

Development of Text Review Assessment Model Using Authentic Assessment in 11th Grade Students of Senior High School Negeri 1 Dolok Batunanggar, Simalungun Regency

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Abstract

This study aims to analyze the development of a review text assessment model with authentic assessment in 11th grade students of Senior high school 1 Dolok Batunanggar Simalungun Regency. The subjects of this study were 11th grade students of Senior high school Negeri 1 Dolok Batunanggar, Simalungun Regency, and product validator experts totaling 4 people who had criteria as Indonesian Language material experts and assessment experts, namely authentic assessment. The results of this study indicate that the effectiveness of the authentic text assessment instrument review text obtained an average of 80.97%. The lowest student score is 70 and the highest is 98. This shows that student learning outcomes are better when compared to without the teacher using an authentic text review assessment tool. Based on the average value of students' posttest data it can be concluded that the ability of students has increased significantly high and reached KKM (72) as expected. It was concluded that the authentic assessment text review instrument developed was effectively used in learning.

Keywords

learning model;
authentic assessment;
Senior High School 1
Dolok Batunanggar



I. Introduction

The quality of education is a concern that the government is always seeking to improve. Quality control of education is essentially controlling the quality of human resources in the system. Quality control requires information about the state of learners in schools to support the implementation of educational programs so that the results can be achieved optimally.

One of the quality control techniques can be obtained through evaluation (evaluation), assessment (testing), testing (testing), and measurement (measurement) education that is valid, credible, comparable, and carried out professionally and independently. Such an assessment is expected to be an instrument of quality assurance, quality control, and improvement of the quality of the education system at the school level through the applicable curriculum.

Authentic assessment is a hallmark of the 2013 curriculum. This authentic assessment is carried out comprehensively to assess the learning inputs, processes and outputs. Authentic assessment must reflect real-world problems, not the world of schools. Use a variety of holistic methods and criteria (full competence reflects knowledge, skills and attitudes).

Authentic assessment has a strong relevance to the scientific approach to learning in accordance with the demands of the 2013 curriculum. This is because this kind of assessment is able to illustrate an increase in student learning outcomes, both in the context of observing, reasoning, trying, building networks and others. Authentic assessment is often described as an assessment of students' development because it focuses on their developing ability to learn how to learn about the subject. Authentic assessment must be able to describe the attitudes, skills and knowledge of what students have or do not have how they apply their knowledge, in what way they have or have not been able to apply learning acquisition, and so on. (Aini, 2020)

Authentic assessment requires teachers to assess all aspects of student learning outcomes during the learning process such as cognitive aspects, affective aspects and psychomotor aspects. However, in reality authentic assessments have not been fully implemented in the schools studied. Authentic assessment system has not been able to describe the ability of students in a real way. Students also lack mastering material that is related to the real world. This is supported by the research of I Gusti Ayu Komang Lili Absari, et al, titled *Authentic Assessment of Indonesian Language Teachers in Writing Learning for 7th grade Students in Singaraja 1 State Junior High School, that Grade VII Indonesian Language teachers in Junior High School 1 Sisimangaraja face obstacles in making authentic assessments*. These constraints are due to very complex authentic assessments that demand a balance of judgments between knowledge, attitudes, and skills.

The teacher's understanding of the assessment activities in learning is still lacking so the teacher lacks understanding of the application of assessment when learning. In line with the opinion of Nuning Hidayah S Greece in the research of Muhlis Fajar Wicaksana et al, entitled "Portrait of Quality and Needs Development of Authentic Assessment Models of Indonesian Language Learning in Middle School" that the assessment system was not well understood by teachers. In addition, it was also found that the manual for class assessment in high school was felt to be less detailed. This handbook is divided into three components, namely; component regarding the valuation technique, steps for carrying out the appraisal, and managing the results of the appraisal. Components related to assessment techniques, it seems less specific discussion about various forms of assessment, the steps stated lack of clear picture, and the process of managing the results of the assessment that does not provide a clear explanation for students.

The basic competencies students must achieve in the 2013 curriculum in 11th grade are basic competencies 3.20 Analyzing messages from two fiction books that are read, 4.20 composing a review of messages from two books that are related to the current situation and developing an authentic assessment guide to writing review texts. That is because this basic competency is the most productive basic competency, which is to produce an article. To find out the need for assessment instruments for student learning materials in 11th grade a survey was conducted through an open questionnaire of 32 students of 11th grade who were randomly selected in 11th grade students of Senior High School 1 Dolok Batunanggar in August 2019. Based on the results of the questionnaire, it was found that 21 out of 32 students stated that in learning to write text reviews students are given writing assignments, but are not examined and assessed with an accurate measure or scoring.

