

**AN ANALYSIS ON TEACHERS AUTHENTIC ASSESSMENTS IN  
ENGLISH TEACHING AT SMP IT KHAIRUNNAS IN ACADEMIC YEAR  
2018/2019**

**THESIS**

**Submitted as partial Requirments for the degree of S.Pd (Sarjana  
Pendidikan) In English Languange Education**



**Complied by:**

**YOLANDA WAHYUNI**

**SRN:1516230033**

**ENGLISH DEPARTMENT**

**TARBIYAH AND TADRIS FACULTY**

**ISLAMIC STATE INSTITUTE OF BENGKULU**



**KEMENTERIAN AGAMA**  
**INSTITUT AGAMA ISLAM NEGERI (IAIN) BENGKULU**  
**FAKULTAS TARBIYAH DAN TADRIS**

Alamat: Jln. Raden Fatah PagarDewaTlp. (0736) 51276, 51171 Fax. (0736) 51172 Bengkulu

**ADVISORS SHEET**

Subject : Thesis of Yolanda wahyuni  
SRN : 1516230033

To: The Dean of Islamic Education and Tadris Faculty  
IAIN Bengkulu  
In Bengkulu

*Assalamu'alaikum Wr. Wb*

After reading throughly and giving necessary advices, herewith, as the advisors, we state that the thesis of:

Name : Yolanda wahyuni

NIM : 1516230033

Title : **An Analysis on Teacher's Authentic assessment in English teaching at SMP IT Khairunnas In Academic Year 2018/2019**

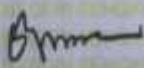
Has already fulfilled the requirements to be presented before The Board of Examiners (*munaqasyah*) to gain Bachelor Degree in English Education. Thank you for the attention.

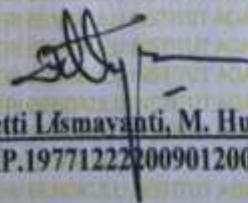
*Wassalamu'alaikum Wr.Wb*

Bengkulu,.....

**First Advisor,**

**Second Advisor,**

  
**Dr. Syamsul Rizal, M.Pd**  
NIP. 196901291999031001

  
**Detti Lismayanti, M. Hum**  
NIP.19771222009012006



KEMENTERIAN AGAMA  
INSTITUT AGAMA ISLAM NEGERI (IAIN) BENGKULU  
FAKULTAS TARBIYAH DAN TADRIS  
JURUSAN TADRIS

Alamat : Jl. Raden Fatah Pager Dewa Telp (0736) 51276, Fax (0736) 5117 Bengkulu

RATIFICATION

This is certify the *Sarjana* thesis entitled *An Analysis on Teacher's Authentic Assessment in English Teaching at SMP IT Khairunnas in Academic year 2018/2019* by **Yolanda Wahyuni** has been approved by the Board of Thesis Examiners as the requirement for the degree of *Sarjana* in English Education Program.

Chairman

**Dr.Kasmantoni,M.Si**

NIP. 197510022003121004

Secretary

**Heny Friantari,M.Pd**

NIP.198508022015032002

Examiner I

**Dr.Syamsul Rizal,M.Pd**

NIP. 196901291999031001

Examiner II

**Feny Martina,M.Pd**

NIP. 198703242015032002

Bengkulu, February 2020

Approved by the Dean of Islamic and Tadrís Faculty

**Dr. Zubaedie M.Ag., M.Pd**

NIP. 196903081996031005



## PRONOUNCEMENT

Name : YOLANDA WAHYUNI  
Nim : 1516230033  
Study Program : ENGLISH PROGRAM  
Faculty : TARBIYAH AND TADRIS

I hereby sincerely state that thesis entitled : **An Analysis on Teacher's Authentic assessment in English teaching at SMP IT Khairunnas In Academic Year 2018/2019** is my masterpiece. All thing out my masterpiece in this thesis are signed citation and referred in the bibliography. If after proven that my thesis discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Bengkulu, 2020

Stated By



**YOLANDA WAHYUNI**

**NIM. 1516230033**

**MOTTO**

*“Education is the best equipment for the old day”*

*-Sanda wahyuni-*

## **DEDICATION**

### **Bismillahirrohmanirrohim**

Praise to Allah SWT the most merciful and Almighty for His immeasurable blessing and love. Peace be upon Muhammad SAW, the last messenger of the only greatest teaching.

### **This thesis dedicated to:**

1. My beloved parents “Jahari ms” and “Sarmi tati”, thanks for your endless love, pray, support, sacrifice, guidance, patience, and everything you have done since I was born. You are my biggest motivation.
2. My beloved sisters “Yela islami” who always gives me more cheerful life and thanks for the prayer you’ve given me.
3. I would like to dedicate this thesis to all my family who had supported me throughout the process. Thanks for my big family.
4. My new family (The Girls) “Windy tari sandi”, “Parti rosmi”, “Ira lestari”, and Yosi Puspita which send me sisterhood, friends, knowledge and everything for my life.
5. Thanks for all of my friends in English study, thanks for your kindnesses. Especially TBI A, thanks for being my family, I love you all.
6. My best almamater, IAIN Bengkulu.

**My specials thank to :**

1. My first advisor Dr.Syamsul Rizal,M.Pd and my second advisor Mrs.Detti Lismayanti, M.Hum. Thanks for your suggestion, advice, and guidance in finishing this thesis.
2. Special thanks for All my lectures in IAIN Bengkulu.
3. My religion and my Almamater

## **ABSTRACT**

**Yolanda Wahyuni. 2019. An Analysis on Teachers Authentic Assessments In English Teaching At Smp It Khairunnas In Academic Year 2018/2019.**

**Thesis, English Education Study Program, Tarbiyah and Tadris, State Institute of Islamic (IAIN) Bengkulu. Supervisor:**

**1. Dr. Syamsul Rizal M.Pd 2. DettiLismayanti, M.Hum.**

The problem of researcher the teacher is still having difficulty implementing authentic assessment, the characteristics of students who do not support, the lack of development of teacher creativity and lack of time allocation. This authentic assessment is far more complicated because in every assessment there must be a clear rubric, besides presenting values in a descriptive form is not easy, assessments that demand to always make observations during and after learning activities. This study aims to describe the application of authentic assessment in learning English in SMP IT Khairunnas in academic 2018/2019, to describe the authentic assessment models applied and the constraints experienced by the teacher in learning English in SMP IT Khairunnas in academic 2018/2019. This research was designed as descriptive qualitative research. The object of data in this study was the English teacher of SMP IT Khairunnas. Data obtained through interviews, document analysis, and observation. Data from interviews, document analysis, and observations were analyzed with qualitative data analysis techniques. The results of the qualitative data analysis are then concluded according to the research problem. The results showed that all English subject teachers had applied authentic assessments in learning. The teacher applies a variety of authentic assessment models that show that there is a creativity factor in the application of assessment. Even so, teachers still experience various kinds of obstacles in applying authentic assessment. The efforts made are adjusted to the obstacles encountered. This shows that the teacher tried to apply authentic assessment well and in accordance with the applicable curriculum.

*Keywords: Analysis Authentic Assessments, English Teaching.*



## **ABSTRAK**

**Yolanda Wahyuni. 2019. An Analysis on Teachers Authentic Assessments In English Teaching At Smp It Khairunnas In Academic Year 2018/2019.**

**Thesis, English Education Study Program, Tarbiyah and Tadris, State Institute of Islamic (IAIN) Bengkulu. Supervisor:**

**1. Dr. Syamsul Rizal M.Pd 2. DettiLismayanti, M.Hum.**

Masalah peneliti guru masih mengalami kesulitan menerapkan penilaian otentik, karakteristik siswa yang tidak mendukung, kurangnya pengembangan kreativitas guru dan kurangnya alokasi waktu. Penilaian autentik ini jauh lebih rumit karena dalam setiap penilaian pasti ada rubrik yang jelas, selain menyajikan nilai-nilai dalam bentuk deskriptif tidak mudah, penilaian yang menuntut untuk selalu melakukan pengamatan selama dan setelah kegiatan belajar. Penelitian ini bertujuan untuk mendeskripsikan penerapan penilaian otentik dalam pembelajaran bahasa Inggris di SMP IT Khairunnas pada tahun akademik 2018/2019, untuk menggambarkan model penilaian otentik yang diterapkan dan kendala yang dialami oleh guru dalam belajar bahasa Inggris di SMP IT Khairunnas pada tahun akademik 2018/2019. Penelitian ini dirancang sebagai penelitian kualitatif deskriptif. Objek data dalam penelitian ini adalah guru Bahasa Inggris SMP IT Khairunnas. Data diperoleh melalui wawancara, analisis dokumen, dan observasi. Data dari wawancara, analisis dokumen, dan observasi dianalisis dengan teknik analisis data kualitatif. Hasil analisis data kualitatif kemudian disimpulkan sesuai dengan masalah penelitian. Hasil penelitian menunjukkan bahwa semua guru mata pelajaran bahasa Inggris telah menerapkan penilaian otentik dalam pembelajaran. Guru menerapkan berbagai model penilaian otentik yang menunjukkan bahwa ada faktor kreativitas dalam penerapan penilaian. Meski begitu, guru masih mengalami berbagai macam kendala dalam menerapkan penilaian otentik. Upaya yang dilakukan disesuaikan dengan kendala yang dihadapi. Ini menunjukkan bahwa guru berusaha menerapkan penilaian otentik dengan baik dan sesuai dengan kurikulum yang berlaku.

