solving, studying, and concluding and psychomotor aspects in the realm of precision, namely perfecting.

Question types number 4 and 6 are listening proficiency tests to measure the students' competence in determining explicit information through narrative text. The form of the test in this assessment is the cloze test, where a simple text is provided in the form of a narrative that omitted some words and the learner is instructed to listen to the text read aloud, then complete the missing words. The aspects assessed in this question are the cognitive aspect in the realm of analysis and the psychomotor aspect in the realm of imitation, where students are instructed to imitate what they hear in the form of writing.

Question type number 7 is a listening proficiency test to measure students' competence in understanding the questions they are asking by choosing the correct answers provided. The assessment on this test is in the form of correct

answer choices according to the order of the question numbers that are heard. The aspects assessed in this question are cognitive aspects in the realm of analysis by analyzing the answers that correspond to the questions.

Question type number 8 is a listening proficiency test to measure students' competence in understanding simple texts in the form of narratives to determine explicit information. The assessment on this test takes the form of a fill-in or short answer. In this question, the aspect that is assessed is the cognitive aspect in the realm of the second level of understanding, namely the understanding of interpretation.

Question type number 9 is a listening proficiency test to measure students' competence in understanding the sentences they listen to. The form of the test is a true-false choice (True-False), where students are asked to write "صحيح" or "خطأ" on the number according to the sentence being heard. The cognitive aspect is assessed in the realm of analysis by analyzing the sentences that are heard.

Reading Assessment Techniques

In the student book produced by the Ministry of Religious Affairs in 2020, there are several forms of reading skills (*Maharah al-Qiro'ah*) which can be seen in the following paragraph.

Question type number 1 is a reading proficiency test to measure the students' competence in finding expressed facts in the text. The form of the test in this assessment is an oral test with the wrong choice and then the learner is asked to justify the wrong sentence. The aspect assessed in this question is the cognitive aspect in the realm of analysis by analyzing the sentences expressed by the teacher related to the text that has been read.

Question type number 2 is a reading proficiency test to measure the learners' competence in finding expressed facts and implied meanings in reading texts. The form of the test in this assessment is in the form of questions with fill-in-the-blank answers according to the reading text. The aspects assessed are cognitive aspects in the realm of comprehension by putting forward answers that are in accordance with the reading text.

Question types number 3 and 9 are reading proficiency tests to measure students' competence in finding expressed facts in dialogue reading texts. The assessment on this question is in the form of a true-false test which then students are asked to correct sentences that they think are wrong. The aspects assessed in this question are cognitive aspects by analyzing, nominating and correcting incorrect sentences on the problem.

Furthermore, question type number 4 is a reading proficiency test to measure the students' competence to connect ideas that are embedded in

reading. The form of the test on this question is in the form of a fill or answer to the question asked related to the learner's personal experience of السفر or traveling. The aspects assessed in this question are cognitive aspects in the realm of knowledge by remembering and explaining the personal experiences of students in traveling abroad.

Question type number 5 is a reading proficiency test to measure the competence of students in finding expressed facts in the reading text. The form of the test in this question is a form of filling, where 2 forms of questions are provided, namely first, there are question questions that must be answered according to the reading text. Second, there is an answer where students must make their questions according to these answers. The aspects assessed in this question are cognitive aspects in the realm of understanding by putting forward answers according to the question and vice versa.

Question types number 6 and 7 are reading proficiency tests to measure the students' competence to understand reconciliation texts and exposition texts based on available reading materials. The assessment in this question is in the form of a fill-in or short answer. The aspects assessed in this question are cognitive aspects in the realm of knowledge by reading and the realm of comprehension by categorizing the sentences in the problem into elements of either the reconciliation text or the exposition text.

Question type number 8 is a reading proficiency test to measure the students' competence in understanding the meaning of vocabulary through the observation of images. The form of the test in this question is in the form of a command to read the vocabulary provided as well as observe the image to determine the meaning of the vocabulary. The aspect assessed in this question is the cognitive aspect in the realm of analysis by correlating between the *mufradat* read and the images that have been provided.