So students do not know which parts of the text they write need to be corrected. That is because there is no standard assessment guide to measure students' text writing skills in accordance with Basic Competencies. The assessment conducted by the teacher is not equipped with an assessment rubric that contains indicators of assessment of aspects that students must understand as a scoring guide to measure students' ability to compile text reviews. Furthermore, it is found that in learning to write text reviews students experience several obstacles. Some of these obstacles include: (1) The contents of fiction books contain a lot of information about a character's life journey that makes it difficult for students to choose important information that will be poured into the review text so that most of them rewrite all the information contained in the fiction book; (2) students have difficulty in providing interpretation or interpretation of the comments presented; and (3) students find it difficult to understand the rules of language review texts. This reveals that students need a standard authentic assessment guide to find out their abilities and as a reference for the learning process to achieve competency standards that students must master.

Based on the explanation above, if the conventional assessment carried out by the teacher is continuously carried out it will not give the teacher knowledge, that learning outcomes do not represent the abilities of students. Authentic assessment provides an opportunity for teachers to find out the level of development in students. Authentic assessment can be used to improve the learning process in accordance with education assessment standards. Researchers will carry out research and development with the title "Development of Review Model Writing Text Assessment with Authentic Assessment in 11th grade students of Senior high school 1 Dolok Batunanggar, 2019/2020 Academic Year".

II. Review of Literature

2.1 Basic Concepts of Assessment

The terms in the world of education which are related to assessment are evaluation, evaluation, test, and measurement. These four terms are sometimes used to refer to the same thing. However, in principle the four terms actually have differences.

Miller, et al. (2009: 132) states that measurement is seen as a process of determining the results of tests or other types of assessment that have special rules. Therefore, measurements usually answer the question "how much?". The test is an instrument for measuring behavioral samples through asking a set of questions uniformly. As one of the assessments, the test usually answers the question "how well is a student's performance compared to other students or compared to the assigned task's performance?". While assessment is a general term that covers all the methods commonly used to assess the performance of individual or groups of students. The assessment process includes gathering evidence that shows the learning achievement of students. Assessment is an activity carried out by the teacher to obtain information objectively, continuously and thoroughly about the process and learning outcomes achieved by students, the results of which are used as a basis for determining subsequent treatment. Haris (2013: 54).

a. Functions, Objectives, and Principles of Assessment

According to Sudjana in Haris (2013: 56) assessment functions as:

- a. Tool to determine whether or not instructional objectives have been achieved, with this function the assessment must refer to instructional objectives.
- b. Feedback for improving teaching and learning. Improvements can be made in terms of instructional goals, student learning activities, teacher teaching strategies, and others.
- c. The basis for preparing student progress reports to their parents. The report is expressed and students' abilities in the forms of achievement values are achieved.

The purpose of the assessment as explained in the Ministry of Education 1994 in Haris (2013: 63) stated that the purpose of the assessment is to find out the progress of student learning, to improve and enhance student learning activities as well as provide feedback for improving the implementation of learning activities.

In addition to the purpose and function of assessment, teachers must also understand the principles of assessment. The assessment principles referred to include the following, Sudjana (2007):

- a. Assessment of learning outcomes should be an integral part of the learning process. This means that every teacher carries out the learning process he must carry out assessment activities. The intended evaluation is formative assessment. There is no learning process without assessment. Thus the progress of student learning can be known and the teacher can always improve the quality of the learning process carried out.
- b. Assessment of learning outcomes should be clearly designed what abilities should be assessed, the material or content of the teaching material being tested, the assessment tools to be used, and the interpretation of the results of the assessment. As a benchmark or signs in designing assessment of learning outcomes is a curriculum that applies primarily the objectives and competencies of subjects, the scope of the content or teaching material and guidelines for its implementation.
- c. Assessment must be carried out comprehensively, meaning that the measured ability includes cognitive, affective and psychomotor aspects. In cognitive aspects include: knowledge, understanding, application, analysis, synthesis, and evaluation proportionally.
- d. Assessment tools must be valid and reliable. Valid means measuring what should be measured (accuracy). Reliability means that the results obtained from the assessment are consistent or consistent.
- e. Assessment of learning outcomes should be followed by follow-up. Assessment data is very useful for teachers as material to improve learning programs, improve learning weaknesses, and tutoring activities for students who need them.
- f. Assessment of learning outcomes must be objective and fair so that they can describe the true abilities of students.

