UNDERSTANDING AUTHENTIC ASSESSMENT USED BY TEACHERS IN IMPROVING STUDENTS' LANGUAGE SKILLS

THESIS

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Understanding Authentic Assessment Used by Teachers' in Improving Students' Language Skills

Adalah benar-benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya.** Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggungjawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 5 Januari 2021

Saya yang membuat surat pernyataan,

Atthariqah Dhuhariasya Nazli

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ABSTRACT

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The use of assessment cannot be separated in teaching and learning English process. Authentic assessment, for instance, has become one of the well-known assessments that implemented by almost all of educators to support their material in learning process. There were three areas of students' competence that should be assessed by authentic assessments, namely attitudes, knowledge, and skills. The types of authentic assessment that could be used to assess students' skills are performance, project, and portfolio. This implementation has been observed differently by the educators. Therefore, this study aimed to discover which type of the authentic assessments that an effective and feasible in Acehnese school context. The research was conducted by qualitative approach. The participants of this study were 3 lecturers of English Language Education Department, UIN Ar-Raniry and 2 teachers of Islamic Vocational School Alfata and SMP Muhammadiyah Banda Aceh. The result of this research showed that performance assessment is best type to be applied and measure the students' language skills. However, the educators faced some difficulties in applying authentic assessment such as time-consuming, and must be well-planned.

TABLE OF CONTENTS

DECLARATION OF ORIGINALITY ..... **i**
ACKNOWLEDGEMENT ..... **ii**
ABSTRACT ..... **iv**
TABLE OF CONTENT ..... **v**
LIST OF APPENDICES ..... **vii**

CHAPTER 1: INTRODUCTION
A. Backgrounds of the Study 1
B. Research Questions 5
C. Aim of the Study 5
D. Significance of the Study 5
E. Research Terminologies 6
1. Authentic Assessment 6
2. Language Skills 7

CHAPTER II: LITERATURE REVIEW
A. An Overview of Authentic Assessment 8
1. Definition of Authentic Assessment 1
2. Types of Authentic Assessment 10
a. Performance Assessment 10
b. Portfolio 12
c. Project Assessment 15
3. Designing and Scoring of Authentic Assessment 17

CHAPTER III: RESEARCH METHODOLOGY
A. Research Design 20
B. Research Participants 21
C. Method of Data Collection 23

CHAPTER IV: RESEARCH FINDING AND DISCUSSION
A. Research Findings 26
B. Understanding Authentic Assessment Used by Teachers in Improving Students' Language Skills 26
1. Teachers' knowledge of authentic assessment 27
2. The preferable types of authentic assessment 28
3. The effectiveness of authentic assessment and students' improvement 29

4. Teachers' reason in using authentic assessment 31
5. Teachers' way in applying authentic assessment 32
6. Teachers' difficulties and solutions 34
C. Discussion 35

CHAPTER V: CONCLUSIONS AND RECOMMENDATIONS
A. Conclusions 38
B. Recommencations 39
REFERENCES 41
APPENDICES

جامعة الرانري
AR-RANIRY

LIST OF APPENDICES

Appendix A	Appointment Letter of Supervisor
Appendix B	Recommendation Letter of Conducting Research from Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh
Appendix C	Confirmation Letter from Department of English Language Education
Appendix D	Pre-Interview Information Checklist
Appendix E	Instrument (Interview Protocol)
Appendix F	Interview Transcript
Appendix G	Letter of consent

جامعة الرانري
AR-RANIRY

CHAPTER I

INTRODUCTION

A. Backgrounds of the Study

In each learning process, assessment becomes an important component that must be considered by every teacher. In my experience when I was in senior high school, I tend to get problems in understanding the lesson. Teachers were usually provided textbooks for students; they generally explain what already written in the book and evaluate students by using traditional assessment. Huxham, Campbell and Westwood (2010) pointed out that the best way to assess students it would be though evaluating students' in real tasks of spoken communication and written. Therefore, in English language teaching (ELT) students still get difficulties applying their knowledge in real-life situations, because teachers do not evaluate them by using real-world situation tasks.

Richards (2001) stated that what students do in language learning should be connected to what students do in their real life. It is because learning will be much relevant to the students, if the learning help them to learn and apply their knowledge into real-life situations. Consequently, using authentic assessment is one of the appropriate ways of measuring students' language learning. It is used in the learning process that aims to help teachers and students to measure the extent to which they have achieved the goals of particular programs of learning.

جامعة الرانري
AR-RANIRY

The format of the assessment has been widely used for exams oriented, both standardized and classroom assessments. For instance: national exams or final school exams, midterm exams, grade promotion exams, and daily tests, were conducted quite often in the form of multiple choice (Hamidah, 2017). In addition, when I studied in the school, teachers asked me to understand the lesson in every meeting of the class. The lesson was practically to understand which was not theoretically.

In fact, in school final exams students should follow the test that measure students' ability only by answering multiple choice and question items. This seems become a problem in the educational contexts that the use of assessment does not reflect students' understanding in the real result. Therefore, English language teacher need to promote authentic assessment in the learning process as the solution for some difficulties faced by students, because through the authentic assessment, the students will improve the authentic language, the uses of language to reflect the real-world and easily understand the lesson (Richards, 2001).

جامعة الرانري
AR-RANIRY

The 2013 curriculum, the authentic assessment was included as a measurement tool in the teaching learning process. It is believed that it could sufficiently evaluate and measure the students' progress and achievement in all domains of competences (Kemendikbud, 2013). Therefore, authentic assessment could be referred as assessing students by asking them to perform real-life tasks (Fitriani, 2017), and using real evidence from a real situation rather than tests only (Cohen, Manion, Morrison, & Wyse, 2010).

Based on the definition above, there are some types which are divided in the authentic assessment. O'Malley and Pierce (2009) and Brown (2003) stated some types of authentic assessment such as performance assessment, self-assessment, portfolio assessment, journal, interview, conference, and teacher observation. However, I conclude them into the three main types; they are performance-based assessment, portfolio assessment and project assessment based on 2013 curriculum.

The authenticity of assessment is determined by several tasks. The tasks must be decided in using authentic assessment. Cohen et al. (2010) mentioned that authentic assessment should be applied through portfolios, self and peer assessment, recording, observation, interview, role play, etc. As consequence, English language teachers need to have a proper understanding and commitment to use the authentic assessment, because it requires an intensive procedure and preparation to be used successfully (O'Malley & Pierce, 2009).

In Indonesia, authentic assessment is the requirement of the national curriculum. Teachers are required whenever possible to use authentic assessment in curriculum 2013. An assessment should relate the student's real-life contexts and not only by measuring what students know but also measuring what students can do or perform (Kemendikbud, 2013).

Some studies related to use of the authentic assessments has been conducted at Senior High School 1 Bungku Tengah by taking a sample of three English teachers and seven students. Another previous study has been

جامعة الرانري
AR-RANIRY

conducted regarding the applying of authentic assessment was located in Sabah, Malaysia. The study took a sample of eleven primary school children from the fourth year in a rural school Sabah. The purpose in this research is to see how the process of writing improved by using authentic assessment. The last study is to discover the English teachers' perceptions and practices of authentic assessment in the pilot project schools of the 2013 curriculum in Grobogan regency, Jawa Tengah, Indonesia. These studies have similarities with my research in terms of its concern about the use of authentic assessment, but my study focuses on finding the suitable and the efficient types of authentic assessment which is suitable in the Acehnese schools. Thus, I am interested in conducting qualitative research by discussing finding and the idea with 2 teachers and 3 lecturers who use authentic assessment in the learning process. This research was conducted under the title **"Understanding Authentic Assessment Used by Teachers in Improving Students Language Skills".**

B. Research Questions

Based on the backgrounds of the study stated, there are some problems were founded related to the assessment in teaching and learning process. For example, the use of assessment that is not reliable to evaluate students. Therefore, authentic assessment can be promoted to be used in the classroom, and the question of research formulated as: what are the more efficient and feasible types of authentic assessment that fit in Acehnese school context?

C. Aim of The Study

In line with the research question above, this qualitative research is intended to discover which type of authentic assessment is feasible and effective to be used in Acehnese schools in order to improve students' language skills. It is because authentic assessment divided into several types, but in this research I focused on the three types of authentic assessment such as performance-based assessment, portfolio assessment and project assessment.