Therefore, it can be judged from the analysis that the assessment carried out in the Arabic book issued by the Ministry of Religion Affairs in 2020 leads to an objective test assessment. This can be seen in the types of questions that lead to the form of questions and not in the form of commands. It in contrast to the authentic test, which leads more to the form of commands in its instruments.

As the book is published based on the rules of the 2013 curriculum, the rules in this book also follow the existing system in the curriculum. The rules in the 2013 curriculum place more emphasis on core competencies that are spelled out with basic competencies that have been set and adjusted to the planned goals. Here is one of the KDs in an Arabic book published by the Ministry of Religious Affairs in 2020.

Figure 1 Example of Display of Core Competencies and Basic Competencies of Arabic Class XI MA

<p>3.5 Understanding social functions, text structures, and linguistic elements (sounds, words, and meanings) of texts related to themes السفر والسياحة (وسائل المواصلات, المناطق السياحية) that involve speech acts of saying goodbye, saying goodbye, and welcome by paying attention to the form, meaning, and function of the grammatical arrangement اسم النكرة و اسم المعرفة</p>	<p>4.5 Demonstrating the speech acts of saying goodbye, thinking goodbye, and welcoming by paying attention to the form, meaning, and function of the grammatical arrangement اسم النكرة و اسم المعرفة both orally and in writing.</p>
<p>3.6 Applying rules about forms of meaning, and functions of grammatical arrangements اسم النكرة و اسم المعرفة In compiling Arabic texts related to the theme السفر والسياحة (وسائل المواصلات, المناطق السياحية)</p>	<p>4.6 Compose Arabic text related to the theme السفر والسياحة (وسائل المواصلات, المناطق السياحية) By paying attention to the form, meaning, and function of the grammatical arrangement اسم النكرة و اسم المعرفة Both orally and in writing.</p>

From the [Figure 1](#), it can be seen that KI 3 is included in the realm of knowledge, and KI 4 is included in the realm of skills. In addition, KI 3 in the picture belongs to the realm of language receptiveness, while KI 4 belongs to the realm of productive. Basically, the book correlates between the realms of knowledge and skills as can be seen in the following table.

Table 1. Core and Basic Competency Map in the Arabic book Class XI of the Ministry of Religious Affairs in 2020

No	Aspect	Skills
1	Cognitive (3)	Listening and Reading
2	Psychomotor (4)	Speaking and Writing

However, when it is being reanalyzed, it creates confusion. How can the correlation between the 3.5 in the [Figure 1](#) belongs to the realm of language receptive skills and 4.5 belongs to language productive skills? It also happens in 3.6 and 4.6. Then if we look at Arabic language skills, receptive and productive language skills are included in the realm of skills. Meanwhile, in the realm of knowledge, it is only limited to understanding theories related to language skills that have been adjusted to the set theme. These theories can be obtained through the understanding of language elements. Therefore, the linkage between aspects of knowledge and more appropriate skills is as explained from the following figure.

Figure 2. Mapping of Elemental and Language Skills

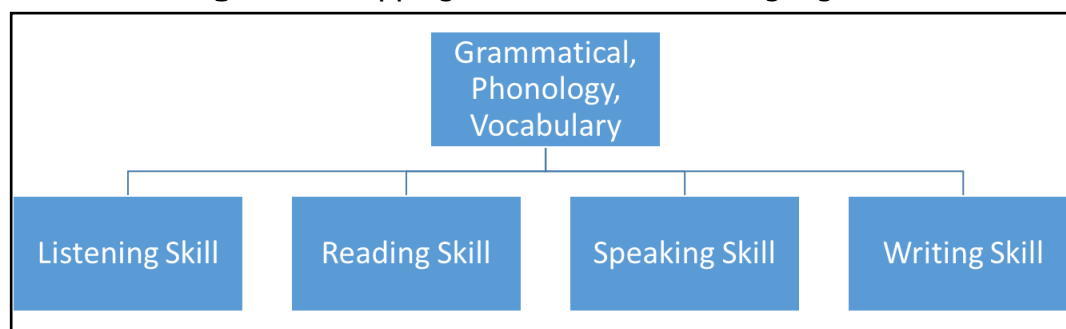


Figure 2 explains that the elements of language are the realm of knowledge that should be understood before mastering language skills. The 2013 curriculum that emphasizes core and basic competencies in Arabic books actually overrides receptive language skills by misgrouping receptive language skills in the realm of knowledge, which actually exists in the realm of skills.