*Kata kunci: Analisis Penilaian Otentik, Pengajaran Bahasa Inggris.*

## LIST OF CONTENT

COVER .....	i
ADVISORS SHEET .....	ii
PRONOUNCEMENT .....	iii
MOTTO .....	iv
DEDICATION .....	v
ACKNOWLEDGEMENT .....	vi
ABSTRACT .....	vii
ABSTRAK .....	viii
LIST OF CONTENT .....	ix
LIST OF TABLE .....	xi
LIST OF APPENDICES .....	xii
CHAPTER I INTRODUCTION.....	1
A. Background .....	1

B. Identification of Problem.....	6
C. Limitation of Problem .....	7
D. Research Question.....	7
E. Research Objectives .....	8
F. Research Significances.....	8
G. Definition of The Key Terms .....	8

## **CAPTER II LITERATURE REVIEW ..... 10**

A. The Concept Of Authentic Assessment .....	10
1. Definition of Authentic Assessment .....	10
2. Authentic Assessment Model.....	13
3. Authentic Assessment Steps .....	19
4. Processing Authentic Rating Scores .....	21
B. Some Related Previous Studies.....	21

## **CHAPTER III RESEARCH METHOD ..... 25**

A.	Research Design.....	25
B.	Research Subject .....	25
C.	Data Collection Technique.....	26
D.	Instrument Of Research.....	28
E.	Technique of Data Analysis .....	34

<b>CHAPTER IV RESULT AND DISCUSION.....</b>	<b>36</b>
A. Result .....	36
B. Discusion.....	43

<b>CHAPTER V CONCLUSION AND SUGGESTION.....</b>	<b>68</b>
A. Conclusion .....	68
B. Suggestion.....	69

## REFERENCES

## APPENDICES

## LIST OF TABLE

Table 3.1 Grid of Data Collection Techniques .....	32
Table 3.2 Interview Guidelines Grilles Application of Authentic Assessment English teaching SMP IT Khairunas .....	33
Table 3.3 Document analysis Grilles Application of Authentic Assessment English Teaching SMP IT Khairunnas.....	34
Table 3.4 Observation Guidelines Grilles Application of Authentic Assessment English Teaching SMP IT Khairunas.....	35
Table 3.6 Miles and Huberman Interactive Models.....	36
Table 3.3 Clasification Criteria Distractor efficiency .....	34
Table 4.1 Implementation of Authentic Assessment in Learning English at SMP IT Khairunnas .....	40
Table 4.3 Constraints on the implementation of Authentic Assessment Applied in English Language Learning at SMP IT Khairunnas .....	45
Table 4.4 Teacher's Efforts in Overcoming Obstacles to Implementing Authentic Assessment at SMP IT Khairunnas .....	46

## LIST OF APPENDICES

1. Pedoman wawancara.....	
2. Pedoman observation .....	
3. Pedoman analisis dokumen .....	
4. Hasil wawancara .....	
5. Hasil observation.....	
6. Hasil analisis dokumen .....	
7. RPP.....	
8. Silabus .....	
9. Kartu Bimbingan.....	
10. Surat Surat Penelitian.....	



## CHAPTER I

### INTRODUCTION

#### A. Background

Quality of education is able to make regular and good input that can be developed properly so as to produce quality output that can adjust the flow of educational development. Education is a conscious and planned effort to create an atmosphere of learning and learning process so that students actively develop their potential to have spiritual strength, self-control, personality, intelligence, noble character and, the skills needed by themselves, society, nation, and state.<sup>1</sup>

This definition is in line with the objectives of national education, as in the Education System Law No. 20 of 2003 it is stated that: "The purpose of national education is to develop the potential of students to become human beings who believe in and have faith in God Almighty, have good morality, be healthy, knowledgeable, capable, creative, independent, and become citizens who are democratic and responsible."<sup>2</sup>

To develop the potential of students in order to achieve these educational goals, many elements play a role not only for educators, facilities and infrastructure, luxurious facilities, good buildings but, the most important element is the curriculum. Curriculum according to Law

---

<sup>1</sup> Masruroh, "Pelaksanaan Penilaian Autentik dalam Pembelajaran Pendidikan Agama Islam Kelas VII di SMP Negeri 1 Muntilan, Magelang", Skripsi (Yogyakarta: UIN Sunan Kalijaga, 2014), hlm.1.

<sup>2</sup> Fadlillah M, Implementasi Kurikulum 2013 dalam Pembelajaran SD/MI, SMP/MTS, dan SMA/MI, (Yogyakarta: Ar-Ruzz Media, 2014), hlm.13.

No. 20 of 2003 concerning the National Education System. "In the Act, it is stated that the curriculum is a set of plans and arrangements regarding the content and subject matter as well as the methods used to guide teaching and learning activities".<sup>3</sup>

The curriculum is a container that will determine the direction of education. The success of education depends very much on the curriculum used. Starting the 2013/2014 school year, the government has implemented a new curriculum called the 2013 Curriculum. The curriculum, learning process, and assessment of the process and learning outcomes are important components in learning activities in addition to the other components. These components are interrelated with one another.<sup>4</sup>

Law Number 20 of 2003 states that "A curriculum is a set of plans and arrangements regarding the objectives, content, and learning materials as well as the ways used as guidelines for organizing learning activities to achieve certain educational goals".<sup>5</sup>

The learning process is an effort to achieve the Basic Competencies formulated in the curriculum. Meanwhile, assessment activities are carried out to measure and assess the level of achievement of Basic Competencies. Assessment is also used to determine strengths and weaknesses in the learning process so that it can be used as a basis for decision making, and improvement of the learning process that has been

---

<sup>3</sup> Undang-undang Nomor 20 Tahun 2003, Sistem Pendidikan Nasional.

<sup>4</sup> Kementerian Pendidikan dan Kebudayaan Direktorat Jenderal Pendidikan Dasar Direktorat Pembinaan Sekolah Dasar, Panduan Teknis Penilaian di Sekolah Dasar, 2013, hlm. 1

<sup>5</sup> Undang-undang Nomor 20 Tahun 2003, Sistem Pendidikan Nasional.

done. Therefore a good curriculum and a correct learning process need to be supported by a good, planned and sustainable assessment system.<sup>6</sup>

Assessment is a series of systematic and systemic processes, collecting data and or information, analyzing and then drawing conclusions about the level of achievement of results and the level of effectiveness and efficiency of an educational program.<sup>7</sup>

The implementation of the 2013 curriculum that emphasizes activity-based learning, the assessment emphasizes the assessment of processes both in the aspects of attitude, knowledge, and skills. Then a shift is needed from assessment through tests (measuring all knowledge competencies based only on results), to authentic assessments (measuring all competencies in attitudes, skills, and knowledge based on process and results)<sup>8</sup>.

An authentic assessment is a characteristic of the 2013 curriculum. This authentic assessment is a comprehensive assessment conducted to assess the input, process, and output of learning.<sup>9</sup> An 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). An authentic assessment does not only measure what

---

<sup>6</sup> Kementerian Pendidikan dan Kebudayaan Direktorat Jenderal Pendidikan Dasar Direktorat Pembinaan Sekolah Dasar, Panduan Teknis Penilaian di Sekolah Dasar, 2013, hlm. 1

<sup>7</sup> Hamid Moh. Sholeh, Standar Mutu Penilaian dalam Kelas, (Yogyakarta: Diva Press, 2011), hlm.15.

<sup>8</sup> Fadlillah M, Implementasi Kurikulum 2013 dalam Pembelajaran SD/MI, SMP/MTS, dan SMA/MA, hlm.33.

<sup>9</sup> Kunandar, Penilaian Autentik (Penilaian Hasil Belajar Peserta didik Berdasarkan Kurikulum 2013), (Jakarta: PT Raja Grafindo Persada, 2014), hlm.50

is known by students but rather emphasizes measuring what students can do. Teachers in this authentic assessment must have broad insights about experiences and real-life problems.<sup>10</sup>

Through these experiences and problems, the teacher can provide examples that students might be able to solve. What can be done by students, that is the basis of the authentic assessment. Based on the above explanation, the researcher is interested in researching authentic assessment that emphasizes the assessment includes aspects of knowledge, skills, and attitudes.

The assessment is not to compare the results of the assessment for the whole child. The authentic assessment considers the development of intellectual diversity. Besides emphasizing the learning process of students rather than just paying attention to the final results. Researchers also want to know the advantages of authentic assessment from assessments that were previously in the field. Authentic assessment challenges students to apply new academic information and skills in real situations for specific purposes.<sup>11</sup>

Based on interviews with English teachers at SMP IT Khairunas<sup>12</sup>, that teachers experience problems in applying authentic assessment to English subjects teachers are still having difficulty implementing authentic

---

<sup>10</sup> Fadlillah M, Implementasi Kurikulum 2013 dalam Pembelajaran SD/MI, SMP/MTS, dan SMA/MI, hlm.208-209.

<sup>11</sup> Masruroh, "Pelaksanaan Penilaian Autentik dalam Pembelajaran Pendidikan Agama Islam Kelas VII di SMP Negeri 1 Muntilan, Magelang", Skripsi (Yogyakarta: UIN Sunan Kalijaga, 2014), hlm.1.

<sup>12</sup> English Teacher SMP It Khairunas on 05 july 2019.

assessment, student characteristics that do not support, lack of development of teacher creativity and lack of time allocation.

The problems that arise because teachers have difficulty in understanding authentic assessment include that the teacher has not used the authentic assessment instruments properly and the teacher is still having difficulty in sorting out between the three aspects to be assessed namely the aspects of attitude, knowledge, and skills.

Problems that arise because of the characteristics of students who do not support include the characteristics of students who do not support them, namely the number of students whose grades are still below the KKM, the ability of students to vary in memorizing, students who are not disciplined in doing their tasks and play truant when lesson hours due to organizational reasons, as well as students' different thinking abilities.

While the problems that arise due to the lack of development of teacher creativity that is the teacher difficulties in implementing the RPP when the classroom situation is not conducive, teachers have difficulty in identifying students in large numbers, teachers have difficulty when assessing students who are not active, teachers do not use attitude assessment instruments and only use his memory, the teacher has difficulty motivating students to learn, and the teacher assesses the attitude of students only based on the value of their knowledge.

Implementation of lesson plans and authentic assessments is also hampered due to a lack of time allocation. In general, the implementation

of authentic assessments conducted by some teachers is quite good in the use of techniques and instruments. But not all teachers use techniques and instruments that are in accordance with the theory.

There are some techniques and instruments which are not used by certain subject teachers, especially in a skills assessment. In this authentic assessment teachers are required to be able to use Technology in carrying out assessments, while teachers are still confused in using Technology, because in the previous curriculum (KTSP) in assessing teachers using a manual system, and also authentic assessment is far more complicated because in each assessment must have a clear rubric, besides presenting values in descriptive form is not easy, assessments that demand to always make observations during-after learning activities.

Based on these problems, researchers are interested in conducting research with the title **“An Analysis of Authentic Assessments in English Teaching at SMP IT Khairunnas in academic year 2018/2019.”**

## **B. Identification of Problems**

Based on the background above, there are several identification of problems that teachers face in implementing authentic assessment :

1. the teacher is still having difficulty implementing authentic assessment
2. the characteristics of students who do not support
3. the lack of development of teacher creativity
4. lack of time allocation.



5. This authentic assessment requires the teacher to be able to use Technology in carrying out assessments, while teachers are still confused in using Technology, because in the previous curriculum (KTSP) in assessing teachers using a manual system
6. This authentic assessment is far more complicated because in every assessment there must be a clear rubric, besides presenting values in a descriptive form is not easy, assessments that demand to always make observations during and after learning activities.