D. Significance of The Study

This study would like to explore English teachers' in Aceh and English lecturers' in English Education Department of UIN Ar-raniry ideas about the effective type of authentic assessment in improving students' language skills. The result of the study is expected to have advantages for teachers and students. Hopefully, the study will give teachers information to use some types of authentic assessment in teaching their students. They will know how to improve their students' skills. The outcome of the research is also expected to help teachers in controlling their students in the learning process and understanding students' improvement in the English field.

جامعة الرانري
AR-RANIRY

E. Research Terminologies

Going deeper into this study, in this part, there are some explanations from the title mentioned in the previous item. The title is "Understanding

Authentic Assessment Used by Teachers in Improving Students' Language Skills"

*1. **Authentic Assessment***

Mueller (2006) defined authentic assessment is a set of assessment that students are asked to do real-world tasks that reflects meaningful application of essential knowledge and skills. According to Wiggins (1993, as cited in Mueller, 2006) authentic assessment as an assessment that engaging and worthy problems or questions of importance, in which students have to use knowledge in order to create performances effectively and creatively.

> "Authentic assessment is an assessment reflected to the real world context of what students actually do instead of using some easily rated responses to questions. The authenticity of authentic assessment teachers will know what students can actually do in real life with the skills, knowledge, and competencies that they already learn." (Cohen et al, 2010, p. 400).

Therefore, this research will try to analyze the use of authentic assessment by educators.

جامعة الرانري
AR-RANIRY

*2. **Language Skills***

According to Husain (2015) language is one of the main part of human skills. It is not a form of knowledge such as social studies, science, commerce, and mathematics, which purposely to impart information and fill the human mind with knowledge. Moreover, Language is a complex

skill involving four sub-skills, which are followed as listening, reading, speaking, and writing.

Language skills are classified into two parts which are productive skills and receptive skills. Productive skills are speaking and writing, it means these skills receive or produce the message. Then, listening and reading skills are the receptive skill which is listen and understand what we hear or read (Aydogan, 2014).

جامعة الرانري
AR-RANIRY

CHAPTER II

LITERATURE REVIEW

This chapter shows the several review of related literature that I used in this study. The related literature reviews are purposely to provide previous studies and information focused with the research problem. It consist definition of authentic assessment, types of authentic assessment and designing and scoring of authentic assessment.

A. An Overview of Authentic Assessment

Authentic assessment is one of the sorts of assessment to help students in learning process. It could encourage learners to be actively participating and solving their difficulties. Authentic Assessment will also improve their motivation and excitement in learning English.

1. Definition of Authentic Assessment

Authentic assessment is an assessment that describes students' achievement, motivation, attitudes and learning on using instructional materials for the classroom activities. It is how learners could possibly understand their skills in doing some tasks and teachers could easily measure the best ability of each student in the classroom during learning process. This assessment is very helpful for students, because it requires students' higher-order thinking skills for the learning outcomes. Therefore, in this assessment involved the real-world tasks, it would be more

interesting for students, and thus more motivating (O'Malley & Pierce, 2009)

According to Wiggins (1998, as cited in Indiana Education, 2018) an authentic assessment is the application requires students to learn in a new situation, and that demands scoring system to decide students' skills. In addition, authentic assessment focused on the real-world situations that involve real-world clients as the important audiences. However, an assessment will be realistic if it is strongly related to real-world of learners.

According to the regulation of the Minister of Education and Culture (2013), an authentic assessment is specifically concerns to measure the learning process of students' behavior, knowledge and skill. Which mean students able to reveal, prove or show the understanding of the lesson that they have learned. Furthermore, the word authentic defines as true, real or actual. The basic skill that requires in authentic assessment is that learners can demonstrate their understanding, because they are learning the lesson that is related to their own lives and they prove it in a unique way that present their abilities (Arnold, 2019).

Finally, to cover the various ideas, the authentic assessment exists to upgrade the teachers' evaluation from the traditional way. It was coming up from the approach to the students' actions that represented their real life behavior, problems, and performance. The practice of this assessment was more realistic, contextual and comprehensive.

2. *Types of Authentic Assessment*

There are three types of authentic assessment according to the 2013 Curriculum which mentioned three types of authentic assessment: performance-based, port-folio and project assessments.

a. Performance-based assessment

According to Association for Supervision and Curriculum Development [ASCD] (2011) performance-based assessment known as performance task which the demonstration and application of knowledge, skills and work habits are involved in this assessment. Tasks created on what students interested in, which would help them make connections to their personal lives. Besides, teachers need to set the assessment which correspondence to the audience. The audience who are targeted could receive positive impact in appropriate way to be evaluated, this give a purpose to apply full effort to the task for students. Therefore, when students try to perform tasks that are meaningful to them, they will be able to master their learning, work independently, effectively and collaboratively, depending on the requirement of the assessment.

For instance, the performance-based assessment built around a complex reasoning task; decision making or problem solving, requires the information from multiple sources. When student sort through the information and draw conclusions, a teacher can observe them on how

students reasoning skills in action and provide supportively those who found some difficulties. On the other hand, the students' final presentations were judged based on a rubric and given a score.

In performance-based assessment, children also actively built their own development and learning within culturally defined activities. It meant student constructing knowledge rather than select a response (Dykeman, 2006). As an example, students asked to do a teaching performance in front of the class which purposely to make them understand they lesson effectively. Not only comprehend it, but they also could transferred the knowledge on their own version too (Cohen et al, 2010).

According to Helvoort (2010) in order to build students' understanding of the lesson, students tend to actively participate in the classroom activities by following constructed response formats in this assessment. A constructed-response format has major purpose in the learning improvement. Performance engages students in tasks that are helpful in the outside of school, such as arguing a position, demonstrating a process and asking directions by phone. All of these tasks can improve high levels of students' language skills.

Furthermore, according to Qutaishat and Bataineh (2014) there were three parts of performance-based assessment strategies: First, tasks of a performance, tasks consisting of assignments are designed to assess students' abilities on how they perform the lesson that purposely

given by teachers. Second, a format, it means the students' responds. They can complete the tasks by using a written response sheet or in front of the classroom. Last, a predetermined scoring system, in here students are assessed by comparing the performance tasks with a set of written criteria it is used to students with high abilities. However, performance assessment can take a large advantage of considering students' abilities with multiple correct solutions.

b. Portfolios

Based on Ponnamperuma (2014), a portfolio is one of a various form of students' evidence for the learning outcomes. This assessment aimed to collect students' reflection in the learning process, such as summary of reports, papers and other materials. Nowadays portfolios were used to assess students' performance; it is also being used as a method by architects, painters, photographers and artists in showing their works.

The portfolio assessment is a set of students' written works, it displayed a level of students' writing performances, it reflected the students' understanding, and it gave time to student to revise their work for students' reflection and self-assessment. Moreover, the characteristic of the portfolio is the flexible tool that engages an evaluation-centered approach that purposely to see the process of students' skills development as the actual achievements and learning outcomes (Cecilia, 2017).

جامعة الرانري
AR-RANIRY

According to O'Malley and Pierce (2006) Portfolio assessment is a collection of students' work that was purposed to see the students' improvement over time. The aim of this assessment was to motivate students in the learning process, analyze their learning needs and teachers usually decide the portfolios works that will give to students. It makes student get responses from their works giving by teachers and peers, it would improving their understanding in learning. Furthermore, the portfolio assesses the students' progress and to prepare evidence for scoring (Birgin & Baki, 2007). In addition, to implement portfolio the students need to write a text regarding to the topics that already discussed in the classroom. Kern (2000) suggested that portfolio is being used to evaluate student's writing skill.

Moya and O'malley (1994, as cited in Cecilia 2017) stated five types of portfolios: first, informative, the portfolios should be informative it means students and teachers can adapt the curriculum and the classes to students' need. Second, clear, in the portfolios students and teacher need to completely understand and they have to concentrate to the process and the goals of their class. Third, adapted, adapting the purposes to the particular subjects such as to students' need and to the requirements of assessment it is really need in the portfolios' procedure. Fourth, real, in a good portfolios' procedure describes the classroom activities in real world-situation in detail. Last, planned, the aim of the use of portfolio is the schedule of data

collection, some criteria for assessing students' performance and, a content.

In addition, there are some advantages of portfolio assessment according to Ponnamperuma (2014), portfolio can encourage student being responsible in their own learning such as being independent learners, active, peer-supported, and accommodate different learning styles among students.

c. Project assessment

Phillips (1999, as cited in Rukmini & Saputri, 2017) stated project assessment is a combination of works that cannot be completed in one time. A project assessment needs students to conduct a set of assignment that would be result as product or data in detail.