The assessment principles above can be used by the teacher in planning and carrying out assessment of learning outcomes.

2.2 Assessment Standards and Scoring Methods

a. Rating Standards

Assessment standards are the means used in determining the degree of success of the assessment results so that it can know the position of students, whether he has mastered the learning objectives or not. Learning outcomes assessment standards are generally divided into two standards, namely the standard reference assessment norm (PAN) and benchmark reference assessment (PAP).

Norm Reference Reference (PAN) is an assessment that uses a reference to the group average. Thus it can be seen the position of the ability of students in the group. Therefore the norm or criteria used in determining the degree of achievement of a student is always compared to the grade average of his class. On that basis three categories of student achievement will be obtained, namely student achievement above the class average. In other words, the achievement of one's position depends very much on the achievements of the group.

b. How to Score

Related to the grading system it is also necessary to know about how to give a score / grading system which is a way of scoring in assessing student learning outcomes. In the granting system or the way to provide value can be used several ways. The first way to use the letter system, namely A, B, C, D, E (failed). Usually the size used is A highest, best, or perfect; B is good; C moderate or sufficient; D less; and E failed. The second way is by a number system that uses several scales. On a scale of four, number 4 is equivalent to A, number 3 is equivalent to B, number 2 is equivalent to C, and number 1 is equivalent to D. There is also a scale of ten, which uses a range of numbers from 1-10. In addition there are also those who use the range 1-100. Based on the facts that have happened so far in middle and high schools, the scale used is a scale of ten (1-10) and a scale of 100 (1-100). Sudjana (2007: 92).

2.3 Authentic Assessment

Assessment of the learning process and outcomes is an inseparable part of the planning and implementation of the teacher learning process. Learning assessment in the 2013 curriculum is directed at authentic assessment. In simple, authentic assessment is often referred to as authentic assessment. Supardi (2015: 24) revealed that authentic assessment is one of the assessments of learning outcomes that requires students to show their achievements and learning outcomes in the form of real life abilities in the form of performance or work results.

The characteristics of authentic assessment measure all aspects of learning performance and results, carried out during and after the learning process, using a variety of ways and sources, tests are only one way of collecting assessment data, assignments reflect the daily lives of students. Kunandar (2014: 38) revealed several characteristics of authentic assessment as follows:

- (1) Must measure all aspects of learning, namely performance and results or products.
- (2) Implemented during and after the learning process takes place
- (3) Using a variety of ways and sources.
- (4) The test is only one of the assessment data collection tools.
- (5) The assignments given to students must reflect the real life parts of the students every day.

(6) Assessment must emphasize the depth of students' knowledge and expertise, not objectivity (quantity) objectively.

The characteristics of the valuation instruments are valid, reliable, relevant, representative, practical, discriminatory, specific, and proportional.

2.4 Review texts

The review text is one of five texts taught in 11th grade of high school. The Ministry of Education and Culture (2014: 51) said that the review text in Indonesian language learning the 2013 curriculum is a text that reviews films or dramas so that others can understand the results of the writer's interpretation and evaluation of a film or drama. This review text learning is intended to help students gain broader knowledge insights so that they are skilled in critical and creative thinking and able to act effectively in solving problems in real life as reflected in the text.

2.5 Framework of thinking

Assessment is the achievement of results in the learning process. Previous and current assessments are very different, the difference between the former assessments only emphasizes the mastery of students' knowledge mastery as a result of learning in general by way of written tests, but the current assessment or so-called authentic assessment requires students to demonstrate work in concrete situations.

Assessment is applied to various aspects of language skills, namely speaking, reading, writing, and listening. The four language skills that have difficulty in learning are writing skills.

Authentic assessment requires teachers to assess all aspects of student learning outcomes during the learning process such as cognitive aspects, affective aspects and psychomotor aspects. However, in reality authentic assessments have not been fully implemented in the schools studied, particularly regarding the assessment instruments of writing review texts.

III. Research Method

This research was conducted at Senior high school 1 Dolok Batunanggar, which is located at Jalan Sisingamangaraja No.1, Serbelawan, Simalungun Regency in the even semester of 2020.

The subjects of this study were 11th grade students of Senior High School 1 Dolok Batunanggar, Simalungun Regency, and product validator experts totaling 4 people who had criteria as Indonesian Language material experts and assessment experts, namely authentic assessment. The object of research in this study was to analyze teacher books and student books with the 2013 Curriculum cognitive aspects using an authentic assessment instrument in 11th class of Senior High School 1 Dolok Batunanggar Simalungun Regency on KD 3.20 Analyzing messages from two fiction books that were read and KD 4.20 Arranging reviews of messages from two books related to the current situation and the development of an authentic assessment guide writing review texts.

