DEVELOPMENT OF AUTHENTIC ASSESSMENT INSTRUMENTS OF OBSERVATION REPORT WRITING SKILLS

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Abstract: This study aims to develop an authentic assessment instrument for writing observation report text skills in vocational high schools and produce an authentic assessment instrument for writing observation report text skills that are valid. This research was conducted at a Vocational High School in Bekasi, which has implemented the 2013 curriculum. The techniques used to obtain research materials were observation, interviews, and documentation. This study uses the Research & Development model development *from Borg & Gall.* The results of this study were 1) implementation of authentic assessment at Bina Insan Kamil Vocational High School using lesson plans and assessment rubrics in the textbook, 2) valid and reliable observation report text writing skill instruments were obtained through expert review, small and large scale trials.

Keywords: Writing Skills, Authentic Assessment, Development

INTRODUCTION

Writing is a complex activity. This complexity lies in the demands of the ability to convey and organize ideas coherently and logically (Saputri et al., 2018). Then present it in a variety of written languages by taking into account other writing principles. This complexity has benefits in helping to develop initiative, creativity, self-confidence, courage, and the ability to find, process, and organize information (Sianturi, 2012). Besides that, according to Sardila, writing is a means of creative thinking in broadening an insight (Sardila, 2015). The primary purpose of learning to write is to foster a love of writing in students, develop students' writing skills, and foster students' creative spirit through learning to write that they experience (Purwati, 2016). Therefore the importance of writing skills is owned by students.

The variety of standard languages in writing skills often escapes the attention of both teachers and students. In applying competency standards, teachers must develop learning competencies that guarantee a directed learning experience. The Ministry of Education and Culture in

Khadijah explained the text of the observation report or *report*, which is a text that functions to describe or classify information (Khadijah, 2017). According to Azizi, the text of the observation report aims to overcome a problem, find the latest techniques or ways, make more effective decisions, carry out supervision and repairs, and know the progress of a problem (Azizi, 2017).

According to the Ministry of Education and Culture in Azizi, the text structure of the observation report includes an introduction, content, and closing (Azizi, 2017). The text of the observation report has linguistic elements; in this case, according to the Ministry of Education and Culture in Azizi, it includes word references, conjunctions, affixed words, and word groups (Azizi, 2017). The variety of standard language is one of the elements in determining whether the results of the text of the report on the results of observations are said to be good or not. There are various kinds of standard language, namely, spoken and written. Sometimes the standard spoken language of language is different from the standard written language (Jamilah, 2017). Standard spoken language in official activities is language such as the form and arrangement of written language. The standard written language rules are written in grammar books. Deviating from these rules is called non-standard or non-standard (Jamilah, 2017)

The results of writing the text of the observation report required an authentic assessment. Authentic assessment requires students to display attitudes and use knowledge and skills obtained from learning to carry out tasks in real situations (Ferita, 2017). The *authentic* assessment model is currently widely discussed in the world of education because this model is recommended or even emphasized for its use in assessing student learning outcomes (Nurgiyantoro, 2008). Authentic assessment monitors and measures students' abilities in various possible solutions to real-world problems (Ferita, 2017; Zahrok, 2009). The purpose of authentic assessment is explained according to Daryanto and Sudjendro in Umami, explaining that authentic assessment has several objectives, namely: 1) Assessing individual abilities through assignments; 2) Determining learning needs; 3) Assisting and encouraging students; 4) Assisting and encourage teachers to teach students better; 5) Determine learning strategies; 6) Institutional accountability; 7) Improving the quality of education (Umami, 2018).

In this case, the problem experienced by educators is the inaccurate scoring guidelines, so educators still need help to use the assessment in the lesson plan as a guide. This problem becomes the focus of researchers to develop related instruments. Therefore the researcher looked at several instruments that had been developed by researchers, including those by Rasayu and Jaja, who developed authentic instruments for assessing writing book reports, writing rhymes, writing poetry, and assessing attitudes in writing activities and were declared valid by assessment experts and practitioners in tests—the

consistency of the assessment instrument for writing books (Rosayu & Jaja, 2019). Then Khadijah researched learning to write observation texts through observing used beverage packaging. It can improve student achievement. (Khadija, 2017). Teachers in elementary schools have not widely carried out the development of authentic assessment instruments in skills. Therefore, it is necessary to carry out further research and development to create authentic assessment instruments in the realm of skills for other themes.