By applying project tasks in the English class, students will be promote in improving their social skills, motoric and intellectual. Nevertheless, they should not be expected to do tasks in a second or foreign language that they could not try in their first language. Teachers' awareness should be increased, for instance, in the literacy skills that the children have, how much opportunity they have had to practice such motor skills as cutting, folding, coloring, and so on (Phillips, Burwood, Dunford & Maley, 2000)

According to Stroller (1997, as cited in Garza, 2011) there are three types of projects:

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AR-RANIRY

- The structured project which has been settled orderly to support students' activity in the classroom. The teacher sets up the instruction and questions clearly to be identified.
- The unstructured project which is more flexible to explore students' idea regarding the goal of the study.
- The semi-structured project which students are instructed to do the project based on the guidance, but they could expand their knowledge to reach the goal.

In addition, the approach in project assessment was taken through different creative ways. Based on Haines (1989, as cited in Garza, 2011):

- Creating products in projects such as video blogs, podcasts, advertisements, wall magazine, papers, and posted photos on social media.
- Performing tasks in project will be showed as presentation, food exhibitions, and speech about particular topics or debates.
- Projects in group may be presented as creating club, , or forums or conversation table.

However, this assessment needs to be implemented properly depending on period of time that has been specified by teachers or students. Then, projects can be completed by individual whether in small groups or in a class, and they can be finished the

projects whether in the classroom or in the outside of the classroom.

A project assessment according to Garza (2011) has several advantages of using it: projects as authentic tasks which can present information from various sources and it is reflect the real-world context. It is means in this assessment student not only improving their particular skills, but, they integrate their skills into one activity through the project. For instance, students were asked to interview foreigners. In this case, students not only increasing their speaking ability, but they also need to improve their listening ability. However, integrated skills are the main thing was involved in this assessment.

3. Designing and Scoring of Authentic Assessment

In this point, I will classify how to design and assess of each authentic assessment that have been discussed in previous points. Based on Barker (1993 as cited in Rukmini & Saputri, 2017) there are seven steps in designing authentic assessment. First, create a group of work in order to conduct this assessment. Second, consider the authentic assessments' aims. Third, organize the best approach on authentic assessment. Fourth, collect some examples of authentic assessment. Fifth, develop a new authentic assessment or adapt the previous authentic

assessment. Sixth, try out the authentic assessment that has been organized. Last, review the assessment.

Those steps are very effective way to conduct the authentic assessment, where the teacher need to gather and collect the information of the previous use of authentic assessment. Moreover, they can also develop new assessment authentically depending on the aims, for example, developing the authentic assessment for improving the students' reading performance and competence.

According to Prasetyo (2017), the teachers need to decide whether the assessment is design to find out the learners' achievement in reading, prepare an instrument for the assessment, prepare follow up learning activities in relation to the results of the assessment, and this cycle of assessment should be repeated in such a manner that all the problems to be encountered in the assessment activities are resolved and the students are successful in improving their reading competence.

In addition, according to Mertler (2001) the used of rubrics, checklists and scales are the scoring system in the authentic assessments. In this assessment, rubrics as scoring guide to evaluate students' performance based on written criteria. Moreover, in authentic assessment there are two kinds of rubrics: holistic and analytic. In the holistic rubrics teacher need to assess all the process or product of students' work which is not have to classify the criteria differently. While in the analytic rubrics, teacher assessing students separately, it is mean teacher assess the product

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or performance in the beginning and then conclude the scores to every students.

Table 1.1
An example of authentic assessment rubric

Aspects	Information	Score
Fluency	1. Students fluently speak	1. 22-25
	2. Language problem distract the fluency	2. 18-21
	3. Lack of vocabularies disturbing the speaking	3. 14-17
	4. Too much thinking, talk stopped, and the conversation cannot be delivering	4. 10-13
Grammar	1. Grammatical errors are not found	1. 22-25
	2. There are some mistakes detected but does not affect the meaning	2. 18-21 3. 14-17
	3. Lot of mistakes found and difficult to understand	4. 10-13
	4. Too much grammatical errors and cannot be understood	
Vocabulary	1. The vocabulary and expressions are used in a good way	1. 22-25 2. 18-21
	2. Sometimes use inappropriate vocabularies and it should be repeated again	3. 14-17 4. 10-13
	3. Frequently use inappropriate vocabularies and expressions	
	4. Lack of vocabularies cause the conversation cannot be happening	
Pronunciation	1. Understandable and very clear	1. 22-25
	2. The influence of the mother tongue is detected but still easy to understand	2. 18-21 3. 14-17
	3. There are pronunciation errors so that listeners need to concentrate	4. 10-13
	4. There are serious pronunciation errors that cannot be understood	

Source: *Rukmini & Saputri (2017)*

The example above is the rubric of speaking skills which used in the authentic assessments. To conduct the performance, projects and portfolios, teachers need to prepare the rubrics in the beginning of the

class in order to assess students' language skills. Therefore, in evaluating students' speaking skill, the teachers tend to use a performance assessment because it is the appropriate measurement for learners.

Based on O'Malley and Pierce (2006) suggestions, performance assessment divided into some types of activities: retelling story or text, making a video blog, broadcasting, describing picture or stories, and doing interviews. However, these activities can improve students' motivation in learning the language and they can improve their understanding easily through the real-world tasks.

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CHAPTER III

RESEARCH METHODOLOGY

This chapter describes methodology and methods that conducted in this research. In another words, it gives the detail information about what and how I discover the ideas of type of authentic assessment that suitable in Acehnese School context. For further information, I also provide sub-points, including the research design, research participant, method of data collection and data analysis technique.

A. Research Design

In this study I used qualitative method to collect and analyze the data. Qualitative research is a design of study which concerns about the phenomenon or explore about social problems (Creswell, 2018). It is procedural approach in collecting the data orally and textually from people. In addition, according to the theory, this research focused on improving students' language skills using authentic assessment based on English teachers' perceptions by using qualitative method.

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> "The procedure of research includes developing questions and settings, typically the data collected in the participants' setting, data analysis inductively characterized by the inference of general laws from particular instance, and the researcher doing interpretations of the meaning of the data and the final written report has a supple structure" (Creswell, 2018, p.41)

Therefore, this case of the study comprehends a complex way of human problems as in individual or groups.

B. Research Participants

In qualitative research, participants are usually defined to be individuals or groups who agree to take part in a research process (Given, 2008). Before collecting the data, I assured that the participants accepted to take part in this research. participants should give their consent to take part in research.

The participants of this study are three lecturers from English Education Department of UIN Ar-raniry and two English teachers from SMP Muhammadiyah and Islamic Vocational School Alfata Banda Aceh that experienced in teaching. Therefore, in conducting this study, the participants were chosen by using purposive sampling which aimed to avoid representing the wider population and only search particular group of participants from the research target (Cohen, Manion, & Morrison, 2018).

According to Kothari (2009), purposive sampling is a sampling procedure that does not provide a rule for measuring the probability. It is mean that each item in the population has been included in the sample. In this type of the sampling, the sample deliberately selected by the researcher, it depends on the remaining sample or the highest.

Moreover, based on purposive sampling used, I used two groups for the research participants, such as:

- The lecturers in English Education Department of UIN Ar-raniry

- The English teachers in Islamic Vocational School Alfata and SMP Muhammadiyah Banda Aceh

Those criteria were used to discover the answer which type of the authentic assessment would be feasible and appropriate to be used in Acehnese school context. I chose three Lecturers in English Education Department as my participant because they experienced in teaching, had a deeper knowledge about assessing students and understand the various behavior of Acehnese students.

Further, I chose two English teachers in Islamic Vocational School Alfata and SMP Muhammadiyah Banda Aceh from school teachers group as participants because they can give useful information according to the type and the use of authentic assessment. Those participants presented some ideas of the best type of assessment authentically and suitable in taking part as my participants in this research. I would also figure out the different idea between both educators. By doing a face-to-face interview, I could get a deep and brief conservation about particular topic and also clarify the information from the participants (Roller & Lavrakas, 2015)

Based on the participants of the study, the representatives of sample group involve by selecting purposive sampling techniques by choosing five for both teachers and lecturers who had fulfilled all categories which were also become as corresponded number of participants. This technique was

considered less misclassified, and suitable for me as a researcher. It can also be of great help to interpret the research data.