IV. Result and Discussion

4.1 The Process of Developing Authentic Assessment Instruments

The process of developing authentic assessment instruments in the study of text reviews is carried out using the 4-D development model of Thiagarajan, Semmel, and Semmel that has been modified as described in Chapter III namely Define (the defining stage), Design (the design stage) and Develop (the stage development).

a. Define Phase

The needs analysis in this development research began by distributing needs analysis questionnaires to grade students of Senior high school 1 Dolok Batunanggar totaling 32 students and 2 Indonesian language teachers at SMA Negeri 1 Dolok Batunanggar on authentic assessment instruments in learning text reviews. The search results from the questionnaire aim to make the learning process run more effectively and so that it can be used as a learning tool.

Data obtained from the analysis of needs by teachers and students obtained the following conclusions.

Table 1. Data Needs Analysis

No	Question	The answer	Frequency			
			Teacher	%	Student	%
1.	Know or know authentic assessment instruments	Yes	2	66,7%	3	9,4%
		No	1	33,3%	29	90,6%
2.	Use authentic assessment instruments in learning text review activities	Yes	0	0%	0	0%
		No	3	100%	32	100%
3.	Requires an authentic assessment instrument that was developed specifically on the review text learning material	Yes	3	100%	26	81,3%
		No	0	0%	6	18,7%

Based on the above table, it is known that some Indonesian language teachers at Senior High School 1 Dolok Batunanggar (66.7%) stated that they knew or knew authentic assessment instruments, while 29 students or 90.6% of the total students stated that they did not know or knew authentic assessment instruments. All teachers and students (100%) stated that they had never used authentic assessment in the review text learning activities developed in the learning process. All teachers (100%) stated that they needed an authentic assessment instrument that was developed specifically on the review text learning material that was developed in accordance with the 2013 curriculum in the learning process and 26 students or 81.3% of the total number of students stated that they needed an authentic assessment instrument

that was developed specifically on the material review text learning developed in the learning process.

b. Design Stage

After obtaining information from the analysis results of teachers and students, the researchers then conducted a series of processes for the design of an authentic assessment instrument for the review text. The design stages of this product are as follows:

1. Theory

The material taught in the authentic assessment instrument is based on the Competency Standards for review text learning. The material is presented in detail starting from the understanding of the review text, building elements, structure and language rules.

2. Presentation Components

The components of the presentation in this authentic assessment instrument are:

1). Development Stage

At this stage the product development is carried out starting with the cover of the authentic assessment instrument in the study of text reviews, foreword; table of contents; Chapter I contains information about authentic assessment, Chapter 2 is the substance of an authentic assessment instrument in the study of text reviews, namely the analysis of IC, basic competencies to indicators, division of basic competencies in learning text reviews; BC 3.20, and BC 4.20; components in each KD division consist of BC, competency achievement indicators, learning objectives, question indicators, types of questions, multiple choice tests consisting of questions and answer keys, learning materials, and assessment instruments consisting of types of assessment, instructions, assessment rubrics, assessment scoring descriptors, and the rating format that is accompanied by the score calculation formula. The final part of the assessment tool is the list of references used in the product.

4.2 Eligibility for Authentic Assessment Instruments in Learning Text Reviews

a. Expert Validation Material I

Data validation results of experts on authentic assessment instrument material in the text learning review by validation I namely Dr. Shafwan Hadi Umry, M.Hum., Can be seen in the table below.

Table 2. Results of Validation Instrument Assessment by Expert Material I

No	Component	Indicator	Average (%)	Criteria
1	Content Feasibility Aspect	Material compatibility with KI and KD	100%	Very good
		Accuracy of contents	75%	Very good
		Material expertise	75%	Very good
		Encourage curiosity	100%	Very good
Average Number of Indicators			88%	Very good
2	Aspects of	Straightforward	100%	Very good

	Language Feasibility	Communicative	100%	Very good
		Dialogical and interactive	75%	Good
		Conformity with the development of students	100%	Very good
		Conformity with language rules	75%	Very good
Average Number of Indicators			90%	Very good
3	Presentation Aspect	Presentation technique	75%	Very good
		Supporting the presentation	75%	Good
		Presentation of learning	100%	Very good
		Coherence and chaos of thought flow	75%	Very good
Average Number of Indicators			81,25%	Very good
Average Number of All Sub Components			86,41%	Very good