### **C. Limitation of Problems**

Based on the identification of the problems above, the limitations of the problem in this research, not all problems will be examined. This is so that research is more focused and gets in-depth result. The problem to be examined in this study are: (1)the application of authentic assessment,(2) the steps of this application, (3) the authentic assessment model that is applied,(4) the constrains experienced by English language teachers in applying authentic assessment, and (5) efforts made by English subject teachers in overcoming the constraints of applying authentic assessment.

#### **D. Research Questions**

Based on the limitations of the problems above, the research question in this research : How is the implementation of authentic assessments in teaching English at SMP IT Khairunnas in academic 2018/2019?

#### **E. Research Objectives**

Based on the research question above, the research objectives of this research are to describe the implementation of authentic assessments in teaching English at SMP IT Khairunnas in academic 2018/2019.

#### **F. Research Significances**

The results of this study are expected to provide the following benefits:

a. For Teachers

1. This research is expected to be able to provide knowledge about authentic assessment and its application in learning so as to be able to assess students well and in accordance with the applicable curriculum.

b. For the next researchers

As a reference and consideration for further research.

#### **G. Definition of Key Terms**

In conducting the researcher, it is necessary to formulate the definition of key terms which is intended to avoid misunderstanding of

the concepts used in the research. The terms need to be defined are as follows :

- a. Authentic assessment: a form of assessment that requires students to show performance as practiced in the real world meaningfully which is the application of knowledge and skills possessed.
- b. Teaching English the profession of those who give instruction, especially in an elementary or a secondary school or in a university.

## CHAPTER II

### LITERATURE REVIEW

#### A. The Concept of Authentic Assessment

##### 1. Definition of Authentic Assessment

Authentic assessment is a form of assessment that asks students to show performance in a real-world context that shows the meaningful application of the application of knowledge and skills<sup>13</sup>.

Meanwhile, Nurgiyantoro states that authentic assessment is an assessment of tasks that resemble reading and writing activities as is the case in the real world and at school<sup>14</sup>. The aim is to measure a variety of skills in various contexts that reflect situations in the real world where those skills are used.

Authentic assessment is the process of collecting various data that can provide an overview of students' learning development<sup>15</sup>. The description of students' learning progress needs to be known by the teacher in order to ensure that students experience the learning process correctly. A description of learning progress is needed throughout the learning process, so this assessment is not done at the end of the period (end of semester).

---

<sup>13</sup>Mueller, Jon, 2013, "Authentic Assessment Toolbox". North Central College. [Http://jfmuller.Faculty.Noctrl.Edu/Toolbox/Index.Htm](http://jfmuller.Faculty.Noctrl.Edu/Toolbox/Index.Htm). Diunduh Pada 7 juli 2019.

<sup>14</sup>Nurgiyantoro, Burhan, *Penilaian Otentik Dalam Pembelajaran Bahasa*, (Yogyakarta: Gajah Mada University Press, 2011).p.25

<sup>15</sup>Abidin, Yunus, *Pembelajaran Bahasa Berbasis Pendidikan Karakter*. (Bandung: Pt Refika Aditama, 2012, ) P.168

Authentic assessment is an assessment approach that involves students realistically in assessing their own achievements<sup>16</sup>. The basic principle of authentic assessment in learning theory is that students must be able to demonstrate or do what they know. Authentic assessment needs to be done because of several things, namely (1) authentic assessment is a direct assessment of the ability and competence of students, (2) authentic assessment provides an opportunity for students to construct learning outcomes, (3) authentic assessment integrates learning, teaching activities, and assessment, and (4) authentic assessment provides opportunities for students to demonstrate their diverse abilities.

Authentic assessment is a variety of forms of assessment that reflect learners' learning, achievement, motivation, and attitude in activities that are instructionally relevant in the classroom<sup>17</sup>. Authentic forms of assessment are actually familiar to teachers in Indonesia. However, teachers are more familiar with traditional types of assessment. Traditional assessment emphasizes the mastery of knowledge acquisition with objective tests, while authentic assessment

---

<sup>16</sup>Surapranata, Sumarna Dan Mohammad Hatta, *Penilaian Berbasis Kelas Penilaian Portofolio Implementasi Kurikulum 2004*. (Bandung: Pt Remaja Rosdakarya, 2006), .P.71

<sup>17</sup>O'malley, J. Michael Dan Lorraine Valdez Pierce, *Authentic Assessment For English Language Learners: Practical Approaches For Teacher*. (Boston: Addison-Wesley Publishing Company, 1996), P.4

emphasizes performance that reflects the acquisition of knowledge and skills<sup>18</sup>.

Authentic assessment is an assessment process that involves various forms of performance measurement that reflect how students learn, achievement, motivation, and attitude are related to learning activities<sup>19</sup>. Process assessment is an assessment conducted when the learning process takes place and the results are used for further learning feedback. Meanwhile, product assessment or outcome evaluation is an assessment conducted at the end of learning to measure the learning outcomes of students towards the overall competency taught in a certain period.

Good assessment is not only done at the end of teaching and learning activities but also done throughout the learning process. Therefore, traditional assessment and authentic assessment are both needed in learning.

Authentic assessments are used in assessments in the learning process, whereas traditional assessments are more practically used in final examinations.

Authentic valuation has similarities with several valuation terms, namely performance-based valuation, direct appraisal, and alternative valuation. Authentic assessment has similarities with performance-

---

<sup>18</sup>Nurgiyantoro, Burhan. Op.Cit, P.26.

<sup>19</sup>Callison, Daniel. 2013. "Authentic Assessment" Dalam *American Association Of School Librarians*, [Http://Www.Ala.Org/Aasl/Aaslpubsandjournals/Slmr/Editorschoiceb/Infopower/Selectcallison85](http://www.Ala.Org/Aasl/Aaslpubsandjournals/Slmr/Editorschoiceb/Infopower/Selectcallison85). Diunduh Pada 27 Juli 2019.



based assessment because students are asked to do meaningful tasks. Authentic assessment is called direct assessment because authentic assessment provides more direct evidence and meaningful application of knowledge and skills. Authentic valuation is also referred to as alternative valuation because authentic valuation is an alternative to traditional valuation.

## **2. Authentic Assessment Model**

Many learning assessment tasks and activities can be grouped into authentic assessments as long as the assignments are in accordance with the nature of authentic assessment. O'Malley and Pierce mention several authentic assessment models, including oral interviews, retelling texts, writing samples, projects and exhibitions, experiments or demonstrations, constructed-response items, teacher observations, and portfolios<sup>20</sup>. Meanwhile, the authentic assessment model mentioned by Nurgiyantoro includes performance appraisal, oral interviews, open questions, retelling texts or stories, portfolios, and projects<sup>21</sup>.

Johnson mentions the types of authentic assessments, namely portfolios, projects, and performance appraisals<sup>22</sup>. Brown mentions authentic assessment models, including performance-based

---

<sup>20</sup>O'malley, J. Michael Dan Lorraine Valdez Pierce, Op.Cit, P.14

<sup>21</sup>Nurgiyantoro, Op.Cit P.37.

<sup>22</sup> Johnson, Elaine B, *Contextual Teaching And Learning: What It Is And Why It's Here To Stay*. (California: Corwin Press, Inc. 2002), P.172

assessments, portfolios, journals, conferences, interviews, observations, self-assessments, and peer assessments<sup>23</sup>.

The authentic assessment model was also mentioned by the Ministry including performance appraisal, project appraisal, portfolio appraisal, and written appraisal. The following are explanations of several authentic assessment models that have been mentioned.

a. Performance assessment

Performance appraisal is usually called performance appraisal. This form of assessment is used to measure the status of students based on the work of an assignment. Performance appraisal is used to test students in demonstrating knowledge and skills, testing what they know and can do based on real life or a specific context.

b. Self-Assessment and Peer-Assessment

Self-assessment is an assessment technique that asks students to assess themselves in relation to the status, process, and level of achievement of competencies in certain subjects. Peer (peer) assessment is not much different from self-assessment. Self-assessment asks students to rate themselves, while peer-evaluation asks students to rate their friends.

c. Oral Interview

---

<sup>23</sup>Brown, H. Douglas. *Language Assessment: Principles And Classroom Practices*. (San Francisco: Longman. 2004), P.254

Interview is a method used to obtain information from respondents by conducting unilateral questions and answers. The teacher can provide inquiry questions to determine students' understanding or mastery of certain aspects of language in this assessment. The main purpose of this assessment is to assess students' competence in verbally verifying the information asked by the interviewer correctly.

d. Constructed-Response Items or Open Questions

This type of assessment in terms of constructed-response items, whereas calls it the term open question. However, both of them refer to the same understanding, which is a performance appraisal model that asks students to read the material and then respond to open-ended questions that give rise to comprehension and higher-order thinking. This assessment is more focused on how students apply information than how many students call back what has been taught. However, the open question must be limited so that the answer is not too broad and meaningful in accordance with its purpose.

e. Retelling Text or Stories

Retelling the text or story is an authentic assessment model that asks students to read or listen to a text and then retell the main idea or part of the choice. This assessment in addition to noting the accuracy of the linguistic elements also involves the

accuracy and accuracy of the content or information contained in the discourse.

f. Writing Text Samples

Writing text samples is a form of assessment that asks students to write narrative texts, expository, persuasion, or different combinations of these texts . The use of this assessment model is recommended to use rubrics that can assess analytically and thoroughly in the realm of writing, such as vocabulary, composition, style of language, sentence construction, and the writing process.

g. Experimentation or Demonstration

Experiment evaluation or demonstration is a form of assessment that asks students to experiment with actual material (in the field of science) or illustrate how something works. Experiments or demonstrations can be done verbally or in writing by describing the steps and materials needed in conducting experiments, hypotheses put forward, the methods used, or drawing conclusions. Students can be assessed using rubrics based on an understanding of the concepts, explanation of the methods and language used.

h. Observation

The teacher can observe the attention of students in working on assignments, their responses to various types of

assignments, or interactions with other students while working in groups. Observations can be made in learning spontaneously or with prior planning. Specifically with planning, teachers can observe the use of language and students' thinking skills in the task of discussing with other students.

i. Written Judgment

Written assessment is an assessment that is often used in learning assessment. Written assessment consists of choosing answers and supplying answers. Choosing an answer consists of multiple choices, right-wrong, yes-no, match, and cause and effect. Written assessments supply answer or complementary answers, short or short answers and descriptions.