C. Method of Data Collection

In collecting data, there are various types of instruments that can be used as simple devices depending what design would be use. There are interviews, surveys, observations, focused group discussion (FGD) and experiment. The use of certain research instruments can easily get relevant information (Dawson, 2002).

I used interview to discover the data to answer my inquiry. This method involves presentation of oral-verbal stimuli and reply in terms of oral-verbal responses. However, before conducting interview, I need to give pre-interview information checklist to 5 teachers and 5 lecturers. The purpose of this pre-interview information checklist is to investigate how authentic assessment being used in the learning process.

The interview can be used through personal interviews and, if possible, through telephone interviews (Kothari, 2009). The interview can be proposed depending on the needs being addressed and the information in three types: structured interview, semi-structured interview and unstructured interview (Denzin & Lincoln, 2018). I used semi-structured because getting descriptions of the life world of the interviewee in order to interpret the meaning of the describing the phenomena.

Interview can help me to explain incoherent and ambiguous questions in detail. Also, it may consider as one of the successful ways for this research.

Interview can be made personally or through telephone and emailing system (Griffee, 2012). The interview gives more information and deeper explanation and there is better chance as a flexibility in this method that can review the questions (Kothari, 2009).

In order to take the eligible participants for interview, I designed a pre-interview information checklist of participants. It is because I could see the proper criteria that belong to my participants. The data of population were taken from three lecturers from English Department of UIN Ar-raniry banda Aceh and some teachers from Islamic Vocational School Alfata and SMP Muhammadiyah Banda Aceh. After participants were selected based on the criteria in the pre-interview information checklist, I interviewed the selected participants via zoom, phone or in a meeting.

D. Data Analysis

The recorded interview was analyzed by using coding procedure to get detail information from the participants. According to Griffee (2012), there are six steps in analyzing the data, and they are: after recording the interview, listen to the recording and transcribe the interview, and read the transcripts multiple times. However, I get used to what is being said. Then, code the interview, in process of coding I go through transcript and mark or circle places in the transcript where the participants discussed the theme, and write the code in the margin. For example, I used codes AA which stood for "authentic assessment". I use colored markers so I can see the themes quickly. After doing this for the entire interview transcript, I coded the interview

transcript, I wrote a summary of the codded data. For example, under the code "authentic assessment" I put three comments, one of the which was "Authentic assessment is a form of assessment in which students are asked to perform real-world tasks" so that I can reduced several pages of transcribed interview data become one and a half pages comments in various codes. After doing that, write a note to myself. Miles and Hubberman (2004) recommend writing yourself a note that not only summarizes, but connects together the themes. This last step was the most important, because what I wrote in the memo turned out to be what I learned from the interview.

جامعة الرانري
AR-RANIRY

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Research Findings

This chapter shows the findings and discussion about understanding authentic assessment used by teachers in improving students' language skills. The findings displayed are based on data gained from interviews. It was constructed to fulfill the aim of the study. The aim is to discover which type of authentic assessment that feasible and effective in Acehnese schools.

The interviews with five educators which consist of three lecturers of English education department and two English teachers of Islamic Vocational School Alfata and SMP Muhammadiyah were conducted on 23th November – 01st December 2020. The selected interviewees are in initial of M, KA, NA, IA, and N.

B. Understanding Authentic Assessment Used by Teachers in Improving Students' Language Skills

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This first analysis was focused on the teachers' understanding in improving students' language skills. There were sic aspects of ideas to be focused on; teachers' knowledge and preferable types of authentic assessment, the effectiveness of authentic assessment and students' improvement, teachers' reason in using authentic assessment, teachers' way in applying

authentic assessment, and teachers' difficulties and solutions in using authentic assessment.

1. Teachers' knowledge of authentic assessment

According to the result of the interview, I found that all participants had deeper understanding to the authentic assessment and all of them use it frequently in their classroom activities. It can be seen from their responds about their prior knowledge and the better type toward authentic assessment, as said by NA:

> Authentic assessment is a type of assessment consisting of a set of meaningful task which assess students ability in applying their knowledge and skills in a real settings or in real situation. Those three types of authentic assessment which accommodate the students to apply their skills including their problem solving skills and their critical thinking skills in a real settings or in a real world context, and the portfolio is collection of students' work which shows the students learning journey this way usually have already been given feedback by teachers it shows the students' progress in learning.

This is also emphasized by IA:

> Authentic assessment is one of the ways that we evaluate students authentically so we can assess our students in detail and also we get deeper information about students. Project is more like an experiment for students so I usually command students to make video based on particular subject and I will also ask students to make PPT. Performance, like we do presentation like monologue or role play in the speaking activities. Portfolio, students usually fill out the template about reflective students and feedback of students and also about what they already learn and what they are going learn about the lesson.

The interviewees understand that authentic assessment is one of assessment that measures the real ability of students. Based on the perspective of participant NA, she told that those assessments could give meaningful tasks to students for improving their skills. Students asked to perform in a real

world situation, not only understand the knowledge but they also can apply the knowledge. Then, participant IA said that authentic assessment is a set of tools to know students' ability in more detail.

Based on the findings above, I conclude that authentic assessment could assist students to have problem solving skill where the learning process involves students to push their potential. In this case, when students actively involved like recording video to discuss a particular topic or giving meaningful speech from 5-7 minutes in front of the class, they would be easier to encourage them to improve the speaking skill. Therefore, students used to be more creative and critical in the authentic assessment classroom

2. The preferable types of authentic assessment

This themes' section was collected by all of the participants' responses. They stated what is the preferable type of authentic assessment which they usually used in their classroom activities.

N stated:

> In my classroom, I usually use performance-based assessment to evaluate students because it is the simple and familiar assessment to me.

The perspective about the terms used also added by KA:

> I usually use performance-based assessment, I teach business English in student administration. For example: In business class we have to sell a product, so how do you use a language to sell a product to present in front of people based on understanding about the language. So I used to give the kind of assessment in the classroom, I don't give them like paper-based test.

Most of participants said that performance-based assessment is the preferable type to use in teaching language. According to both participants, performance assessment is the easiest assessment to apply in the classroom and it would make students actively participate during the lesson (student-centered). As a result, in English business class, students were asked to use the language in selling the products and they will be scored based on rubrics prepared by teachers. Hence, this assessment tended to integrate the real-life activities by the lesson.

Moreover, in applying performance assessment, students could produce the authentic language to be used in the real-life activities. Therefore, students could have deeper understanding to the materials and encourage their critical thinking to understand the language as a tool not as a theory.

3. The effectiveness of Authentic Assessment and students' improvement

All of the participants agreed that authentic assessment is effective to use in Acehnese school context. Authentic assessment had a big role to help both students and teachers in learning process, especially in purpose to improve their language skills. As stated by IA:

> In my opinion this kind of effective way to recognize the students we can get the real feedback from their real activities. They can actually realize what is the feedback for them to the futures also this helped teacher to know which students already understand about the lesson or have a good ability in speaking skill. When they doing presentation, interviews, they have their own text so they can think creatively and innovatively, it will fun for students actually. That's why I think this assessment would be improve and effective.

In addition related to the improvement of student, N also said:

> Yes, I do. In the next meeting they're be able to speak and still remember about previous topic, more relax while speaking and also became more confident and care about the lessons presented.

The first participant agreed that by giving an authentic evaluation to students it would be effective to enhance their language skills. Authentic assessment strongly affected in students' understanding it could improve their ability in a particular skill. They believed authentic assessment gives a real feedback to the students, because this assessment closely related to their real life. Therefore, instead of giving students a form of multiple choices questions, it would be better to apply authentic assessment in the learning activity. They would be understand more, actively participated in the classroom and gave students' motivation to learn the lesson by using authentic assessment.

Then, N saw the effectiveness of using the authentic assessment. Her students became more confident to talk and better when they try to speak about the lesson already taught. It is because by paying attention to students in every meeting could attract their encouragement in learning process, they would know where the errors they have done and they can learn from experience. That makes them learn new things and improve themselves better.

4. Teachers' reason in using authentic assessment

Authentic assessment involved some reasons on why teachers need to use the assessment in order to measure students' skills. This assessment could

help teachers to know the students' real skills and show the obvious sample on how students use the language in the real world context. In this case, M said:

> I think the main reason why the authentic assessment implementation can measure is actually because it is done like project assessment, we give the students a few weeks to submit their project and in my case I always try to provide help and ask them and by doing that I know that my students get a problem in some certain area and I can help them and they can improve. So, by doing that I can really understand what they know and what they don't know. I know their real skill and also, for me authentic assessment is a real deal because I can actually assess my students weekly.