The results of the validation of material expert I in the sub-component of the appropriateness of the content of the assessment instruments obtained an average of 88% with the criteria of "very good" with indicators of the appraisal of material suitability with CC and BC, content accuracy, material expertise, encouraging curiosity; the sub-component of the language appropriateness of the assessment instrument obtained an average of 90% with "excellent" criteria with indicators of straightforward, communicative, dialogic and interactive assessment, conformity with student development, conformity with language rules; the sub-component of the appropriateness of the presentation of the assessment instruments obtained an average of 81.25% with the criteria of "very good" with indicators of assessment of presentation techniques, supporting presentation, presentation of learning, coherence and mindset groove. The average number of all sub-components was 86.41% with the criteria of "very good". It was concluded that the authentic assessment instruments in the study of text reviews have good quality.

b. Validation by Evaluation Experts

The evaluation expert for the assessment instrument is Prof. Dr. Efendi Napitupulu, M.Pd. which is a validator I. Data from the results of validation by an evaluation expert on the quality of the assessment instruments developed at the second meeting can be seen in the table below.

Table 3. Results of Validation of Valuation Instruments by Evaluation Experts I

No	Components / Indicators	Average	Criteria
	A. Suitability of the material with basic competencies	94%	Very Good
1	The material in the authentic assessment instruments in accordance with the SK and KD specified	100%	Very Good
2	The material is relevant to the competencies students must master	100%	Very Good

3	The accuracy of the unit title with the material description in each section	100%	Very Good
4	The level of difficulty and complexity of the material is adjusted to students' thinking abilities	75%	Good
	B. Present competencies students must master	88%	Very Good
5	The competency to be achieved is presented in an authentic assessment instrument	100%	Very Good
6	Accuracy of learning objectives	75%	Good
	C. Material accuracy	94%	Very Good
7	The material presented is in accordance with scientific truth	100%	Very Good
8	The depth of the material is according to the level of student development	100%	Very Good
9	Conformity between basic competencies with learning objectives	100%	Very Good
10	Correspondence of assessment items with the type of assessment aspects of skills in each sub-theme (demanding test of action)	75%	Good
	D. Authentic Assessment	89%	Very Good
11	Appropriateness of assessment in measuring knowledge competence	100%	Very Good
12	Appropriateness of assessment in measuring skills competency	75%	Good
13	Assessment encourages students to think critically.	100%	Very Good
14	The assessment instrument can collect all student assessment data on the review text learning material.	75%	Good
15	Instrument assessment can be done during the learning process.	100%	Very Good
16	Assessment instruments assess understanding and critical thinking	75%	Good
17	The assessment instrument is relevant to basic competencies and core competencies	100%	Very Good
18	The assessment instruments are in accordance with the material being taught	100%	Very Good
19	Assessments made are consistent with having accurate scoring guidelines	75%	Good
	Average Number of All Sub Components	91,25 %	Very Good

Evaluation experts considered that the test instruments and material on authentic assessment instrument products in the learning of developed text reviews had an average percentage score of 91.25% with the criteria of "very good". There are 20 indicators that are rated "Very Good", namely the material in authentic assessment instruments in accordance with the SK and KD specified, the material is

relevant to the competencies that must be mastered by students, the accuracy of the unit title with the description of the material in each sub-chapter, the level of difficulty and complexity of the material adjusted to students' thinking ability, competencies to be achieved are presented in authentic assessment instruments, accuracy of learning objectives, material presented in accordance with scientific truth, depth of material in accordance with the level of student development, conformity between basic competencies with learning objectives, appropriateness of assessment items with the type of assessment aspects of knowledge and aspects of skills in each sub-theme, appropriateness of appraisal in measuring knowledge competence, appropriateness of appraisal in measuring skills competency, appraisal encourages students to think critically, appraisal instruments can collect all student assessment data on learning material review text lessons, assessment instruments can be carried out throughout the learning process, assessment instruments assess understanding and critical thinking, assessment instruments assess understanding and critical thinking, assessment instruments are relevant to basic competencies and core competencies, assessment instruments are in accordance with the material being taught, assessments are carried out consistent with having accurate scoring guidelines.

4.3 Trial of Authentic Assessment Instruments on

Limited field trials were carried out at Senior High School 1 Dolok Batunanggar. Trials were conducted on 32 students of 11th grade with high, medium, and low abilities. Limited field trials produce data that will be used to find out how the quality and benefits of the product for students. Data on the results of the responses of students in field trials is limited to the application of assessment instruments in learning can be seen in the table below.