Further research can be conducted to test the reliability and dissemination of the results of developing authentic assessment instruments on a broader scale (Setiawan et al., 2017). These three previous studies are very relevant to what the researcher wants to develop on a different theme, namely Authentic Assessment Instruments for Text Writing Skills Observation Reports. It is hoped that it can contribute to the field of linguistics, especially in providing scoring on observing writing skills.

Several studies have developed assessment instruments according to the model developed to improve the criteria for more effective and targeted assessment instruments. Based on the description above, the author wishes to conduct research titled "Development of an Authentic Assessment Instrument for Text Writing Skills Observation Reports at SMK Bina Insan Kamil."

This research and development aim to develop an authentic assessment instrument for the competency domain of Writing Observation Report Text skills at SMK Bina Insan Kamil that is valid, practical, and effective. Product Validity, One measure of the quality of the instrument is validity. Jonsson & Svingby (2007), Zacharias (2010), Azwar (2014), Santrock (2010:517), and Rogier (2014:5) state validity is the extent to which the accuracy and accuracy of a measurer or test device performs its measuring function. The validity test was completed by submitting product prototypes to educational assessment experts. The types of validity tested on experts are content validity and construct validity.

Content validity relates to the ability of the assessment instrument to measure the content that should be measured (Moreno, 2010, p. 455; Santrock, 2010, p. 517). Content validity is also called curriculum validity because the concepts/variables to be recorded are listed in the curriculum (Arikunto, 2012, p. 82). Construct validity concerns how far the stems in the assessment instrument can measure what should be measured (Djaali & Muljono, 2008, p. 51; Moreno, 2010, p. 455). The suitability in question is the suitability of the instrument/assessment tool used with a specific concept or predetermined conceptual definition (Santrock, 2010: 517; Gadbury-Amyot et al., 2003: 911).

METHOD

This type of research is interactive qualitative. Interactive qualitative research is an in-depth study using data collection techniques directly from people in the environment under study. This study uses an adaptation of the Borg & Gall development model. The data analysis used in this study is an interactive model data analysis technique. Furthermore, research and development is research used to produce specific products and test the effectiveness of these products. The steps for developing the instrument are described as follows:

Figure 1. Stages of Developing an Authentic Assessment Instrument for Writing Skills Text Observation Reports at Bina Insan Kamil Vocational School.

The subjects of this study were class X students of SMK Bina Insan Kamil. Seventy students will carry out small-scale and large-scale trials— research on students to review how their writing skills report text observations. The consideration for taking this respondent is that the tested students generally need correct grammar.

RESULTS

The initial research and information gathering were carried out by interviewing the Indonesian language teacher for class X. At this stage, and the researcher would collect information regarding the application of authentic assessment in class, the results of student scores in the sub-chapter of the text of the observation report, and the RPP used. From the formulation of the conceptual definitions of authentic assessment and writing skills, the planning stage concluded that the dimensions and indicators are the results of a synthesis of various concepts constructively; the indicators formulated are the elaboration of each dimension on authentic assessment and writing skills. The grids were developed to ensure the content validity test developed in the instrument. At the stage of developing the grid, statement items are made with several items. The instrument grid and the number of items are presented in Table 1.

<p style="text-align:center">Table 1. Instrument Grid and Number of Items Before Testing</p>