In addition N also said:

> Because this kind of assessment allows the students to perform or show the real competence or skills that they have. Because, everyone could get best score on multiple choices when they really paid attention to the lecture that teacher give or study hard at home, or maybe cheated during exam time. But how about to measure student really mastering the material explained, and to know this we need kind of authentic assessment to know how.

The statement above was supported by NA who argued that:

> Because authentic assessment can show the students' real ability and they use the language in the real setting. For example, instead of just understanding how to use expression in ordering something they can use the real example how to order something in the restaurant, café etc. So, this kind of meaningful task will show their ability in applying what they have already learned from the theory. So I think that is very important to be used to measure students' ability, they can understand that English is a tool not a theory. They can use this tool to communicate and to express their ideas.

M explained while using authentic assessment, especially project assessment was very helpful for him. It is because he could monitor students' tasks in every week. Then, authentic assessment could minimize cheating. It is because authentic assessment is different from traditional assessment because it could beneficial for students, their communicative competence would be

improve, because they could understand the language practically not only as a theory.

To sum up, that authentic assessment could show the real ability or skills of students, it would help them improving their language skills and be motivated through the meaningful task that already given by the teachers. In addition, by applying this assessment students could express their idea and developing their creativity freely. That is why teachers thought this assessment was necessary to be applied in the classroom.

5. Teacher's strategies in applying authentic assessment

Based on the result of the interview, those five participants showed some strategies in applying authentic assessment. For instance, students need to understand the assessment, the time allocation, teachers' measurement toward students' skills and the feedback. In this case, M showed his way in applying authentic assessment,

> We need to give them the standard, the standard is referring across the skills and standard is referring across the proficiency. So, if they are very beginner students then my standard would be very low if they are like speaking three or speaking four probably the standard would be higher and higher. Then, of course I provide the rubrics.

In addition to the case, IA said:

> In my class, the time allocation I would give to students in performance assessment it might be taken 1,5 hour or 2 hours and that would be more than one meeting, but I usually doing that in one meeting. In the project assessment students usually do in their home or sometimes I did the project in the classroom and give about 1,5 hour and they can explore the lesson during the class.

The interviewees mentioned some ways in applying authentic assessment. That would be considered on how they measure the students and give the time allocation by using authentic assessment. According to the perception of M, he stated that to assess the students in speaking classroom he used rubrics to achieve the standard or the goal of the lesson. Therefore, it is important to observe the level of students' proficiency in the beginning of the class, because it would help teachers evaluating learners in the authentic assessment activity.

Then, IA said that he gave the time allocation depending on the type of assessment that he used in the classroom, because some of authentic assessment are time-consuming if that would be apply during the lesson.

6. Teachers' difficulties and solutions

In applying authentic assessment, teachers faced many difficulties in the learning process. Sometimes teachers feel up and down, but they know that giving up on the challenges were not they best way to choose. This study found out some difficulties that teachers faced in using authentic assessment and the solutions.

جامعة الرانري
AR-RANIRY

In this section, most of participants argued that authentic assessment is really time-consuming. According to N:

> I face difficulty in managing the time. We have allocated the time for each material, but because of unexpected situation sometimes we cannot handle the time and should postpone the presentation in next meeting.

To overcome this problem, M mentioned the solutions that he already did in his classroom:

> Then, to overcome time consuming stuff I don't do assessment in a day. I usually do to split students into several groups, for example, this week two students will perform, next week two students will perform. So, it only takes fifteen minutes in a beginning of the class, I consider the assessment also the warming up activities.

Their opinion above proved that time management from authentic assessment affected to teachers. Thus, they will face the meetings that cannot be completed in one day. As the result, students who already prepare themselves would be waiting again to perform in the next meeting. This becomes a frequent problem in the learning process. On the other hand, teachers need to think creatively in order to solve this problem as M said, he divided students into several groups to perform every meeting in the beginning of the class. It is because that the assessment activity could also become the warming up activity for students in the class. However, in all kinds of assessment there were some difficulties faced by teachers, because of that teachers need to think innovatively to solve this kind of problem or negotiating the problems by applying some methods during the lesson.

C. Discussion

The purpose of this qualitative research was to discover the type of authentic assessment that effective to be used in Acehnese school context. As stated in chapter 1, the research is consisted with one research question: which type of authentic assessment that feasible in Acehnese schools. This research

successfully collected the data using pre-interview information checklist and interview to answer the research question.

According to data from teachers and lecturers, I can conclude that there are many different preferences and perceptions toward authentic assessment. As the result, I classified six themes including teachers' knowledge of authentic assessment, preferable type of authentic assessment, the effectiveness of authentic assessment and students' improvement, teachers' reason in using authentic assessment, teachers' strategies in applying authentic assessment, and teachers' difficulties and solutions.

To answer the research question, the data presented that almost all participants had a good understanding toward authentic assessment and had many experiences about the assessment. As a result, by using authentic assessment, they could easily conclude that performance-based assessment is appropriate type of authentic assessment to improve students' language skills in the learning process. It was in line with the statement stated by Dykeman (2003) claims that performance-based assessment is easy to apply in the learning activities, teachers could see students perform authentically and students actively develop their own knowledge and learning within culturally defined activities and it showed their real ability in understanding the lesson. It is also suitable with the theory that performance assessment can give lot of benefits to students.

Furthermore, the participants showed some ways in using authentic assessment. They considered that to reach their goals in learning process, teachers need to manage themselves through some effective ways. It could help them keeping target to stay on track while using authentic assessment to evaluate students.

The ways of teachers' used authentic assessment were giving time allocation to students, measuring and documenting the authentic assessment task, and giving feedback to students. These ways were closely similar to the design and scoring framework of authentic assessment. There were rubric to score the students' ability as scoring guide including of specific pre-established performance criteria (Mertler, 2001).

Moreover, in authentic assessment classroom, participants often found some difficulties. But overall, they still can negotiate it with some solutions during learning process. As a result, they pointed out that the authentic assessment is still effective to be applied in English teaching. However, in applying authentic assessment, teachers need to have well-planned activities that would be apply in the classroom (Prasetyo, 2017).

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This chapter deals with the research conclusions and recommendations. It consists of the data analysis and result of the discussion summary. Then, some recommendation are provided for proposed research and recommend future works related to the study in the same field of authentic assessment by other researchers.

A. Conclusions

The aim of this research was to discover type of authentic assessment that suitable to apply in Acehnese school context. Based on the result and discussions in chapter IV, the conclusion can be drawn as:

1. The teachers believe that authentic assessment is one of great forms of assessment that reflect students' learning, achievement, motivation and behaviors in classroom activities. It is how learners actually understand their skills by doing some tasks and teachers could easily evaluate the best ability of each student in the classroom during learning process. Based on 2013 Curriculum of Indonesia, there are three types of authentic assessment: performance assessment, port-folio assessment and project assessment.
2. According to lecturers and teachers that have been interviewed performance-based assessment was one of feasible authentic

assessment for students to improve the language skills. It is because teachers could see students perform in the real setting and students could actively develop their own knowledge and it showed their real ability in understanding the lesson. The data also showed that project assessment could improve students' language skills. In another words, project assessment was the second best assessment being used by teachers after performance assessment.

3. The difficulties that are often found by the participants are time-consuming, time management, well-planned materials, and etc. All those difficulties had influence to the teacher performance in the classroom while using authentic assessment.

B. Recommendations

Using authentic assessment in the classroom with more innovative materials and strategies will be more effective to chase the success particularly in improving students' language skills. Developing the tasks into the real-life situations is interesting to do in order to evaluate students' real skills. Therefore, I am as the researcher would like to give some recommendations as follows.

There are some possible limitations that can be seen in some part of this study. First limitation might come from research participant. In this study, I only take educators as the sample. Then, the collected data only came from educators' perspective. Therefore, for the future research, I

recommended the researcher to change research participant. They may come from students' perspective whether school students or university students. They may give the complete perspective toward authentic assessment. Second limitation might come from the research question. For future research, I hope the researcher will provide the deeper question to collect the data accurately. The last limitation came from method of data collection; I only conducted the interview to collect the data. I suggested for the future research to change the method. It may use data analysis to provide strong evidence toward the use of authentic assessment in their learning process.