Written assessment included in the authentic assessment model is an assessment in the form of a description or essay that requires students to be able to remember, understand, organize, apply, analyze, synthesize, evaluate and so on the material that has been studied. This assessment is as comprehensive as possible, so that it is able to describe the realm of students' attitudes, knowledge, and skills.

j. Portfolio Assessment

Portfolio assessment is an assessment of a group of students' work that is arranged in a systematic and organized way that is taken during the learning process in a certain period

of time. Basically, portfolio assessment is about evaluating individual works for a particular subject.

All students' assignments are collected (for example for one semester) then a discussion is held between the student and the teacher to determine the score. The aim is to determine the facts of students and the process of how the facts are obtained as one of the evidence that shows the learning achievement of students, which has reached basic competencies and indicators in accordance with predetermined curriculum.

That there are several things that must be considered when using a portfolio as an assessment of learning. First, there is a match between competencies that will be measured by the portfolio as material or a way to assess. Second, the portfolio that will be assessed truly is the original work of students. Third, the contents of each portfolio must be known to determine the interrelation of competencies and indicators measured by students. Fourth, it is necessary to choose or prepare assessment criteria that are used to assess the portfolio. Fifth, teachers can engage their students to assess their own portfolios.

#### k. Project Appraisal

The project is a form of assignment to produce certain works that are done in groups in relation to the assessment of

learning outcomes. The results can be in the form of an oral (video recording) or written (written report). Projects can be in the form of small research with topics that are appropriate to the ability of students and can be completed within a period of time. Assessment using project assignments can demonstrate the ability of students in terms of mastery of knowledge, understanding, application, synthesis of information or data, to the meaning or conclusion.

### **3. Authentic Assessment Steps**

Mueller suggests a number of steps that need to be taken in the development of authentic assessments, namely the determination of standards, determination of authentic tasks, making criteria, and making rubrics.

#### **a. Standard Identification and Determination**

Standards are statements of what students must know and be able to do. Standards are better known as competencies in Indonesia. Competence is the goal to be achieved in the learning process. Standards that must be identified before conducting an assessment are determining competency standards, basic competencies, and indicators that form the basis, references, and objectives in the assessment process.

#### **b. Determination of Authentic Tasks**

After setting the standard, the second step is to determine the authentic task. Standard language that has been well presented already indicates what tasks students must do. The selection of authentic assignments must be adjusted according to which competencies will be measured and also adjusted to the circumstances in the real world.

c. Making Authentic Task Criteria

Criteria in authentic assessment are used to evaluate how well students complete the task and how well they have met the standard. The ability of students on a task is determined by matching students' performance against a set of criteria to determine the extent to which students' performance meets the criteria for the task. Criteria should have been formulated before carrying out learning activities. Criteria are often also referred to as indicators in the competency-based curriculum.

d. Making a Rubric

Rubric is used as a benchmark to determine the level of student achievement. Rubrics are usually made by containing important criteria and the level of achievement of criteria aimed at measuring the performance of students. The criteria usually consist of certain words that reflect what students must achieve. The level of performance achievement is generally indicated by



the numbers, the size of the numbers as well as the high and low levels of student learning outcomes.

#### **4. Processing Authentic Rating Scores**

After doing authentic assignments, students will get a score that shows their ability on each criterion. The score is the number of students correct answers as a result of correction of their work. Directing can be done directly, but it is better if you use rubrics. The score is then processed into scores. Values are numbers that have been processed in a certain way that applies to all test participants. This value which then shows the learning outcomes of students in learning. The achievements of these students are usually reported to certain parties such as students themselves, parents, and institutions in need. The processing of scores into values is carried out with certain predetermined formulas.

#### **B. Some Related Previous Study**

Some previous studies about the analysis of items including research written by Muhammad Nur Wangid, Ali Mustadi , Anwar Senen, Nur Luth fiand Rizqa Herianing tyas with the title “The Evaluation Of Authentic Assessment Implementation Of Curriculum 2013 In Elementary School”<sup>24</sup> This research was aimed to evaluate the implementation of authentic assessment of elementary school in Province of Yogyakarta and

---

<sup>24</sup>Muhammad NurWangid, Ali Mustadi , Anwar Senen, Nur Luthfi Rizqa Herianingtyas , The Evaluation Of Authentic Assessment Implementation Of Curriculum 2013 In Elementary School, *Jurnal Penelitian dan Evaluasi Pendidikan*, Volume 21, No 1, 2017

also to know the obstacles of its implementation. This was an evaluative research by a Stake's evaluation model approach.

The results of observation in compare to the standard of assessment should be criteria to determine the succeed. This research subjects were elementary teachers in Province of Yogyakarta. Observation, interview, and documentation were used to gather data. The research showed that: (1) Planning (antecedents) stage or understanding towards authentic assessment planning has not been fulfilled the standard to be categorized as Good with percentage of 68.75%; (2) Process (transaction) or implementation stage that obtained 63.41% in percentage was classified in Good category; (3) Outcome stage or authentic assessment report showed 68.48% in percentage and should be categorized Good. The implementation of authentic assessment in Province of Yogyakarta elementary schools have not 100% met the standard. Therefore, results from this research finding were expected to be tools to improve performance from all stakeholders..

From research written by Rosendi Galih Susani with the title “The Implementation Of Authentic Assessment In Extensive Reading”<sup>25</sup>. The implementation of authentic assessment can help teachers to know the extent to which students are able to apply their knowledge and skills in accordance with the contexts of real situations. This is because authentic

---

<sup>25</sup>Rosendi Galih Susani, The Implementation Of Authentic Assessment In Extensive Reading: *International Journal Of Education* Vol. 11 No. 1, August 2018,

assessment focuses on activities or tasks that students do, as the knowledge and skills taught are tailored to the real contexts.

The research objective is to describe the implementation of authentic assessment in Extensive Reading course in Indonesian Language Education and Literature Study Program Sanata Dharma University. This research used descriptive qualitative analysis method. The instruments used in this study were tests. The researcher conducted the implementation of authentic assessment in Extensive Reading on identifying the meanings of difficult words, idioms, and expressions. The obtained data show that the students' average extensive reading ability was with a very high category. The implementation of authentic assessment could provide some benefits such as (a) identifying the direct measurement of expected competence indicators of students' performances; (b) encouraging students to demonstrate their performance in a real and meaningful situation; (c) providing students with the opportunity to construct their learning outcomes by selecting and compiling answers based on their knowledge and the situational analysis so that the answers are relevant and meaningful; and (d) integrating teaching, learning, and assessment activities. It is then recommended that authentic assessment be applied in the teaching and learning of reading courses..

Sri Sarwantido research with the title "Authentic Assesment In Writing" This research was aimed at analyzing the English summative test

validity at SMP Darul Hamidin Padamara”<sup>26</sup>. When talking about teaching and learning, assesment is also discussed to know how far the process achieves its goals. What kind of assesment teachers use will depend on the material they transfer to their students.

There are several kinds of assesment. Since the paradigm in education is shifted, the way teachers asses their students’ performance is also shifted as well. There for know a days authentic assesment is broadly introduced, learned, and applied in most teaching learning process. Since the paradigm in education has shifted, the way teachers assess the students’ writing is shifted as well following the new paradigm beyond constructivism. More and more rubrics are set to exactly show the real condition and processes of the writing it self. Authentic assessment in writing plays a very important role in its teaching since the impact will be huge to the students. The process of this assessment really show the students’ performance.

The same of the research with the previous study is both researching the items while the differences in this research with previous studies are research subjects, research objects, and research sites.

---

<sup>26</sup> Sri Sarwanti, Authentic Assesment In Writing : Transformatika, Vol 11 , No 2, 2015.

## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Reserch Design**

This methodology for the research is descriptive qualitative research. A qualitative research method is a form of social inquiry that focuses on the way people interpret and make sense of their experiences and the world in which they live.<sup>27</sup>

This research is descriptive in nature that gives as accurate a picture as possible about an individual, condition, symptoms, or a particular group. In this study to find out information about the implementation of authentic assessment in English learning.

Thus, descriptive is the most appropriate type of research to describe how the teacher carries out the implementation of authentic assessment in learning English in SMP IT Khairunas Bengkulu it was a formula in the problem statement.

#### **B. Subject of Research**

The subjects of the research is English teachers. The English teachers in grades VII and VIII that teach in the first semester of the 2019/2020 academic year at SMP IT Khairunas. The English teacher is

---

<sup>27</sup> Nana Syaodih Sukmadinata, *Metode Penelitian Pendidikan*, (Bandung: Remaja Rosdakarya, 2012), hlm 60.

used as research subjects because they are the ones who design, implement and follow up on authentic assessments in their respective schools.

### **C. Data collection technique**

The technique of data collecting used this research consist of interviews, document analysis, and observations.

#### **1. Interview**

Interviews will be conducted on English subject teachers at SMP IT Khairunnas in academic year 2019/2020 . The type of interview used is guided interviews using interview guidelines that can show the direction of question and answer that is done<sup>28</sup>.

Interviews are used to obtain data regarding the application of authentic assessments, authentic assessment models used, steps to carry out authentic assessments, constraints to the implementation of authentic assessments, and teacher efforts to overcome obstacles to the application of authentic assessments. Interviews were also used to confirm the data obtained through document analysis, and observations.

#### **2. Document Analysis**

Document analysis is used to obtain data as well as complementary questionnaire results, observations, and interviews. Teacher documents that are analyzed are learning tools in the form of syllabus and even

---

<sup>28</sup>Sandjaja Dan Albertus Heriyanto. *Panduan Penelitian*, (Jakarta: Prestasi Pustakaraya, 2011), .P.147

semester learning plans (RPP). Document analysis was carried out by two analysts assisted by document analysis guideline instruments.

Document analysis is used to obtain data regarding the application of authentic assessments, authentic assessment models used, and steps for applying authentic assessments. Document analysis is also used to confirm data obtained through interviews, and observations.

### **3. Observation**

The observation technique in this study was used as an addition to the data and as a control for three other techniques. Observation is done by observing the learning process, especially in the application of learning assessment in class. Observations are also assisted by observation guidance instruments. Observations were made on two teachers who used KTSP and one teacher who had used the 2013 curriculum.

Observation is used to obtain data on the application of authentic assessment, authentic assessment models, steps for authentic assessment, the implementation of authentic assessment, and the efforts of teachers in overcoming obstacles to the application of authentic assessment. Observations are also used to confirm data obtained through interviews, and document analysis.