Variable	Dimensions	Indicator	Question Number
Writing skills	Capital letters.	- Students can write the beginning of sentences with capital letters. - Capitalization accuracy.	1, 4, 15 (3 questions)
	Punctuation.	- Students use punctuation correctly. - Students are able to distinguish each punctuation function.	8, 28, 30, 31, 35 (5 Questions)
	Word (diction).	- Students are able to use conjunctions correctly. - Students can understand much vocabulary.	6, 9, 10, 19, 25, 26, 27 (7 Questions)
	Abbreviation.	- Students can shorten words. - Students understand common abbreviations.	39, 21 (2 questions)
	Italics.	- Students know the function of italics. - Students know the vocabulary that must be written in italics.	7 (1 question)
	Easy to understand sentences.	- Students refrain from using everyday language in writing or essays. - Students use vocabulary that is easy to understand. - Students can compose sentences well. - Students can express ideas through writing.	2, 3, 5, 11, 29, 32, 33, 34, 37 (9 questions)
	Can describe objects	- Students can describe ideas. - Students are able to process words. - Students know much vocabulary. - Students can write down what they observe.	12, 13, 14, 16, 23, 24, 36, 38 (8 questions)
	Use of standard language	- Students can write sentences in standard language. - Students know the common errors of a standard language.	17, 18, 20, 22, 40 (5 questions)
Number of Questions			40 Oal

Initial product development, the items used in this research instrument use statement form items. The response format requested by the testee is to choose the answers provided. There are at least two kinds of responses to the statements in the items: negative and positive.

Negative responses are responses that oppose the contents of the statement, while positive responses are those that support the contents of the statement.

In order to produce good quality items, which function in harmony and are significant and part of the scale, and support the validity of the constructed constructs, the items must follow the behavioral indicators that have been formulated in a grid—instrumental items, which are initial drafts derived from the grids made. The authentic assessment instrument consisted of 35 statement items, and the writing skill instrument consisted of 15 multiple-choice tests and five essays. Furthermore, the instrument items were assessed by four experts to see the suitability of the items with the indicators, the suitability of the indicators with the dimensions, and the suitability of the instruments with the material. The results of the product validity test for the assessment experts showed that the assessment instrument developed was quite valid in terms of construct and content, as described in Table 2, with an acquisition percentage of 87%. This shows that the product is in an excellent category, so it is theoretically feasible to assess curriculum needs to record the competency skills of grade IV students. Based on the results of the construct and content validity tests, it can be said that the developed instrument complies with the needs of the curriculum and skills assessment. The content developed in the instrument is by the applicable curriculum, namely the 2013 curriculum. The indicators and objectives developed in the instrument are based on the Core Competencies and Basic Competencies developed in the curriculum.

In terms of constructs, the instruments developed are also very feasible for recording student achievement in the skills domain. The construct in question is the concept of skills in general and specifically by the needs and material taught at school. Because it fulfills the aspects of content and constructs validity, the developed instrument fulfills the requirements for recording what should be recorded, namely the competency skills arranged in the curriculum, and the construct also fulfills the concept of skills to be recorded and assessed. In addition to testing the content and construct validity, the researcher also tested the instrument's validity from a linguistic point of view. This is done to determine the feasibility of the product in terms of language. Language is an important thing that must also be considered in developing assessment instruments. The linguistic aspect determines the ease of understanding so that the usefulness of the instrument being developed is higher. The instruments developed have high linguistic feasibility with the acquisition of scores from linguists as described.

Table 2 shows 90%, so it is in the excellent category. Even though the value of the product validity test is relatively high in terms of content validity, construct validation and linguistics, revisions are still being made to improve the deficiencies of the developed product. The next stage is the theoretical and empirical validation stage. The results of the expert's assessment were then analyzed, and the items noted by the expert were

revised. The results of the revision at this stage produced a draft instrument 2.

The following assessment step was an expert review consisting of three people. At this stage, the assessment is intended to check the level of accuracy and clarity of the material. Assessment will be carried out by providing an assessment note in the form of constructive suggestions or comments. To measure the writing skill test of the observation report text, the validity test uses the *product-moment correlation coefficient formula,* and the reliability test to analyze the items using the *Cronbach Alpha formula*. The test uses the help of the *SPSS 21 application*. After the instrument validation stage, there is the product revision stage, which is then tested on a small scale. A small-scale trial was conducted on 10 class X students. This trial was carried out using the draft one instrument. The instrument tried out was then revised based on validation from evaluation and material experts. Expert validation in the form of comments, suggestions, and empirical validation to obtain valid and reliable measurement tools. This revision resulted in draft 2 of the instrument. Large-scale trials of measuring instruments that were valid and reliable theoretically and empirically were tested on 60 class X students. This trial was conducted to determine the skills of writing report texts on the results of student observations and the application of authentic assessment to the trial results.