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Appendix A

SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-666/UN.08/FTK/KP.07.6/01/2020

TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

Menimbang :
a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

Mengingat :
1. Undang-undangNomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK 05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;

Memperhatikan : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 31 Desember 2019

MEMUTUSKAN

Menetapkan :

PERTAMA : Menunjuk Saudara:
1. Dr. Luthfi Aunie, MA — Sebagai Pembimbing Pertama
2. Dr. T. Zulfikar, M. Ed — Sebagai Pembimbing Kedua

Untuk membimbing Skripsi :

Nama	:	**Attharigah Dhuhuriasya Nazli**
NIM	:	**160203151**
Program Studi	:	**Pendidikan Bahasa Inggris**
Judul Skripsi	:	**Understanding Authentic Assessment Used by Teachers in Improving Students' Language Skills**

KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2019, No.025.04.2.423925/2019 tanggal 5 Desember 2018.

KETIGA : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2020/2021

KEEMPAT : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di : Banda Aceh
Pada Tanggal : 24 Januari 2020
An. Rektor
Dekan,

Muslim Razali

Tembusan
1. *Rektor UIN Ar-Raniry (sebagai laporan);*
2. *Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;*
3. *Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;*
4. *Mahasiswa yang bersangkutan;*
5. *Arsip.*

Appendix B

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
Jl. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651- 7557321, Email : uin@ar-raniry.ac.id

Nomor : B-12737/Un.08/FTK.1/TL.00/11/2020
Lamp : -
Hal : ***Penelitian Ilmiah Mahasiswa***

Kepada Yth,
Ketua Prodi Pendidikan Bahasa Inggris

Assalamu'alaikum Wr.Wb.
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **ATTHARIQAH DHUHARIASYA NAZLI / 160203151**
Semester/Jurusan : IX / Pendidikan Bahasa Inggris
Alamat sekarang : Gampoeng Miruek Taman Kec. Darussalam Kab .Aceh Besar

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak pimpin dalam rangka penulisan Skripsi dengan judul ***Understanding Authentic Assessment Used by Teachers in Improving Students' Language Skills***

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 18 November 2020
an. Dekan
Wakil Dekan Bidang Akademik dan Kelembagaan,

Berlaku sampai : 18 November 2021

Dr. M. Chalis, M.Ag.

Appendix C

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI PENDIDIKAN BAHASA INGGRIS
Jln Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh
Email pbi.ftk@ar-raniry.ac.id.Website http://ar-raniry.ac.id

SURAT KETERANGAN
Nomor: B-18/Un.08/PBI/TL.00/01/2021

Sehubungan dengan surat An. Dekan, Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry, Nomor: B-12737/Un.08/FTK.I/TL.00/11/2020 tanggal 18 November 2020, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

Nama	: Atthariqah Dhuhariasya Nazli
NIM	: 160203151
Fak/Prodi	: FTK/Pendidikan Bahasa Inggris

Benar telah melakukan penelitian dan mengumpulkan data pada mahasiswa Prodi Pendidikan Bahasa Inggris dalam rangka penyusunan Skripsi yang berjudul:

Understanding Authentic Assessment Used by Teachers in Improving Students' Language Skills.

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 08 Januari 2021
Ketua Prodi Pendidikan Bahasa Inggris,

T. Zulfikar

Appendix D

Pre-Interview Information Checklist of Participants about Understanding Authentic Assessment Used by Teachers in Improving Students' Language Skills

A. Aim of the research

This is a research about Understanding Authentic Assessment Used by Teachers in Improving Students' Language Skills. The purpose is to discover which type of authentic assessment that feasible and effective in Acehnese school context.

B. Description of Authentic Assessment

Mueller (2006) stated authentic assessment is a form of assessment in which students are asked to perform real-world tasks that demonstrates study meaningful application of essential knowledge and skills. According to Wiggins (1993, p.229 as cited in John Mueller 2006) authentic assessment is an assessment which that engaging and worthy problems or questions of importance, in which students have to use knowledge in order to create performances effectively and creatively.

C. Instruction

Please tick (√) the most appropriate answer of each statement which corresponds most closely to you.

D. Personal Background

Name :

Teacher/Lecturer at :

E. Questions

NO.	Questions	Yes	No
1.	Do you know about authentic assessment?		

2.	Do you use authentic assessment in the process of teaching and learning?		
3.	Do you know 3 types of authentic assessments (Project assessment, portfolio assessment, and performance assessment)?		
4.	Do you think authentic assessment is an effective way in teaching English?		

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Appendix E

Interview Protocol

1. What do you know about authentic assessment? And the 3 types (project, performance, portfolio) of authentic assessment?
2. Why do you think authentic assessments are effective to improve students' language skills, especially in Acehnese School?
3. Which type did you usually use in teaching and learning process? Why?
4. Why do you think the 3 types of authentic assessments implementation can measure student' English skills?
5. Did you think giving an understanding to your students about how they would be scored before you do authentic assessment is important? Why?
6. How did you give the time allocation for those assessments?
7. Do you see the students' ability is increased? What are the improvements of your students while using authentic assessment in the classroom?
8. How did you measure and document the authentic assessments task from the students?
9. How did you give feedback to your students?
10. What difficulties did you face in implementing those assessments?
11. What are the impacts from the difficulties to learning process?
12. What were solutions that you have been done to overcome those difficulties?

-Thank You-

Appendix F

Interview Transcript

Participant 1: M

1. Interviewer: What do you know about authentic assessment? And the 3 types (project, performance, portfolio) of authentic assessment?

   Interviewee:

   What I know about authentic assessment is one of the alternative assessment and this assessment show you the real quality of students because some of the authentic assessment done in the beginning of the class or in the end of the class. Well, from the three type of the authentic assessment, like a project, the project when you give the project to your students and the students would be submitted the project like in the end or in the middle of the class. Performance assessment is basically when you ask the students to perform, to show case their skills, and portfolio is like you gather all of the students' work in one folder and you use that to measure their improvement, and to see in what area that they are improving or increasing. That's what basically what I know.
2. Interviewer: Why do you think authentic assessments are effective to improve students' language skills, especially in Acehnese schools?

   Interviewee:

   Well, I am not sure how authentic assessment is effective. I think it can be a factors, because, the students obviously know that they are being assess and the assessment is not only done in one day but it is done in entire months. So, basically they have time to prepare themselves and to improve themselves. I think one of the features from the authentic assessment is a feedback, they can improve themselves because of the motivation that they have. Yeah, I think that the reason why it is effective.
3. Interviewer: Which type did you usually use in teaching and learning process? Why?

Interviewee:

Authentic assessment in general, I usually do like observation, video recording too. Probably, we can put it on portfolio but I don't really put everything there, I only put students' performance because I record them. But, if we talk about what you have here, I usually do a project assessment it depends on the class, I almost do the assessment in monthly basis and apart from doing a video I rarely do a portfolio.

4. Interviewer: Why do you think the three types of authentic assessment implementation can measure students' English skills?

   Interviewee:

   I think the main reason why the authentic assessment implementation can measure is actually because it is done like project assessment, we give the students a few weeks to submit their project and in my case I always try to provide help and ask them "How long have you been with your project?" "What is your problem do you have?" and "Do you need anything to help your project?" and by doing that I know that my students get a problem in some certain area and I can help them and they can improve. So, by doing that I can really understand what they know and what they don't know. I know their real skill and also, for me authentic assessment is a real deal because I can actually assess my students weekly. For example, portfolio, I can see how they performance in first month, second month, third month and by doing that I can judge their performance.

   Not only by one single meeting or by single test, because, the problem with one test is probably in one day there must be a lot of variables to assess actually. So if you judge your students only by one day performance, I don't think it's fair for them. So, By asking them to perform like every months, but I do in my students basically like I give them the task at the beginning of the class, I told them that in first month there would be a performance and I can see that their skills, their preparations and everything. So based on four performance in one semester, I can judge them clearly instead of judging them only in one day

performance, which I think they can memorize it, they can just cheat by asking friends' work. So, I think it can show the real quality of your students.

5. Interviewer: Did you think giving an understanding to your students about how they would be scored before you do authentic assessment is important? Why?