Therefore, the assessment should be changed by correlating the components and elements of language that should be a whole. In the assessment of receptive skills, an assessment must also be developed with an assessment that can simultaneously assess receptive skills as an aspect of skill assessment. Besides, it can also assess the realm of knowledge on the language elements used. In this case, the use of authentic judgment is an innovative suggestion as a solution to the problem.

Authentic Assessment of Arabic Receptive Skills

Authentic assessment is an activity of collecting information carried out by teachers to find out the development and achievement of learning (Abdillah et al., 2021) carried out by students with various methods that can explain, prove, and show that learning objectives and the abilities and competencies to be obtained can be truly mastered by students appropriately (Majid, 2013). The definition of authentic assessment is usually aligned with alternative assessments, performance assessments, direct assessments, and realistic assessments (Kaukab, 2021). So, authentic assessment is an activity carried out to obtain learning outcomes from students by applying principles in assessment and being able to at the same time know the learning process and results at the same time.

Authentic appraisal has many instruments. Authentic assessments mostly use non-test techniques in determining student learning outcomes (Supardi, 2015). Authentic judgment wants a person to master a meaningful skill by demonstrating mastery (Munip, 2017). The assessment techniques included in this assessment are project-based assessments, portfolios, self-assessments, observations, interviews, and assignments (Umami, 2018).

In the assessment of receptive skills through authentic assessment, an assessment of processes and results is carried out that can assess aspects of knowledge, skills, and attitudes at the same time. Therefore, techniques, instruments, and rubrics are needed that are in accordance with the objectives of the assessment to be achieved. The knowledge aspect can be judged by the mastery of the linguistic elements achieved by the student, while the skill aspect can be seen through the receptive skills that the student has mastered. Arabic receptive skills are divided into Arabic reading and listening skills.

Innovation in Authentic Assessment in Listening

As discussed above, in assessing listening skills, assessment should also be able to assess knowledge, which is an element of language and not forgetting the attitude aspect. Thus, in this case, techniques, instruments, and assessment criteria that are in accordance with the skills to be assessed are needed, all of which are written in the assessment rubric.

When viewed from [Figure 1](#), the listening competence to be achieved in the Arabic book published by the Ministry of Religious Affairs in 2020 is in the form of exploratory listening that serves to find new information that was previously unknown. Therefore, the corresponding assessment criteria are the level of memory, comprehension, and application. Assessment instruments that are relevant to the assessment criteria are student performance that examines student performance when listening and explaining the results listened to, assignments, portfolios that assess student work regarding the text being heard, rubrics as assessment guidelines that contain indicators of competencies achieved, and observation sheets that assess aspects of student attitudes when conducting listening learning.

The authentic assessment aspect in listening skills can be divided into three, namely knowledge, attitudes, and skills. Knowledge (cognitive) is assessed on several aspects, namely grammatical accuracy in explaining results, the accuracy of vocabulary in explaining results, phonological accuracy in explaining results, appropriateness of grammatical, vocabulary, and phonological use in explaining results.

In the Affective realm, it is assessed on several aspects, namely concentration in listening, critical in explaining results, attitude in learning (perseverance, activeness, cooperation, courage, and respect).

The Psychomotor realm is assessed on several aspects, namely understanding of the material being heard, logicity in interpreting, accuracy in mastering the material, and accuracy in understanding the material.

After that, it is necessary to determine that the assessment rubric has been adjusted to the aspects of the assessment that have been determined. It is to

make sure that authentic assessments are carried out based on aspects and do not deviate.

In addition to using rubrics in research, observation sheets are also used in learning to observe student attitudes during teaching and learning activities. Observation used to assess perseverance, liveliness, respect, collaborate, appreciate, and courage.