The last stage is the final product, where the standard instrument is an instrument that has been prepared by experts and has been calibrated, the administration is standard, the instructions are clear, there are reference norms for the interpretation of test scores, and the instrument is indeed valid and reliable. The results of the instrument for authentic assessment of the writing skills of the text of the observation report consist of sheets of the writing skill instrument and scoring guidelines in authentic assessment. Previously, the existing instrument was a description; then, the researcher developed the instrument in multiple-choice and description. The following is a picture of the instrument for writing observation report text skills.

Figure 2. a. Instruments before being developed **b.** Instruments after being developed

Figure 3 . Developed Instruments

Through the above instruments, the teacher assesses students' skills in summarizing the text of the observation report based on structure, language features, and content and presenting the summary results. Scoring guidelines for this presentation are provided in the following rubric.

Figure 4. Guidelines for Scoring Authentic Assessment Instruments for Text Writing Skills Observation Results

Assessment is critical in collaboration with learning (Sylvia et al., 2019); the 2013 curriculum considers authentic assessment to be the correct assessment to assess student learning outcomes (Enggarwati, 2015). To the 2013 curriculum, Indonesian language teachers must conduct authentic assessments of students' knowledge, skills, and attitudes (Absari et al., 2015). In this study, researchers developed an authentic assessment instrument for writing skills. The writing skill authentic assessment instrument reviewed by the expert is followed up by revising the items that are not appropriate and removing the items. Of the 35 statement items, there are four statements whose language has been revised and simplified.

Meanwhile, the observation report text writing skills instrument consisted of 40 multiple choices, five essays, 25 multiple-choice, and five essays. Each multiple choice is worth 1 point for 25 points, while each essay point is worth 15 points for 75 points. The KKM (Minimum et al.) that has been set is 75. The types of validity tested on experts are content validity and construct validity (Setiawan et al., 2017)

Based on the expert's suggestions, 15 questions from the multiple choice test of the writing skills instrument were deleted. At the same time, the revised and simplified statements are four statements. The deleted question items are 9, 12, 13, 16, 17, 21, 25, 26, 28, 29, 31, 33, 34, 35, and 36. At the same time, the revised statement items are 4, 12, 15, and 20. Then the questions and statements were rearranged to obtain the second draft writing skills instrument. Expert review by evaluation experts and

material experts is followed up by revising the statement items and (dimensions/indicators) as shown in the following table.

Table 2. Revision of Multiple Choice Test Questions by Experts

Dimensions/Indicators	Old Question Items	New Question Items
a. Capital letters 1.1 Students can write the beginning of a sentence with a capital letter. 1.2 The accuracy of writing capital letters.	Question 4 The correct title for the paragraph above is...	The appropriate title for the paragraph above is…
3. Word (diction) 3.1 Students can use conjunctions appropriately. 3.2 Students can understand much vocabulary.	Statement item 12 The sentence that makes the paragraph above incoherent is found in the number ...	Sentences that cause the paragraph above to be incoherent are found in number…
4. Abbreviations 4.1 Students are able to use conjunctions appropriately. 4.2 Students can understand much vocabulary.	Statement item 15 The steps for editing the following observation report are correct....	The following are the steps for editing the text of the appropriate observation report...
6. Sentences that are easy to understand 6.1 Students do not use everyday language in writing or essays. 6.2 Students use vocabulary that is easy to understand. 6.3 Students can compose sentences well. 6.4 Students can express ideas through writing.	Statement item 20 The following is the correct order of the observation report text structure...	The correct order of the structure of the observation report text structure is…

The expert review provides some input on the draft instrument on indicators or statement items (Ihsany, 2017). The review by evaluation and material experts was followed up by revising the question items and (dimensions/indicators), as shown in the following table.

Table 3 . Revision of Essay Test Questions by Experts.