   Interviewee:

   Is definitely does, because in my opinion authentic assessment help students to improve their skills by actually giving them motivation, and after that is also a feedback. So, giving them the standards or the rubric how they would be score is very important so they know what they need to fix. For example, in my case when I teach speaking I told them that it would be performance weekly for each two students in a week, and I tell them what I score is first, I like to see the fluency, their accuracy, their lexical resource, and also their pronunciation. So, they know what they need to be better at and they know what to prepare. If I tell them for this week what I will measure is only the accuracy, so I don't really care about your accuracy you can make mistake in grammar but you have to be fluent. So, they know what they need to do, telling them the standard of the scoring is a must. I think is really important it will give a student inside which part of the language features that they need to prepare. If it would be score in grammar, it would be more careful, they will prepare the grammar better, they will use several grammar features to impress me to get a better score.

6. Interviewer: How did you give the time allocation for those assessments?

   Interviewee:

   This is a very key issue for me; it depends on the students' level actually. But since I am teaching at the University at the class where students mixed ability, like some of them are really good some of them are not really good. So, I always assess the quality of my students before I decide the time allocation. Usually, I never ask them to do impromptu but, basically I

tell them at the beginning of the class that there would be speaking performance assessment and I give them like we go to. Sometimes I also have a discussion with my students, I ask them “Is a week enough?” “Is the two weeks enough?” if it is not enough then I’ll give them more time. But, of course I need to know my time spend to, how many week do I have in a semester, what syllabus do I have to teach, so I try to incorporate everything. But, basically one or two weeks and depends on students’ discussion, if they say “Sir, is not enough we need one more week” they can provide me with a good reason then I will give more.

7. Interviewer: Do you see the students’ ability is increased? What are the improvements of your students while using authentic assessment in the classroom?

   Interviewee:

   I think their skills might be increase, first, because they are repeating the process. For example, in the portfolio I asked them to write a paragraph from a first week, I gather it and few weeks later I asked them to do the same thing maybe different kind of a paragraph but still a paragraph, and I tell them I will be scoring them and from the previous paragraph I will give them a feedback. So, I think by doing that should to know what I expect and I should to know what a mistake that should be avoided. By doing that, they will be better because of feedback or in terms of performance they gain the confidence and when I asked they to do a second time they feel like they have a cope with a confidence problem or they might be even become more fluent. So, repeating performance over time in the classroom giving them an ideas, that how to perform, and provide them a better understanding of speaking in English skills or they get more motivation because the feedbacks. I think the important part of the assessment is you have to praise your students all the time even when they do a small thing, because in my opinion one of the way to motivate students actually by showing them that they can. So maybe if I do a video portfolio, I did it once but it doesn’t really work well but for some students

it works, I record the students' remark with the video recorder with the iPad and I show it to them. Some students love it so much; some students hate it, by doing that showing them their portfolio they will see where they problem is and by doing that they can improve.

8. Interviewer: How did you measure and document the authentic assessment task from the students?

   Interviewee:

   We need to give them the standard, the standard is referring across the skills and standard is referring across the proficiency. So, if they are very beginner students then my standard would be very low if they are like speaking three or speaking four probably the standard would be higher and higher. Then, of course I provide the rubrics, I don't usually give it to students but sometimes I do ask them to assess their friends too, but I try it and it doesn't really work well. So I would just be the one who score the students, for example, I measure their speaking ability by point one to ten, one to five and I put it a team like a fluency and the lexical resource and I take the point from them. How I document it? It depends on what class I do, if I do speaking class I usually make a video of it or I ask the students to make a video of them. But if it is like writing class, I have it on my backpack even I don't check all of them I do check some of them, because I need to give feedback in general. Sometimes if the students are not a lot I will give them personal feedback to the students, it takes a lot of time they don't pay me that much. I do a general feedback so I see what features they lack of. So, that's basically how I document it.

9. Interviewer: How did you give feedback to your students?

   Interviewee:

   It depends on skill; if it is a speaking skill usually I give them like online feedback or a direct feedback it can be when they are having a performance, but I don't suggest you have to do that if you do that in most of the time it will interrupt them. So what I usually do I will give myself a

few minutes one or two minutes at the end of my students' performance to tell them what they can do better what they have done best. So, I give it after the performance. Another case, with writing and speaking too for example, I asked one or two students to give their feedback like "What do you think of your friends' performance?" "Praise them, what can you say?" and then I add them. In writing, I also do pair feedback, I ask my students to swap their answers with another student after that I ask them to submit, I pick of you. I am not going to do in the classroom to give feedback to everyone; we don't have time for that. But, I pick a few samples, show them this is where you good at, this is where you not good at and sometimes not all the time because so many students I give them a personal feedback and I tell the students "If you need a feedback to your own specific papers, you can just tell me and I will give it for you".

10. Interviewer: What difficulties did you face in implementing those assessments?

    Interviewee:

    I think one of difficulties is being consistent, because being consistent is hard like you assess speaking students in every week or every month then when we think we really busy it's hard to do that. Second part is time consuming its really time consuming because we have to set up the video, we have to record the students; you have to spend five to ten minutes. So, it really time consuming. Another difficulty I think is providing feedback, especially when you have a lot of students in one way I don't think it is fair not to provide feedback to personal students but I don't think I have enough time to provide feedback to personal that's why I usually provide feedback in general.

11. Interviewer: What are the impacts from difficulties to learning process?

    Interviewee:

    First, it would take time; because as I was saying that it is time consuming then I will have a less time to discuss a lesson. Second is sometimes this process make students nervous so if I do it at the end of the class then they

will not be really concentrate during the class. Another thing is sometimes I ask my students to learn from their friends, when their friends are doing the performance I ask them to study from them but instead of studying from their friends, they practicing their skills. So, that's also the impacts from learning process.

12. Interviewer: What were solutions that you have been done to overcome those difficulties?

    Interviewee:

    Let's say speaking performance because that what I usually do. To make sure the students are listening to their friends during performance, one thing that I do is giving them enough time to rehearse so if more students are rehearsing before the assessment means are they not ready. So we need to give them more time, that's also one of the strategy like I give them a week in beginning if I can see they are not ready I will give more time. Then, to overcome time consuming stuff I don't do assessment in a day like "okay, today is speaking performance and everyone having a speaking time" I am not doing that. What I usually do I split students into several groups, for example, this week two students will perform, next week two students will perform. So, it only takes fifteen minutes in a beginning of the class, I consider the assessment also the warming up activities. They perform ten minutes, five minutes for feedback and we start the class and we do it again next week. So basically I am doing it almost in a semester. Another thing that I do especially the project apart for giving them more time I tell the students I always there to help if they need anything, I asked them every week "How long have you got?" "What problem do you have?" some students would say "We couldn't find a bule" for example like in my case. So, this is the solution I think if I don't give it to them then probably their performance would be bad because what they plan is not working really well. Provide them the assist is one of the way to overcome end product that's basically what I do.

Participant 2: N

1. Interviewer: What do you know about authentic assessment? And the 3 types (project, performance, portfolio) of authentic assessment?

   Interviewee:

   So far, I know that authentic assessment as the process of collecting information about the development of learning that done by students through several kinds of technique to prove the learning objectives has been mastered. And there are some types of authentic assessment namely project, performance, and portfolio.
2. Interviewer: Why do you think authentic assessments are effective to improve students' language skills, especially in Acehnese School?

   Interviewee:

   Because something that related or reflected to the real life makes the insight we learned long-lasting. When we do project learning for instance, the students were trying to realize the abstract concept that has been learned by doing it. on my view, Acehnese students still lack interest of doing something kind of imaginary concept. They love to work on the clear purpose and related to their life.
3. Interviewer: Which type did you usually use in teaching and learning process? Why?

   Interviewee:

   Since, I've only been teaching for two weeks in this school (SMP Muhammadiyah 1, Banda Aceh), I just implemented a type of authentic assessment that is performance. and also, this is the simple and familiar one to me.
4. Interviewer: Why do you think the 3 types of authentic assessments implementation can measure student' English skills?

   Interviewee:

جامعة الرانري
AR-RANIRY

Because this kind of assessment allows the students to perform or show the real competence or skills that they have. Why I said so, everyone could get best score on multiple choices when they really paid attention to the lecture that teacher give or study hard at home, or maybe cheated during exam time. But how about to measure student really mastering the material explained, and to know this we need kind of authentic assessment to know how well and how much do students understand about the material.

5. Interviewer: Did you think giving an understanding to your students about how they would be scored before you do authentic assessment is important? Why?

   Interviewee:

   Yes, I think so. Because, clear explanation at the beginning about the objectives and what they all going through during the learning process will help students to determine what steps they will take. Indirectly, this also affects to achieve learning goals.