From the rubric and observation above, an authentic assessment can be carried out using projects, interviews, or assignments with command words, such as concluding the spoken text heard about السفر و السياحة, creating images based on spoken text descriptions, creating conversations according to the content heard, and creating text similar to the text being heard

Then the form of authentic assessment instruments in the corresponding listening skills is summarizing the text heard, drawing an image based on the text heard, filling in the table based on the text heard, carrying out a conversation according to the text heard, determining the main idea of the text heard, and making another text that is in line with the text heard.

Innovation of Authentic Assessment in Reading

As has been the provision in Arabic language learning, in assessing reading skills, assessment should also be able to assess knowledge, which in this case is an element of language, and not forgetting the attitude aspect. So, techniques, instruments, and assessment criteria that are in accordance with the skills to be assessed are needed, all of which are written in the assessment rubric.

When viewed from Figure 1, the reading competence to be achieved in the Arabic book published by the Ministry of Religious Affairs in 2020 is in the form of reading with the aim of exploration which serves to find new information that was previously unknown. From Figure 1, the reading skills are in the form of reading comprehension (*fahm al-maqru'*). Therefore, the corresponding assessment criteria are the level of memory, comprehension, and analysis. Assessment instruments that are relevant to the assessment criteria are students' reading performance, including explaining the reading results, assignments, portfolios, rubrics as assessment guideline, and observation sheets that assess aspects of student attitudes when conducting reading.

The authentic assessment aspect in reading skills can be divided into three, namely knowledge, attitudes, and skills. Knowledge (cognitive) is assessed on several aspects, namely grammatical accuracy in explaining results, the accuracy of vocabulary in explaining results, phonological accuracy in explaining results, appropriateness of grammatical, vocabulary, and phonological use in explaining results

The Affective realm is assessed on several aspects, namely concentration in listening, critical in explaining results, and attitude in learning (perseverance, activeness, cooperation, courage, and respect)

The Psychomotor realm is assessed based on several aspects, namely understanding of the material being heard, logicity in interpreting, accuracy in mastering the material, and accuracy in understanding the material.

It is necessary to determine the assessment rubric that has been adjusted to the aspects of the. This is done so that authentic assessments are carried out based on aspects and do not deviate from that.

In addition to using rubrics in research, observation sheets are also used in learning to observe student attitudes during teaching and learning activities in Arabic reading skills. An example of an observation sheet can be seen through [Table 1](#).

From the rubrics and observation sheets provided, authentic assessments can be made using projects, interviews, or assignments with command words, such as summarize written text read about السفر والسياح , write down the subject matter of the text read, write down new things and experiences gained after reading, explain the structure of the reading, explaining the wisdom that can be taken from reading, respond to texts, and read according to the theme.

CONCLUSIONS

It was found that receptive language skills have been assessed and included in the realm of knowledge. In fact, receptive skills (reading and listening) should be included in language skills, while aspects of knowledge can be obtained from language elements. The assessment of the book leads to an objective test in measuring language ability. Therefore, an authentic assessment is needed. In the receptive skills, the skill assessment assess the linguistic element on the knowledge aspect and attitude aspect. In addition, authentic assessment can also simultaneously assess learning processes and results; thus, measurements of learning achievement can also run optimally. Authentic assessments for skills include portfolio assessments, assignments, performances, and interviews that are tailored to the theme of the text being read or heard. The assessment rubric is made by covering all aspects of the assessment consisting of knowledge of language elements, skills from language skills, and attitudes. Observation sheets are also needed to make observations and assessments on students' attitudes during the learning of receptive skills. This scientific research only offers innovations to conduct authentic assessments as a solution to the problems that occur in the assessment in the Arabic book published by the Ministry of Religious

Affairs in 2020 in class XI. Therefore, further research is expected to be able to apply the innovations offered to find out the advantages and disadvantages of these innovations and to assess whether these innovations are feasible to be used as a solution. An authentic assessment in listening skills can be carried out using projects, interviews, or assignments with command words, such as conclude the spoken text heard, create images based on spoken text descriptions, create conversations according to the content heard, create text similar to the text being heard. Therefore, authentic assessments in reading skills can be made using projects, interviews, or assignments with command words, such as summarize written text read, write down the subject matter of the text read, write down new things and experiences gained after reading, explain the structure of the reading, explaining the wisdom that can be taken from reading, respond to readings read according to the theme.

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