No Question	Old Question Items	New Question Items
1	Write about the memorable experience you had when you were in class X right now!	Write down a memorable experience in class X today, for example making new friends, getting to know a new environment, or going on a culinary tour in the canteen!
2	Make observations or observations of the types of drinks sold around you. Classify the type of drink based on the following:	Make observations or observations of the types of "Tea Pucuk" drinks that are sold around you. Classify the type of drink based on
	a.Criteria for whether the drink is served in packaging or not (plastic/paper, bottles/non-bottles, and	a.the following: b.What does the packaging of the drink look like;

No Question	Old Question Items	New Question Items
	so on); b. Criteria for whether the drink contains soda or not, alcohol or not; c. Criteria for whether the drink is served warm or cold; d. Criteria for whether the drink is efficacious as a medicine or not; e. Another additional criterion, according to you. Make a text of the observations with the information you get!	c. What color is the type of drink; d. Where have you seen advertisements for these types of drinks; e. Compared with similar beverage products;
3	Conduct interviews with parents, siblings, siblings, neighbors, or relatives who have pets by paying attention to the following essential things! a) Definition of pet b) Name of the animal owner c) pet description d) Description of how to maintain it Make a text of the observations with the information you get!	Conduct interviews with parents, siblings, siblings, neighbors, or relatives who have pets by paying attention to the following essential things! a. How long to keep the pet; b. name of the animal owner; c. What is pet food; d. Description of how to maintain it e. Why do you like the pet; Write the results of the interview into the text of the observation report!
4	Find the text of the observations in books, newspapers, magazines, or the internet. Then identify the structure of the text in the form of the following column.	Pay attention to the text of the report on the following observations! Padamulya Bandung Middle School is located at Jalan Macan No. 25. Bandung is one of the schools that has a healthy and clean environment. This is because this school has two types of environment, namely the living environment or living things, also called biotic, and the inanimate environment or inanimate things, which are called abiotic. The living environment in the school includes ornamental plants and large, well-maintained trees. The tree succeeded in shading the school environment so that the school became shady and cool. Meanwhile, the dead environment comprises school buildings, equipment, and property. Identify the structure of the text in the form of the following column.

Old (Question 4) table:

No.	Text Elements	Paragraph
1.	General definition	…
2.	Section description	…
3.	Benefits description	

New (Question 4) table:

No.	Text Elements	Paragraph
1.	General definition	…

No Question	Old Question Items	New Question Items	
		2. Section description	…
		3. Benefits description	

They are testing the product's effectiveness using the implementation of small-scale trials of each instrument totaling 40 multiple choices and five essays. The initial try-out was on 10 class X SMK Bina Insan Kamil students. The results of the validity test are explained in Table 4 as follows.

Table 4 . Results of Small-Scale Trial Instrument Writing Skills Text Observation Report

Respondents	Small scale results
1	75
2	77.5
3	57.5
4	77.5
5	70
6	70
7	65
8	67.5
9	70
10	62.5

Then a large-scale trial was implemented in class X students, as many as 60 people consisting of two classes. The instruments used in this large-scale trial have been tested on a small scale and have passed the expert review stage. From 40 multiple choices and five essays to 25 multiple choices and five essays. The results of large-scale trials are shown in Table 5 as follows.

Table 5. Results of Large-Scale Trial Instrument Writing Skills Text Observation Report

grain	count	table	Information
1	$.606^{**}$	0.214	Valid
2	$.680^{**}$	0,214	Valid
3	$.321^{*}$	0,214	Valid
4	$.566^{**}$	0,214	Valid
5	$.675^{**}$	0,214	Valid
6	$.642^{**}$	0,214	Valid
7	$.679^{**}$	0,214	Valid
8	$.533^{**}$	0,214	Valid
9	$.403^{**}$	0,214	Valid
10	$.448^{**}$	0,214	Valid

11	$.769^{**}$	0,214	Valid
12	$.469^{**}$	0,214	Valid
13	$.599^{**}$	0,214	Valid
14	$.285^{*}$	0,214	Valid
15	$.290$	0,214	Valid
16	$.786^{**}$	0,214	Valid
17	$.639^{**}$	0,214	Valid
18	$.469^{**}$	0,214	Valid
19	$.286^{*}$	0,214	Valid
20	$.426^{**}$	0,214	Valid
21	$.580^{**}$	0,214	Valid
22	$.615^{**}$	0,214	Valid
23	$.347^{**}$	0.214	Valid
24	$.675^{**}$	0.214	Valid
25	$.405^{**}$	0.214	Valid

The test results of the writing skill instrument for the observation report text show that 25 multiple-choice items are valid, so the writing skill instrument that will be used is 25 multiple-choice items. The lattice of the observation report text writing skills instrument after testing is presented in Table 6.