**Table 3.5**  
**Grid of Data Collection Techniques**

No	Technical	Aspects	Instruments
1.	Application of authentic assessment	- Interview - Analysis of documents - observation	- Interview guidelines - Guidelines for document analysis - Guidelines for observation
2.	Authentic valuation model	- Interview - Analysis of documents - observation	- Interview guidelines - Guidelines for document analysis - Guidelines for observation
3.	The steps for applying authentic assessment	- Interview - Analysis of documents - observation	- Interview guidelines - Guidelines for document analysis - Guidelines for observation
4.	Constraints on the application of authentic assessments	- Interview - Analysis of documents - observation	- Interview guidelines - Guidelines for document analysis - Guidelines for observation
5.	Efforts to overcome obstacles to the application of authentic assessments	- Interview - Analysis of documents - observation	- Interview guidelines - Guidelines for document analysis - Guidelines for observation

#### **D. Research of Instrument**

Instrument is the process of selecting or developing measurement tools and methods that are appropriate for the problem being evaluated<sup>29</sup>.

The instrument serves as a tool in collecting the required data. In this

---

<sup>29</sup>SanduSiyoto And Ali Sodik, *Dasar Metodologi Penelitian*, (Yogyakarta: Literasi Media Publishing, 2005), P 66



research the instruments used with namely Interview guidelines, Guidelines for document analysis and Guidelines for observation how is implementation of authentic assessments in teaching English at SMP IT Kairunnas in academic 2018/2019.

### 1. Interview guidelines

The use of detailed interview guidelines is very necessary because the interviews used are guided interviews. The interview guide can be seen in Appendix 1b. The following is a interview grid.

**Table 3.2**  
**Interview Guidelines Grilles Application of Authentic**  
**Assessment English teaching SMP IT Khairunas**

No	Aspect	Indicator	Number Item	Total Item
1.	Application of authentic assessments	Implementation Authentic assessment	1	1
2.	Authentic assessment model	Authentic assessment model applied	2	2
3.	The steps in applying authentic assessment	The steps used by the teacher in applying authentic assessment	3, 4, 5	3
4.	Constraints on the application of authentic assessment	Constraints in applying authentic judgment	6	1
5.	Efforts in overcoming the obstacles of applying authentic valuation	Efforts in overcoming the obstacles of applying authentic valuation	1	1
Total				7

### 2. Document Analysis Guidelines

The document analysis guide is used to analyze teacher documents, namely syllabus and lesson plans. The guideline for analyzing documents in this study is in the form of a checklist

accompanied by notes on the application of authentic assessments at the SMP IT Kairunnas. Guidelines for document analysis can be seen in Appendix 1c. The following is a Document analysis grid.

**Table 3.3**  
**Document analysis Grilles Application of Authentic**  
**Assessment English Teaching SMP IT Khairunnas**

No	aspect	Indicator	Number Item	Total Item
1.	Application of authentic assessments	Implementation of authentic assesment	1	1
2.	Authentic assessment model	a. Inclusion of authentic assessment models in learning tools	2, 3, 4, 5,6,7,8,9	8
		b. Authentic assessment model applied	10a,10b, 10c,10d, 10e,10f, 10g, 10h, 10i, 10j, 10k, 10l	12
		c. The suitability of the authentic assessment model with competence	11, 12, 13, 14	4
3.	The steps in applying authentic assessment	a. Inclusion of standards in learning tools	15, 16, 17	3
		b. Inclusion of rubrics in the learning kit	18, 19, 20, 21	4
		c. Criteria in rubrics	22, 23, 24	3
Total				35

### 3. Observation Guidelines

Observation guidelines are used to obtain results that cannot be obtained through interviews, questionnaires, and document analysis. Observation guidelines also take the form of a checklist with information or notes. Guidelines for observations

can be seen in Appendix 1d. The following is a Observation Guideline grid.

**Table 3.4**  
**Observation Guidelines Grilles Application of Authentic Assessment English Teaching SMP IT Khairunas**

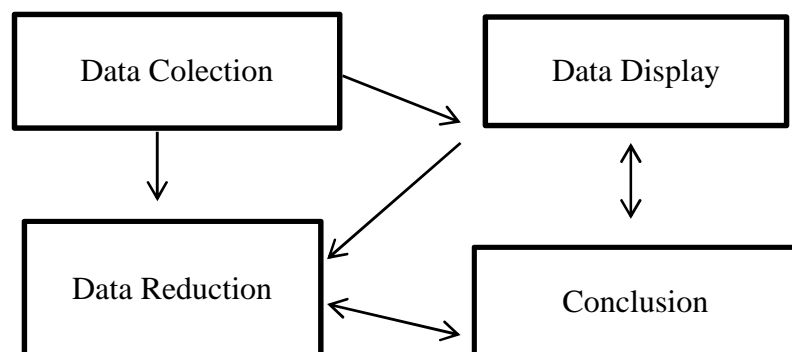
No	Aspect	Indicator	Total Item
1.	Application of authentic assessments	The teacher applies authentic assessment in learning	1
2.	Authentic assessment model	The teacher applies an authentic assessment model in learning	1
3.	The steps in applying authentic assessment	a. The teacher prepares the assessment - Determination of standards - Selection of authentic assessment models - Making criteria - Making rubric	1
		b. The teacher carries out authentic assessment in learning	1
		c. The teacher analyzes the results of authentic assessment implementation	1
4.	Constraints on the application of authentic assessment	a. The teacher experiences obstacles in the preparation of authentic assessment	1
		b. The teacher experiences obstacles in the process of implementing authentic assessments	1
		c. The teacher experiences obstacles in the analysis of the results of authentic assessment implementation	1
5.	Efforts in overcoming the	The teacher makes an effort	1

	obstacles of applying authentic valuation	in overcoming the obstacles encountered	
Total			9

### E. Technique of Data Analysis

After the data was a collection, the researcher will analyze the data using the qualitative method. The qualitative research has descriptive characteristics. Therefore, the writer uses the qualitative descriptive analyzing method. The qualitative descriptive try to description and interpretation the result of data, according to Miles and Huberman “Analysis as consisting of three concurrent flows of activity, they are<sup>30</sup>.

**Table 3.6**  
**Miles and Huberman Interactive Models**



The figure above depicts the model of data analysis as well as data collection in qualitative research according to mathwe b. miles and a. michael huberman. they devide the process of analysis into three phases,

<sup>30</sup> Matthew B. Miles and A. Michael Huberman, An Expanded Sourcebook Qualitative Data Analysis Second Edition, (London: Sage Publications, 1994), p.10

consisting of data reaction, data display, and conclusion drawing / verification.

a. Data reduction

Not all the obtained data of the research were important. It means that the important information must be taken and unimportant information must be ignored. In the process of the data reduction, the researcher elected, focused, simplified, and abstracted the data in the field note. The data reduction is done during the research activities.

In this case, the researcher reduced the information during the research activities if the data is unimportant or do not support the data of the researcher needed. When the researcher observed the teaching learning activities in the class, researcher selected and focused on classroom management applied.

b. Data display

Display the data means described the data in the form of description or narration. As the second component in analyzing the data, this technique was used in arranging the information, description, or narration to draw the conclusion. By display the data, the researcher considered what he/she should do, he/she can analyze or take the other action based on his/her understanding.

c. Conclusion Drawing / Verification

The third activity was draw conclusion. In this research, conclusion was drawn continuously throughout the course of the research. The researcher tended to accumulated and formulated his/her interpretations as he goes along. The researcher wrote up not only what he/she seen but also his/her interpretation of the observation.

## **CHAPTER IV**

### **RESULT AND DISCUSION**

#### **A. Result**

The results of the study of the application of authentic assessment in learning English in the SMP IT Khairunnas were obtained through questionnaires, interviews, document analysis, and observation. The questionnaire used was a combination of closed and open questionnaires. The interviews used are guided interviews using interview guidelines. Document analysis is carried out on the syllabus and lesson plans. Observations were made on five teachers who used KTSP and one teacher who used the 2013 Curriculum.

In accordance with the research question, the results of the study include whether authentic valuation has been applied, authentic valuation models that are often applied, the steps of applying authentic appraisal, the constraints of applying authentic appraisal, and efforts to overcome the constraints of applying authentic appraisal. The results of the study are presented as follows.

#### **1. Implementation of Authentic Assessment**

Authentic assessment is a form of assessment that asks students to show performance as done in the real world meaningfully which is the application of knowledge and skills possessed. Based on the results of

the questionnaire, 31.25% of the subjects stated "strongly agree" that they had carried out an authentic assessment of both language and literature competence while 68.75% stated "agreed". Based on these results, it can be concluded that the whole subject has carried out authentic assessments in learning Indonesian.

The results of the questionnaire have been strengthened by the results of interviews, document analysis, and observations. Through the results of the interview, it is known that the whole subject has carried out authentic assessments, but there are some subjects who have not done it well. The application of authentic assessment based on the results of the interview can be seen in Table 4.1 below.

**Table 4.1**  
**Implementation of Authentic Assessment in Learning English at SMP IT**  
**Khairunnas**

No	Implementation of Authentic Assessment	Frequency	Percentage
1.	Already implemented but did not understand	2	12,5%
2.	Already implemented but not maximized	3	18.75%
3.	Already implemented but only certain competencies	6	37,5%



4.	already implemented well	5	31,25%
----	--------------------------	---	--------

The results of the document analysis also showed that the whole subject had applied authentic assessments and included them in the syllabus and lesson plans. Observation also shows that all subjects observed have applied authentic judgment.

## **2. Implementation Authentic Assessment Model**

Through confirmation of the results of the interviews, document analysis, and observations, authentic assessment models that are applied in learning English can be seen in Table 4.2 below.

**Table 4.2**  
**Authentic Assessment Model Applied in English Language Learning in**  
**SMP IT Khairunnas**

No	Model of Authentic Assessment	Frequency	Percentage
1.	Performance assessment	16	100%
2.	Verbal interview	4	25%
3.	Self-assessment	11	68,25%
4.	Rating between friends	16	100%
5.	Open question	16	100%
6.	Write text samples	16	100%
7.	Retell the text or story	16	100%

8.	Observation	16	100%
9.	Written assessment	16	100%
10.	Portfolio assessment	14	87,5%
11.	Project Appraisal	15	93,75%
12.	Journal entry	1	6,25%

### 3. Steps for Applying Authentic Assessment

Based on the results of the questionnaire, interviews, document analysis, and observations, the steps used by the teacher in applying authentic assessment in English learning in SMP IT Khairunas include (1) determining standards, (2) determining authentic assessment models, (3) determining criteria, (4) making assessment rubrics, (5) socializing to students, (6) carrying out assessments, and (7) giving scores and grades.