Table 4. Limited Field Student Trial Data (32 students)

No	Indicator / Statement	Average	Criteria
Theory		91,14%	Very Good
1	This assessment instrument makes me happy to study	83,59%	Very Good
2	Presentation of the text in the assessment instrument starts from easy to difficult and from the concrete to the abstract	89,84%	Very Good
3	This assessment instrument contains questions that encourage me to think critically	87,5%	Very Good
4	Presentation of the text in this assessment instrument encouraged me to be able to answer the test questions used	96,87%	Very Good
5	This assessment instrument encouraged my curiosity	94,53%	Very Good
6	This assessment instrument makes multiple choice tests and descriptions that can test how far I understand the review text	94,53%	Very Good

Language		94,53%	Very Good
7	The language used is simple and easy to understand	95,31%	Very Good
8	The letters used are simple and easy to read	93,75%	Very Good
Attraction		92,45%	Very Good
9	Using this assessment instrument makes my learning more directed and coherent	93,75%	Very Good
10	By using this assessment instrument can increase motivation to learn	93,75%	Very Good
11	Using this assessment instrument can make learning review text material enjoyable	89,84%	Very Good
Average Amount		92,71%	Very Good

The results of limited field trials on students' perceptions of the application of assessment instruments in learning showed an average percentage of 92.71% with "very good" criteria. This means that the application of assessment instruments in learning has increased development and can meet the demands of learning needs. This limited field trial evaluation becomes the final stage of the trial of the assessment instrument product developed for class XI of SMA Negeri 1 Dolok Batunanggar.

4.4 Level of Students' Ability in Answering Text Problem Review in 11th grade students of Senior High School 1 Dolok Batunanggar

a. Learning Outcomes

Before conducting the learning process using authentic assessment instruments in learning text reviews, first a student's initial ability test (Pretest) is held.

Pretest

Table 5. Student Pretest Data

Data source	Score		Mean	S.Dev
	Min	Max		
11 th grade student	52	82	68,56	7,5

Based on the above table, it can be explained that after learning by using authentic assessment instruments in the review text learning an average of 80.97 was obtained. The lowest student score is 70 and the highest is 98. Based on the average posttest student data above, it can be concluded that the ability of students has increased significantly high and reached KKM as expected. The difference in students' pretest and posttest scores can be seen more clearly in the table below.

Table 6. Summary of Pretest and Posttest Average Values

Data source	Nilai rata-rata <i>pretest</i>	The average post test score	Difference

11 th grade student	68,56	80,97	12,41
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V. Conclusion

Based on the formulation, objectives, results, and discussion of the research development of authentic assessment instruments in learning text reviews for 11th grade students of Senior High School 1 Dolok Batunanggar described previously, it can be concluded that the process of developing authentic assessment instruments in learning text reviews is carried out with reference to the Thiagarajan development model 4-D (four D models) consisting of 4 stages, namely: (1) the defining stage (define), (2) the design stage, (3) the development stage (develop) and (4) the deployment stage).

The validity of the authentic review text assessment tool developed for 11th grade students of Senior high school 1 Dolok Batunanggar is eligible and suitable for use in learning. Based on expert material assessment, expert evaluation, assessment of Indonesian language teachers, and student responses. Products are known to be suitable for use after using product validity analysis, then the classification of scores in the form of percentages is interpreted with qualitative sentences. Products are suitable for use because they are in the "good" and "very good" criteria. The average percentage of all sub-components from the results of the validation of material experts I and II are in the "very good" category with an average score of 88.83%. The average percentage of all indicators from the results of the validation of evaluation experts I and II are in the "very good" category with an average score of 89%. The results of the teacher's response to the assessment instrument had an average percentage of 91.66% with the criteria of "very good". The results of the responses of students of Senior high school 1 Dolok Batunanggar for the authentic assessment instrument for text reviews that have been developed are declared feasible and meet the needs with the overall criteria of obtaining an average percentage of all limited field tests of 92.71% with the criteria of "very good".

The effectiveness of the authentic text assessment instrument review texts obtained an average of 80.97%. The lowest student score is 70 and the highest is 98. This shows that student learning outcomes are better when compared to without the teacher using an authentic text review assessment tool. Based on the average value of students' posttest data it can be concluded that the ability of students has increased significantly high and reached KKM (72) as expected. It was concluded that the authentic assessment text review instrument developed was effectively used in learning.

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