Table 6. Lattice Instrumental Text Writing Skills Observation Results Report After Trial

Variable	Dimensions	Indicator	Question Details No
Writing skills	Capital letters.	1. Students can write the beginning of sentences with capital letters. 2. Capitalization accuracy.	1, 4, 15
	Punctuation.	3. Students use punctuation correctly. 4. Students can distinguish each punctuation function.	8
	Word (diction).	5. Students can use conjunctions correctly. 6. Students can understand much vocabulary.	6, 9, 10, 25
	Abbreviation.	7. Students can shorten words. 8. Students understand standard abbreviations.	2, 19
	Italics.	9. Students know the function of italics. 10. Students know the vocabulary that must be written in italics.	7

Variable	Dimensions	Indicator	Question Details No
	Easy to understand sentences.	11. Students refrain from using everyday language in writing or essays. 12. Students use vocabulary that is easy to understand. 13. Students are able to compose sentences well. 14. Students can express ideas through writing.	3, 5, 11
	Can describe objects	15. Students are able to describe ideas. 16. Students are able to process words. 17. Students know much vocabulary. 18. Students can write down what they observe. 19. Students are able to express ideas through writing.	12, 13, 14, 16, 23, 24
	Use of standard language	20. Students can write sentences in standard language.	17, 18, 20, 21, 22
Number of questions			25

An instrument is a tool used to collect data in research and assessment (Ulina, 2017). Authentic assessment instruments analyzed for validity amount to 25 multiple choices. The results of reliability calculations between question items are shown in Table 7 below:

Table 7. Reliability Statistics

Cronbach's Alpha	N of Items
.894	25

The Reliability Analysis of the Text Writing Skills Instrument Report Observation results can be seen through the SPSS 21 program test results above; the reliability coefficient criterion is $0.80 < r_{11}$ degrees of excellent reliability.

DISCUSSION

The development in this study is relevant to previous research conducted by Sari (2017). Development of an Authentic Assessment Instrument for Text Writing Skills Observation Reports in Junior High Schools. The results showed that the condition of the assessment instrument on the skills of writing text reports on the results of observations that had been implemented in the schools studied was seen from the views of the three instruments, namely the Learning Implementation Plan

(RPP), textbooks, and assessments that were guided by the provisions of the school agency (Sari, 2017)

This research and development aim to develop authentic competency assessment instruments for grade IV elementary school students that are valid, practical, and effective. Based on the research and development results presentation, a discussion of the research results is carried out as follows. Product Validity One measure of the quality of the instrument is validity. Jonsson & Svingby (2007), Zacharias (2010), Azwar (2014), Santrock (2010), and Rogier (2014) state that validity is the extent to which the accuracy and accuracy of a measure or test device performs its measuring function. The validity test was carried out by submitting product prototypes to educational assessment experts. The types of validity tested on experts are content validity and construct validity.

Content validity relates to the ability of the assessment instrument to measure the content that should be measured (Moreno, 2010); Santrock, 2010). Content validity is also called curriculum validity because the concepts/variables to be recorded are listed in the curriculum (Arikunto, 2012). Construct validity concerns how far the stems in the assessment instrument can measure what should be measured (Djaali & Muljono, 2008; Moreno, 2010). The suitability in question is the suitability of the instrument/assessment tool used with a specific concept or predetermined conceptual definition (Santrock, 2010; Gadbury-Amyot et al., 2003).

The results of the product validity test for the assessment experts showed that the assessment instrument developed was quite valid in terms of construct and content, as described in Table 2, with an acquisition percentage of 87%. This shows that the product is in an excellent category, so it is theoretically feasible to assess curriculum needs to record the competency skills of grade IV students. Based on the results of the construct and content validity tests, the developed instrument complies with the curriculum and skills assessment needs. The content developed in the instrument is by the applicable curriculum, namely the 2013 curriculum. The indicators and objectives developed in the instrument are based on the Core Competencies and Basic Competencies developed in the curriculum.