Regarding the determination of standards, based on the results of the questionnaire it was found that 93.75% of subjects identified basic competencies before carrying out the assessment and 6.25% did not. After being confirmed by interviews, 6.25% of the subjects had identified basic competencies but because they have been teaching for several years, they are now only limited to seeing and recalling them. Based on the results of the document analysis, all subjects included competencies in the syllabus and lesson plans.

Regarding the determination of the tasks and models to be used, based on the results of the questionnaire, the whole subject adjusts the

assessment model with competence. This was also shown in the syllabus analysis and teacher's lesson plan. As many as 93.75% of the subjects adjusted the authentic assessment assignment or model to real-world conditions while 6.25% did not.

Regarding the determination of criteria, 12.5% of the subjects stated that they did not determine the indicators before conducting the assessment, and 6.25% of the subjects did not adjust the indicators with competence. However, through the interview results it is known that the whole subject determines the indicators first before conducting an assessment. This is also shown in the analysis of the document which shows the whole subject included indicators in the learning tool.

Regarding the making of the rubric, through the questionnaire results there were 18.75% subjects did not use the rubric in carrying out the assessment, 12.5% subjects did not include the rubric in the learning kit, and 6.25% did not include the criteria in the rubric. The results of the interview also showed that only 87.5% of the subjects used rubrics in doing the assessment. The results of the document analysis show that from all subjects included rubrics in speaking and writing competencies, while 12.5% did not include rubrics in listening learning, and 6.25% did not include rubrics in reading learning. Based on observations, all subjects were observed using a rubric in making assessments.

Regarding socialization to students, through the results of interviews, 31.25% of subjects did it. Regarding the granting of scores and grades, if the subject uses rubrics, the granting of scores and grades is based on the rubric that has been prepared, while those who do not use rubrics, do not use scores but are directly determined the value for each student.

#### **4. Constraints on the implementation of Authentic Assessment**

Constraints on the implementation of authentic assessment is an obstacle experienced by teachers in applying authentic assessment in learning Indonesian. Through the results of the interview, the constraints of applying authentic assessments are seen in Table 4.3

**Table 4.3**  
**Constraints on the implementation of Authentic Assessment Applied in**  
**English Language Learning at SMP IT Khairunnas**

No	Implementation authentic assessment	Frequency	Percentage
1.	Limited time	9	56,25%
2.	Limited facilities and infrastructure	3	18,75%
3.	Difficulty applying authentic assessments to certain competencies	6	37,5%
4.	Difficulty in applying certain authentic assessment models	6	37,5%
5.	Learners	9	56,25%

Through the closed questionnaire results, the constraints of applying authentic assessments to certain competencies are presented in grafik

In addition to the results of the questionnaire and interview, data regarding the constraints on the application of authentic assessment were also obtained through observation. Of all subjects observed (six people), three of them experienced time constraints, and one person experienced problems related to students.

### **5. Teacher's Efforts in Overcoming Obstacles to Implementing Authentic Assessment**

Through the results of the interview .The efforts made by the teacher to overcome the obstacles of applying authentic assessment in learning English at SMP IT Khairunnas can be seen in the Table 4.4.

**Table 4.4**  
**Teacher's Efforts in Overcoming Obstacles to Implementing Authentic Assessment at SMP IT Khairunnas**

No	Obstacles	Effort
1.	Limited time	a. Look at the situation and conditions before making an assessment b. Have extra hours c. Hold group assessments d. Give homework assignments
2.	Limited facilities and infrastructure	a. Use existing media b. Trying to complete the facilities and infrastructure itself
3.	Difficulty applying authentic assessments to certain competencies	Looking for learning resources from various literatures
4.	Difficulty in applying certain authentic assessment models	a. Conduct a review of the results of the assessment of students on the assessment between friends b. Compare the results of direct observation with self-assessment c. Reinforce the deadline for collection for project appraisal

5.	Obstacles related to students	a. Giving motivation b. Doing exercises on certain learning
----	-------------------------------	--

## **B. Discussion**

### **1. Implementation of Authentic Assessment**

Authentic assessment is a form of assessment that asks students to show performance as done in the real world meaningfully which is the application of knowledge and skills possessed. The basic principle of authentic assessment is that students must be able to demonstrate or do what they are learning. Authentic assessment is one of the recommended forms of evaluation since the CBC and is required to be carried out in the 2013 curriculum. Currently, teachers should understand the concept of authentic assessment and have applied authentic assessment in learning in schools.

The research results obtained through questionnaires, interviews, document analysis, and observations, showed that all English subject SMP IT Khairunnas teachers have conducted authentic assessments in learning. However, the application has not been fully carried out properly. One factor that causes this is that there are still teachers who do not understand the concept of authentic assessment.

The teacher's lack of understanding of the concept of authentic assessment is shown through interviews and questionnaires. Based on the results of interviews and questionnaires, some of the teachers studied stated that they did not understand the concept of authentic

assessment well. In fact, they still ask what authentic assessments are as they were during the interview process.

It requires sufficient knowledge and understanding to apply authentic judgment well. If knowledge and understanding have not yet been fulfilled, the application of the assessment cannot be carried out properly. Nurgiyantoro and Suyata's (2009) research results show that in general teachers do not yet understand and carry out authentic assessments in Indonesian language learning even though they are recommended by KTSP.

Meanwhile, the results of this study indicate that only a small proportion of teachers do not understand the concept of authentic assessment well. All teachers also claimed to have implemented authentic assessments even though they were not perfect. These results indicate that an increase in teacher understanding and knowledge in a period of five years. English subject teachers are also increasingly open to innovation in education, especially in terms of assessment.

The statement was also supported by the results of a questionnaire which showed that there were no teachers who only assessed the rules of language. The teacher is currently assessing students' skills in language. Besides because teachers do not understand the concept of authentic assessment, there are teachers who claim to have carried out authentic assessment but feel that its application has not been

maximized because there are obstacles encountered. There are also teachers who say that they only carry out certain competencies.

This is reinforced through syllabus analysis and teacher lesson plans. For example, in the competency of reading class IX even semester (basic competency: 11.3 Summarizing the main idea of a text by speed reading approximately 300 words per minute) The teacher asks students to read the text quickly then answers the questions but the questions are multiple choice. That is, students are only asked to choose answers and not to construct answers in accordance with the concept of authentic assessment.

In the same competence but different teachers, the assessment is that students are asked to read quickly then ask students to answer the description questions given and infer the main ideas of the writing. This shows students create answers and not just choose answers. This semancam evaluation is in accordance with the concept of authentic assessment.

Based on observations, all teachers observed have carried out authentic assessments. For example observations made on R8 (can be seen in Appendix 6d). On these observations, the teacher conducts an assessment of the speaking competence of class VIII (basic competency: 10.2 Presenting the event with good and correct language and polite). Learners are asked to practice taking the event in turns. Students are not only required to know how to be a good host but are



also required to practice it as in the real world. Other students provide assessments based on the rubric given by the teacher. The teacher also assesses the student's appearance not only based on the knowledge held by the student but also based on the results of the student's performance practices.

Meanwhile, research on the application of authentic assessment in Indonesian language learning at SMP IT Khairunnas shows that all English subject teachers at SMP IT Khairunnas have implemented authentic assessment in English learning. So, it can be concluded that if the teacher has a good perception, then the teacher will most likely apply it in learning.

## **2. Implementation Authentic Assessment Model**

Many valuation models can be classified as authentic valuations as long as they are in accordance with the nature of authentic valuations. Authentic assessment models applied by teachers in learning English at SMP IT Khairunnas include performance assessments, oral interviews, self-assessments, peer-to-peer assessments, open-ended questions, writing text samples, retelling texts or stories, observations, written assessments, portfolio assessments, assessments project, and journal.

The assessment models applied by English teacher in SMP IT Khairunnas are very diverse. This shows that the teacher's understanding of authentic assessment is increasing so that the English

subject teacher is more creative in applying the authentic assessment model. In addition, the diversity of forms of assessment used is also a curriculum requirement. Teachers who have implemented the 2013 curriculum use a more diverse assessment than teachers who use KTSP. Through interviews and observations, only teachers who implemented the 2013 curriculum had used journal assessments.

English subject teachers at SMPN IT Khairunnas not only apply one model when conducting an assessment, but are complementary between one assessment model with another assessment. This is used to get accurate and objective results. For example, the teacher conducts a performance appraisal, at the same time students are asked to rate their peers, then the teacher also assesses observations using the observation sheet.

The following will be discussed authentic assessment models that have been applied in learning English at SMP IT Khairunnas.

a. Performance assessment

Performance appraisal is often referred to as performance appraisal or performance. All English subject teachers at SMP IT Khairunnas conduct performance assessments. Performance appraisal is mostly done on speaking and literary speaking competencies, for example assessing speeches in accordance with previously made texts. The teacher evaluates students one by one using a rubric.

In addition to speaking competence, performance appraisal is also carried out on reading and writing competencies both in language and literature. Meanwhile, speaking performance evaluation conducted by teachers who implement the 2013 Curriculum is by asking students to present their work or group work. This can be found in almost all material provided. Writing performance assessment for the 2013 Curriculum was also carried out, for example in the observation text and exposition text material.

b. Oral Interview

Assessment of oral interviews has only been carried out by some English subject teachers at SMP IT Kairunnas. Some others have conducted interviews with students, but not intended to be assessed. Teachers only conduct interviews if there are students who have problems. This shows that the teacher has not yet carried out an oral interview assessment.

Oral interviews conducted by English subject teachers at SMP IT Khairunnas were conducted in the classroom, by calling one by one the students then giving questions in accordance with basic competencies. Teachers who have conducted interview assessments stated that in addition to assessing the competence of students in verbally verifying the information asked by the teacher, oral interviews were also conducted to find out how far the

students knew their own abilities and to find out what obstacles were experienced by students in learning.

c. self-assessment

Self-assessment is an assessment technique that asks students to assess themselves in relation to the status, process, and level of achievement of competencies in certain subjects. There are still English language teachers at SMPN who have not yet conducted a self-assessment.

The English subject teacher who uses the 2013 Curriculum stated that the self-assessment was carried out at the end of the period and was only carried out once. English subject teachers who use KTSP stated that the self-assessment was only limited to commenting and editing their own assignments and the rest stated that the self-assessment was carried out to correct the assignments themselves and then give values to the students themselves. The teacher then assesses the work of students and assesses the objectivity of students in assessing themselves.