In terms of constructs, the instruments developed are also very feasible for recording student achievement in the skills domain. The construct in question is the concept of skills in general and specifically by the needs and material taught at school. Because it fulfills the aspects of content and constructs validity, the developed instrument fulfills the requirements for recording what should be recorded, namely the competency skills arranged in the curriculum, and the construct also fulfills the concept of skills to be recorded and assessed. In addition to testing the content and construct validity, the researcher also tested the validity of the instrument from a linguistic point of view. This is done to determine the feasibility of the product in terms of language. Language is an important

thing that must also be considered in the development of assessment instruments. The linguistic aspect determines the ease of understanding so that the usefulness of the instrument being developed is higher. The developed instrument has high linguistic feasibility with the acquisition of scores from linguists as described in Table 2 of 90%, so it is in the very valid category. Even though the value of the product validity test is relatively high in terms of content validity, construct validation and linguistics, revisions are still being made to improve the deficiencies of the developed product.

Product Practicality The practicality of the assessment instrument is the convenience that exists in the assessment instrument, both in preparing, using, interpreting/obtaining results, as well as the ease of storing (Dimyati & Mudjiono, 2009; Rogier, 2014). The practicality test is carried out by applying the product validation results in class IV lessons on theme 7, "The Beauty of Diversity in My Country," by the teacher. The practicality of the instrument has several indicators.

In this study, practicality is divided into six indicators based on the opinions of Dimyati and Mudjiono (2013), Rogier (2014), and Yusuf (2015), namely (1) clear instructions on how to use the instrument; (2) the time in using the instrument is short; (3) clear scoring guidelines; (4) the strictness of categorizing scores (scoring limits); (5) ease of processing data/appraisal implementation; (6) ease of decision making/follow-up based on assessment data.

The practicality test was carried out using two techniques, namely field trials and teacher assessment. The value obtained is relatively high, as described in Table 3, which is 95%. A high practicality value indicates that the instrument is appropriate to use to record competency skills because the instrument is easy to use, easy to understand, easy to process results, and easy to report results.

The developed authentic assessment instrument was stated to be very practical and feasible from a user point of view, namely the teacher to be used to record the competency skills of grade IV Elementary School students. Product Effectiveness Product effectiveness is one of the essential requirements for an assessment instrument. Effectiveness, according to Wardani et al. (2011: 7), is a value or measure that indicates how far a target (quantity, quality, and time) of the assessment instrument has been achieved. Effectiveness refers to the success of the instrument in achieving the initial objectives that have been set (Degeng, 2013, p. 186; Trianto, 2012, p. 93). From the various definitions of effectiveness conveyed by several experts above, effectiveness is the level of success an assessment instrument achieves in carrying out its duties as a data collection tool per the initial objectives set. The purpose in question is that the instrument is structured to record the competency skills of elementary school students. In order to see the level of achievement of the assessment objectives, indicators are needed to see the effectiveness of the products that have been tested. Indicators of effectiveness compiled

by researchers in this study are effective in terms of (1) learning objectives, indicators, and KD; (2) thematic learning; (3) time; (4) instrument suitability; (5) relevance of data and results. The product effectiveness test is carried out together with the practicality test. The teacher assesses products that have gone through field tests. The assessment results, as described in Table 4, show that product effectiveness scores 94% and is included in the very effective category. This assessment was supported by the results of interviews with fourth-grade elementary school teachers who stated that the product was practical and could be used to record the skills of fourth-grade elementary school students. The use time is short and easy to understand because it is equipped with instructions.

CONCLUSION

Conclusion First, the teacher uses the assessment provided in the textbook and lesson plan prepared to conduct an authentic assessment of the skills of writing observation report texts in class X SMK Bina Insan Kamil. Second, the results of the reliability test of the observation report text writing skills instrument showed a reliability coefficient value of 0.894. Thus this instrument is adequate for measuring the writing skills of observation report texts. The feasibility test results were carried out by comparing the results of measuring students' writing skills before and after using the instrument. Referring to the KKM that has been set, namely 75, the average value before is 80, and the value after is 83.

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