Based on these results, self-assessment has not been carried out optimally because self-assessment is only limited to measuring the level of achievement of a competency. Supposedly, self-assessment should be done to assess the students' own self regarding the status, process, and level of achievement of competence.

d. Peer Assessment (Peer)

Peer-to-peer assessments or peer assessments are not much different from self-assessments. If students are asked to evaluate themselves in self-assessment, in peer assessment students are asked to provide an assessment for their friends. All English subject teachers at SMPN have conducted peer assessments. However, there are still teachers who state that evaluations between new friends are limited to editing a friend's assignment or commenting on a friend's appearance.

e. Open Questions

Open questions are a performance appraisal model that asks students to read the material and then respond to open questions that lead to comprehension and higher-order thinking. All teachers at SMP IT Khairunnas have implemented open assessments. Evaluation of open-ended questions can be seen by observations on R1 who conducted an assessment of class VII in the even semester of 2013 curriculum (subject matter: explanatory text).

f. Writing Text Samples

Writing text samples is a written assessment that asks students to write narrative text, expository, persuasion, or other types of text. All teachers at SMPN have conducted an assessment of writing text samples.

g. Retelling Text or Story

Assessment of retelling a text or story is an assessment that asks students to read or listen to a text and then retell the main idea or part of the choice. All English subject teachers at SMP IT Khairunnas have conducted an assessment to retell the text or story. Although through interviews all teachers did not mention it, but retelling the text or story contained in the results of the questionnaire and document analysis. In retelling a text or story, students are asked to do it in writing. The implementation of this assessment is also adjusted to basic competencies.

h. Observation

Through observation assessment, the teacher can observe the attention of students in working on assignments, their responses to various types of assignments, or interactions with other students while working in groups. Observations made by teachers related to the assessment of student attitudes. Observations are also made when performance appraisals are taking place. Observations made can be assisted by using observation sheets or observation sheets.

All English language teachers at SMPN conduct observation assessments. However, not all teachers conduct observation assessments using observation sheets. Sometimes teachers only make special notes or only use students' presence and then give certain codes to that presence.

i. Written Judgment

All English subject teachers at SMP IT Khairunnas apply written assessments. Written assessments that are in accordance with authentic assessments are assessments that ask students not only to write answers to questions briefly but to write descriptions or essays that require students to be able to remember, understand, organize, apply, analyze, and synthesize material that has been learned.

Written assessment is integrated with other assessment models, for example writing text samples or retelling texts or stories. Written assessment is not only found in writing competence, but also in listening and reading competencies, both in language and literature. Although authentic assessments are present because of dissatisfaction with the written assessment results, written assessments that can demonstrate the ability of students to create answers and not just choose answers or write answers briefly are part of authentic assessments.

j. Portfolio Assessment

Portfolio assessment is an assessment of a group of students' work which is arranged systematically and organized which is taken during the learning process in a certain period of time. New portfolio assessments are carried out by most English subject teachers at SMP IT Khairunnas. There are still teachers

who state that the students' assignments are collected and immediately given an assessment, after an assessment of the assignment is returned to the students.

k. Project Appraisal

Project appraisal is a group assignment assessment carried out within a certain period of time. There are still English language teachers at SMP IT Khairunnas who have not yet implemented the project even though the percentage is very small. Project appraisal is only carried out on reading and writing competencies both in language and literature. Projects carried out are also adjusted to basic competencies.

l. Journal entry

Only one teacher uses a journal as one of the assessment models. The journal used is the teacher's daily diary in teaching. The teacher is R1 who has used Curriculum 2013 (can be seen in Appendix 4, Appendix 5a, and Appendix 6a). R1 uses the journal as a form of assessment because it is required to do so. The journal that is made is still simple by writing down the learning process of students in class. Journals are used as confirmation of observations, self-assessments, and evaluations between friends.

### **3. Steps for Implementation Authentic Assessment**

Based on the results of the questionnaire, interviews, document analysis and observations, the steps taken by the teacher in applying



authentic assessments at SMP IT Khairunnas throughout Wates District include (1) determining standards, (2) determining authentic assessment models, (3) determining criteria, (4) make an assessment rubric, (5) socialize to students, (6) carry out assessments, and (7) give scores and grades.

The following is a discussion of the steps taken by English subject teachers to apply authentic assessment in SMP IT Khairunnas.

a. Standard Setting

Standards are better known as competencies in Indonesia. Teachers who use KTSP determine competency standards, basic competencies, and indicators before conducting an assessment. Meanwhile, teachers who use the 2013 Curriculum stated that the determination of standards was carried out by determining themes, core competencies, basic competencies, and indicators.

The standard setting is done by the teacher at SMP IT Khairunnas when making lesson plans. This is found in the results of a questionnaire that shows that there are teachers who say they no longer set standards before conducting an assessment. The teacher claimed to have done it so now all he had to do was read the lesson plan again. Based on these results it can be said that teachers use the same lesson plan from year to year.

b. Determination of Authentic Assessment Models

After setting the standard, the second step is to determine the authentic task. The selection of authentic assignments must be adjusted according to which competencies will be measured and also adjusted to the circumstances in the real world. Like standard setting, the determination of authentic assessment models is also done when the teacher makes lesson plans.

All English subject teachers at SMP IT Khairunnas have adjusted their authentic assessment assignments or models with competencies. However, there are still teachers who do not adapt the assessment model to real-world conditions. This shows that there are still teachers who do not understand the nature of authentic assessments which must demonstrate student performance in a tangible manner.

c. Making Criteria

Criteria in authentic assessment are used to find out how well students have met the standard. Criteria are often also referred to as indicators. Determination of indicators is done when making syllabus and lesson plans. Although through the results of the questionnaire there are teachers who do not determine the indicators before making an assessment, but through interviews and document analysis, teachers do so. The English subject teacher at SMP IT Khairunnas who in the

questionnaire analysis did not determine the indicator did the determination long before the assessment was conducted. This means that once again this proves that teachers use the same lesson plan and assessment plan from year to year.

d. Making a Rubric

Rubric is used as a benchmark to determine the level of student achievement. Not all English Indonesian teachers in SMPN use rubrics in carrying out assessments. One teacher at the interview stated that rubrics are good to use in assessment, but their use is complicated so they choose not to use them. The teacher also claimed to make a rubric but only included it in the lesson plan and did not use it in the assessment. The teacher has made an assessment rubric but has not used it when making an assessment.

e. Dissemination to Students

Before conducting an assessment socialization needs to be done to students. The socialization is carried out especially when the teacher will conduct self-assessment and the assessment of fellow friends. The socialization is carried out so that students perform their tasks according to established criteria. In addition, socialization is also carried out so that students are able to assess their friends well and in accordance with standards.

Only a small proportion of English subject teachers at SMPN conduct socialization before conducting an assessment. Socialization was also seen in observations made on R8, R11, and R16. Before conducting the assessment, the teacher socializes the rubric used along with the scoring criteria.

f. Implementation of Assessment

After conducting the socialization, an authentic assessment was carried out in learning Indonesian. When the assessment takes place, the teacher not only uses one assessment model, but uses several integrated models. The use of some of these models aims to minimize the subjectivity of the evaluator. For example, the assessment carried out by R16 in class VII basic competencies 10.1.

Tells the idol figure by expressing the character's identity, excellence, and reasons to idolize him with the appropriate choice of words. The teacher evaluates performance using the assessment rubric. Students besides performing performance in the form of storytelling practice also conducts peer-to-peer assessments, namely to assess their friends when they are telling stories. Implementation of the assessment using various assessment models will make students think critically.

g. Scoring and Grading

After the assessment process is carried out, the next step taken by the English subject teachers in SMP IT Khairunnas is to give scores and grades to each student. If the teacher uses a rubric, scoring is done by summing the scores on each criterion then determining the value with a predetermined formula. If the teacher does not use the rubric, usually the teacher immediately gives a value and not through scoring in advance or it can be said that the grading is only based on common sense.

#### **4. Constraints on the Application of Authentic Assessment**

Constraints are obstacles that are experienced in applying authentic judgment. The existing constraints will cause the application of authentic assessment to be less than optimal. Constraints experienced by English subject teachers at SMPN include limited time, limited facilities and infrastructure, difficulty applying authentic assessments to certain competencies, difficulty applying certain authentic assessment models, and student constraints. The constraints that are quite dominant are time constraints and constraints related to students.

Complicated planning and difficulties in determining assessment criteria are no longer felt by English subject teachers at SMP IT Khairunnas because there is already a lot of literature and books that discuss authentic assessments. MGMP activities also sometimes discuss assessment issues. The teachers have also attended training on authentic assessment. The difference in constraints is because the

constraints are subjective so that one teacher with another teacher has different obstacles in carrying out the assessment.

The following is an explanation of the obstacles experienced by English subject teachers at SMP IT Khairunnas in applying authentic assessment.

a. Limited time

Time constraints are an obstacle often experienced by English subject teachers at SMP IT Khairunnas. Authentic assessment that asks students to demonstrate the application of mastery of their knowledge does take a long time. Especially when the acquisition of knowledge must be done individually.

One competency that can only be done individually is speaking. Observations made on R8 that do assessments on basic competencies 10.2 Bringing events in a language that is good and right and polite requires more than two meetings because they have to assess students practice one by one. The constraints of time limitations are especially felt by the teacher who teaches grade IX, because they are used in preparation for the National Examination.

b. Infrastructure Limitations

The performance evaluation especially listening does require special media, such as LCD, speakers, tape recorders, television, radio, and so on. Especially when there are basic competencies that require the media to exist. For example, the

basic competencies of class VIII even semester 9.2. Retell the news heard or watched through radio or television. The competency requires students to listen to news using radio or television media. However, certain schools do not have the media or facilities and infrastructure to support the learning.

c. Difficulty in Applying Authentic Assessments to Specific Competencies

Active productive competence or speaking and writing are indeed very appropriate when assessed with an authentic assessment model. However, for the assessment of receptive active competence is rather difficult if assessed using authentic assessment. The application of authentic assessments on these competencies can be done by turning them into active productive performance tasks.

Through questionnaires and interviews, there are teachers who have difficulty in applying authentic assessments to certain competencies. Listening competence gets the highest percentage as a competency that is difficult to apply.

d. Difficulty in Implementing Certain Authentic Assessment Models

The difficulty of the teacher in applying authentic assessment is found in project appraisal, peer assessment, and self-assessment. The constraint of applying authentic appraisal in project appraisal is that in gathering it sometimes there are students

over the specified time limit. Meanwhile, for the constraints on self-assessment is that most students still consider themselves to be perfect figures so that the assessment results obtained do not match reality.

The constraint on peer-to-peer evaluation is that most students lack understanding of the assessment criteria so that they are random in their assessment. Students also provide subjective judgments especially for close friends. Subjectivity is due to the teacher's lack of socialization before conducting an assessment, so students do not yet understand how to assess.

e. Learners

Even though in the open questionnaire there were no teachers who wrote down the students' constraints, but through the results of the interviews quite a lot of teachers experienced this obstacle. Some teachers claim that applying authentic assessments to students is sometimes difficult to condition. Many students are not optimal because they are ashamed of their friends when doing their assignments.

Students also sometimes do not see authentic assignments as important tasks so that they only work as they wish and do not fit the given criteria. This happens because the teacher has never held a daily test in the form of authentic assignments so students consider authentic assessment only as a learning process and no



assessment is made. Based on observations, two teachers also experienced obstacles related to students. Students when the time for practice is determined is not ready so that the time that should be used for the assessment process is used up for students' preparation.

### **5. Teacher's Efforts in Overcoming Obstacles to Implementing Authentic Assessment**

The teacher takes certain actions or efforts to minimize the obstacles encountered. The efforts made by English subject teachers at SMPN are varied and in accordance with the obstacles encountered. This shows that the English subject teachers at SMPN try to do authentic assessments well and in accordance with the curriculum.

Through the questionnaire, only a few teachers made efforts to overcome the obstacles of applying authentic assessment. More teachers make efforts on language competency constraints than literary competencies. This is because the obstacles encountered are mostly found in language competence, namely listening rather than literary competence. However, based on the results of interviews all teachers made an effort, although they still felt that the efforts made were not maximal and had not been sufficient to overcome the obstacles encountered.

Following is a discussion of the efforts made by English subject teachers at SMP IT Khairunnas in overcoming the obstacles to the application of authentic assessment that they face.

a. Efforts to Overcome Time Constraints

The application of authentic assessments that must be carried out on certain competencies takes a long time. Therefore, many teachers feel that the time spent is insufficient, especially for teachers who teach grade IX. Teachers who experience time constraints then make an effort to overcome these obstacles.

There are teachers who overcome the constraints of time constraints by looking at the situation and conditions before making an assessment. The assessment will then be adjusted to the class situation and condition and adjusted to the plan that has been made before. There are teachers who state that not all assessments are carried out individually.

The assessment is then carried out in groups such as project appraisal. There are also teachers who then give homework assignments for certain competencies such as listening to news on television. Efforts to overcome the constraints of time constraints are not only done by teachers, but also done by schools.

b. Efforts to Overcome the Constraints of Infrastructure Limitations

The limited facilities and infrastructure in some schools quite disturb the learning and assessment process. Demands for basic competencies that must use technology in learning are not accompanied by the availability of supporting facilities and infrastructure. As a result, the implementation of learning is disrupted and assessment cannot be carried out optimally.

English subject teachers at SMP IT Khairunnas who experience constraints of limited facilities and infrastructure then make an effort in the form of trying to be creative using existing media. One teacher stated that when listening, sometimes the teacher had to read the text himself and then the students listened to the teacher's reading results.

c. Efforts to Overcome Difficulties Implementing Authentic Assessments on Specific Competencies

Certain competencies such as listening and reading are indeed quite difficult to judge using authentic assessments. This is also felt by English subject teachers at SMP IT Khairunnas. Apart from being difficult to determine the form of bills, the constraints faced are also related to other constraints such as limited facilities and infrastructure.

To overcome the difficulties of applying authentic assessment to certain competencies, teachers at SMP IT Khairunnas then make an effort in the form of trying to find learning resources from various literatures. The teacher strives to increase his knowledge from various literatures and seeks to carry out authentic assessments in accordance with the provisions.

d. Efforts to Overcome Difficulties Implementing Certain Authentic Assessment Models

The difficulties experienced by English subject teachers at SMP IT Khairunnas in applying authentic assessment models were felt by several teachers. Difficulties are found in self-assessment, peer evaluation, and project evaluation. To overcome the difficulties encountered in self-assessment, the teacher overcomes it by comparing the results of self-assessment with the results of direct observation. This is done so that the assessment results become more objective and in accordance with reality.

Efforts are made to overcome the difficulties encountered in the assessment between friends is to conduct a review of the results of the assessment of students. The teacher also makes an explanation in advance so that students know how to evaluate and assessment criteria. The goal is the same as self-

assessment, so that the results obtained are more objective. Meanwhile, for the difficulties encountered in project appraisal, the teacher overcomes them by emphasizing the time of assignment. If it exceeds the deadline for collection, the student must accept the consequences that have been agreed upon in advance.

e. Efforts to Overcome Obstacles Regarding Students

The students' obstacle is a problem that is quite often experienced by English subject teachers in SMP IT Khairunnas. Some English subject teachers at SMP IT Khairunnas who experience problems related to students stated that while this can only provide motivation for students who are not enthusiastic about participating in the learning and assessment process.

Motivation provided aims so that students are conditioned so that learning objectives and assessments that have been determined are achieved. Meanwhile, for students who do the work as they wish, the teacher then makes an effort in the form of inviting students to practice first in certain learning so that students can perform optimally.

Obstacles experienced in relation to students require teachers to show their competence in managing class well. If the teacher can overcome obstacles and condition the students

well, the learning process and assessment will also be implemented well.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

All English subject teachers at SMP IT Khairunnas have implemented authentic assessments. Authentic assessment models that have been applied include performance appraisals, oral interviews, self-assessments, peer-to-peer assessments, open-ended questions, writing text samples, retelling texts or stories, observations, written assessments, portfolio assessments, project assessments, and journals . The application of various authentic assessment models shows that the teacher is creative in conducting the assessment.

The English subject teacher at SMP IT Khairunnas tries to do the steps in applying authentic assessment appropriately. The steps of applying authentic assessment conducted by teachers include determining standards, determining authentic assessment models, determining criteria, making rubrics, socializing to students, carrying out assessments, and giving scores and grades.

English subject teachers still experience various kinds of obstacles in applying authentic assessment. The constraints in question include time constraints, limited facilities and infrastructure, difficulty in applying authentic assessments to certain competencies, difficulties in applying certain authentic assessment models, and student constraints.

English subject teachers in junior high schools make efforts to overcome the obstacles of applying authentic assessment. The efforts made are adjusted to the constraints experienced. This shows that the teacher tried to apply authentic assessment well and in accordance with the applicable curriculum. The efforts made in dealing with the obstacles in the application of authentic assessment are as follows.

1. Efforts made by the teacher to overcome time limitations include holding extra hours, conducting group assessments, and giving home assignments.
2. Efforts made by teachers to overcome the constraints of limited facilities and infrastructure are to use existing media and try to supplement their own facilities and infrastructure.
3. Efforts made by teachers to overcome the difficulties of applying an assessment to certain competencies are looking for learning resources from various literatures.
4. Efforts made by teachers to overcome the difficulties of applying certain authentic assessment models include reviewing the assessment results of students in the peer evaluation model, comparing the results of direct observations with students' self-assessments, and reinforcing the deadline for collection for project appraisal.
5. Efforts are made by teachers to overcome the obstacles of students is to provide motivation to students and do exercises on certain learning.



**B. Suggestion**

Based on the research conclusions suggestions that can be given include the teacher should always learn to improve their understanding and ability to carry out assessments in accordance with the demands of the applicable curriculum and the teacher should always practice, be creative, open in accepting corrections, and be active in teacher meetings such as MGMP, so that difficulties the teacher doing the assessment can be minimized.

## REFERENCES

- Abidin, Y. (2012). *Pembelajaran Bahasa Berbasis Pendidikan Karakter*. Bandung: Pt Refika Aditama.
- Basuki, I & Hariyanto. (2014). *Asesmen Pembelajaran*. Bandung: PT Remaja Rosdakarya.
- Brown, H. D. (2004). *Language Assessment: Principles and Classroom Practices*. San Francisco: Longman.
- Elva, M & Refnaldi M. Zaim. Using Autecthic Assesment to Better Facilitate Teaching and Learning: The Case for Student's Writing Assesment. *The jurnal of Universitas Negeri Padang*, 148(1), 333.
- Djiwandono, S. (2011). *Tes Bahasa: Pegangan Bagi Pengajar Bahasa*. Jakarta: Indeks.
- Johnson, E. (2002). *Contextual Teaching and Learning: What It Is And Why It's Here To Stay*. California: Corwin Press, Inc.
- Kurinasih, I & Sani, B. (2014). *Implementasi Kurikulum 2013: Konsep dan Penerapan*. Surabaya: Kata Pena.
- Hamzah B. dan Koni, Satria. (2013). *Assessment Pembelajaran*. Jakarta: PT Bumi Aksara.
- Majid, A. (2014). *Penilaian Autentik Proses dan Hasil Belajar*. Bandung: PT Remaja Rosdakarya
- Offset. Mueller, J. (2013). *Authentic Assessment Toolbox*. North : Central College.
- Mardapi, Djemari. (2012). *Pengukuran Penilaian dan Evaluasi Pendidikan*. Yogyakarta: Nuha Medika.
- Majid, Abdul dan Firdaus, Aep. (2014). *Penilaian Autentik (Proses dan Hasil Belajar)*. Bandung: Interes.
- Muhammad, N. W., Ali, M., Anwar, S., Nur, L. R. *The Evaluation Of Authentic Assessment Implementation Of Curriculum 2013 In Elementary School*, Jurnal Penelitian dan Evaluasi Pendidikan, 21(1), 17.

- Nurgiyantoro, B. (2011). *Penilaian Otentik dalam Pembelajaran Bahasa*. Yogyakarta: Gajah Mada University Press.
- O'malley, J. M., & Lorraine, V. P. (1996). *Authentic Assessment for English Language Learners: Practical Approaches For Teacher*. Boston: Addison-Wesley Publishing Company.
- Rosendi, G. S. The Implementation of Authentic Assessment In Extensive Reading: *International Journal of Education*, 11(1), 18.
- Sandjaja & Albertus, H. (2011). *Panduan Penelitian*. Jakarta: Prestasi Pustakaraya.
- Surapranata, Sumarna & Mohammad, H. (2006). *Penilaian Berbasis Kelas Penilaian Portofolio Implemetasi Kurikulum 2004*. Bandung: Pt Remaja Rosdakarya.
- Sunarti & Selly Rahmawati. (2014). *Penilaian dalam Kurikulum 2013; Membantu Guru dan Calon Guru Mengetahui Langkah-langkah Penilaian Pembelajaran*. Yogyakarta: Andi Offset.
- Sunarti. (2014). *Penilaian Dalam Kurikulum 2013*. Yogyakarta: Andi Offset
- Yusuf, M. (2015). *Assesment dan Evaluasi Pendidikan*. Jakarta: Prenadamedia Group.