6. Interviewer: How did you give the time allocation for those assessments?

   Interviewee:

   Based on my experience, I've once asked my students to make the food recipes that they like in English. Then, they presented it in front of the class. It just took 2 hours of lesson or in one meeting covered both work in group and presentation.

7. Interviewer: Do you see the students' ability is increased? What are the improvements of your students while using authentic assessment in the classroom?

   Interviewee:

   Yes, I do. In the next meeting they're be able to speak and still remember about previous topic, more relax while speaking and also became more confident and care about the lessons presented.

8. Interviewer: How did you measure and document the authentic assessments task from the students?

   Interviewee:

I make a simple rubric with some criteria to measure their improvement and also collecting their papers and gave score for every task they have completed.

9. Interviewer: How did you give feedback to your students?

   Interviewee:

   I gave compliments on their courage to present their work in front of the class and at the end of the learning process we take time about 5-10 minutes to reflect what have we learnt today and also correct and boost for their performance ahead.

10. Interviewer: What difficulties did you face in implementing those assessments?

    Interviewee:

    I face difficulty in managing the time. We have allocated the time for each material, but because of unexpected situation sometimes we cannot handle the time and should postpone the presentation in next meeting.

11. Interviewer: What are the impacts from the difficulties to learning process?

    Interviewee:

    The impact to learning process, it took longer time to present and enable student to cheating during the class. Sometimes it becomes unproductive time, where some students do the work while others not really care about it.

12. Interviewer: What were solutions that you have been done to overcome those difficulties?

    Interviewee:

    It's necessary to make an agreement at the beginning before the learning process start. For example, command the class to submit the work before the class end and also the score they got today really affected in their report book.

AR-RANIRY

Participant 3: A

1. Interviewer: What do you know about authentic assessment? And the 3 types (project, performance, portfolio) of authentic assessment?
   Interviewee:
   Authentic assessment is a type of assessment consisting of a set of meaningful task which assess students ability in applying their knowledge and skills in a real settings or in real situation. Those two type of authentic assessment which accommodate the students to apply their skills including their problem solving skills and their critical thinking skills in a real settings or in a real world context, and the portfolio is collection of students' work which shows the students learning journey this way usually have already been given feedback by teachers it shows the students' progress in learning.

2. Interviewer: Why do you think authentic assessments are effective to improve students' language skills, especially in Acehnese School?
   Interviewee:
   I think is very important because this type of authentic assessment will provide many opportunities for students to show their ability to apply their knowledge and skill in the real world context. So that they know what they have learned is meaningful and they can show their real ability so it's not only a theory that they have already obtained but also they know how to apply those theories.
3. Interviewer: Which type did you usually use in teaching and learning process? Why?
   Interviewee:
   I usually use project authentic assessment because most of the time in my classroom it suits the goals of basic competence that I want to achieve.

AR-RANIRY

4. Interviewer: Why do you think the 3 types of authentic assessments implementation can measure student' English skills?

   Interviewee:

   Because authentic assessment can show the students' real ability and they use the language in the real setting. For example, instead of just understanding how to use expression in ordering something they can use the real example how to order something in the restaurant, café etc. So, this kind of meaningful task will show their ability in applying what they have already learned from the theory. So I think that is very important to be used to measure students' ability, they can understand that English is a tool not a theory. They can use this tool to communicate and to express their ideas.

5. Interviewer: Did you think giving an understanding to your students about how they would be scored before you do authentic assessment is important? Why?

   Interviewee:

   I think is very important to tell the class to your students how you will assess them what rubrics you will use in assessing their work that way they will give the best effort to meet your criteria, to meet your standards; so that they can show their real capability in completing the assignment.

6. Interviewer: How did you give the time allocation for those assessments?

   Interviewee:

   It is different from one assignment to another. It depends on many aspects actually the index difficulty be the complex of the assignment itself. I can give them few days or few weeks' even months. So, it depends on those aspects and it's not standard for each assignment.

7. Interviewer: Do you see the students' ability is increased? What are the improvements of your students while using authentic assessment in the classroom?

   Interviewee:

The examples of the improvement can be seen from their ability in using the authentic assessment. For example, the language skills in negotiating their proposal or their capability in using a certain expressions in the real world on text in my Basic English classes. Then, in my teaching methodology class when I asked them to come to the class the real to apply certain method in teaching, I think that is how they show their improvement on how to understand a certain method in English teaching methodology and how to use them wisely in the classroom. They can adopt and adjust the method and certain technique that they already learn in the real world classroom at school.

8. Interviewer: How did you measure and document the authentic assessments task from the students?

   Interviewee:

   Usually I use specific as an rubrics for assessing the students' work. The rubrics that I use is different from one assignment to another and usually the product of the assignment it will fit in the file format and the video sometimes.

9. Interviewer: How did you give feedback to your students?

   Interviewee:

   In most cases I provided item feedback only in certain situation I gave students feedback and honestly there were some works that I keep and I didn't provide feedback directly to students, but I gave them in general.

10. Interviewer: What difficulties did you face in implementing those assessments?

    Interviewee:

    There are few difficulties of them, we need to set an appropriate types of tasks based on the basic competence that we already set for that lesson. Then, we need to create a good rubrics so that we can really measure the students' ability and then another problem is that the work lot because of many ways of the students that we need to assess and we have certain

rubrics to be used in assessing the students' work sometimes it takes most of our time and the kind of exhausting work to do.

11. Interviewer: What are the impacts from the difficulties to learning process?

    Interviewee:

    Sometimes we failed to set an appropriate type of assessment for students so that we failed to measure the students' real ability in applying the skills. The second impact, we didn't really have enough time to give the students direct feedback so that they didn't have any idea whether they have already improved knowledge or not.

12. Interviewer: What were solutions that you have been done to overcome those difficulties?

    Interviewee:

    Based on my own problem, I did try to find several elements of rubrics so that I can use it.

Participant 4: KA

1. Interviewer: What do you know about authentic assessment? And the 3 types (project, performance, portfolio) of authentic assessment?

   Interviewee:

   Authentic assessment is a tool to assess students it should be realistic and some might be meaningful and also based on students' object. We should effectively measure development students' improvement like using some of practices or rehearse also like a performance. More significant and more meaningful to students in order to understand their skills and performance, in order to know what they can do in their future. I think that's the thing that can be understood by authentic assessment. The three types of authentic assessment like, project, performance and portfolio assessment that I've been done in my classroom like I used to give some project to my students and also I tried to measure and assess their performance in the

classroom, and also I liked to give them a reflective paper to do it like portfolio.

2. Interviewer: Why do you think authentic assessments are effective to improve students' language skills, especially in Acehnese School?
   Interviewee:
   I think is very effective for me to improve students' language skills especially in speaking and reading comprehension both the skills. I think is very effective for me to use that authentic assessment especially for speaking skills because they have to perform and they know when to use this kind of grammar. So I don't teach them the grammar but they know exactly the grammar because they learn by doing. They speak about any kind of topics that already given to them. I think it is effective to use authentic assessment because they know how to use the language. We do believe that we need learning the theory is important but how to use the language is much better for us to understand.

3. Interviewer: Which type did you usually use in teaching and learning process? Why?
   Interviewee:
   I usually use performance assessment and also portfolio because I used to give my students the reflective paper and they need to write down everything that they learned in classroom it also improve their writing skill. Also, they have performance like my experience I teach business English in student administration. So, I like to assess and how to use the language to give them some more understanding on the use of language by performing into the classroom. For example: In business class we have to sell a product, so how do you use a language to sell a product to present in front of people based on understanding about the language. So I used to give the kind of assessment in the classroom, I don't give them like paper-based test.

4. Interviewer: Why do you think the 3 types of authentic assessments implementation can measure student' English skills?

   Interviewee:

   Because I believe the language is learn to be used so the language is not for the skill. Fos example, you learn history you just know the information of the history, but when you learn chemistry or physics we use that kind of knowledge in our life. When I was study physics in senior high school, I used to use the kind of the authentic knowledge that we used more natural and to be used in our life. So the implementation of the three types of authentic assessment is very useful for students, because we can use this kind of the sort of authentic assessment in order to measure students' skills and in order to see how the students can use the language naturally and understand the language to use in the society, or in the environment.

5. Interviewer: Did you think giving an understanding to your students about how they would be scored before you do authentic assessment is important? Why?

   Interviewee:

   This is very important, because I believe as a teacher before we give them a score we have to give them rubrics and give them some a sort of plan in the class for the whole meetings. In performance assessment when they perform I should give them like understanding how do I would assess them. This is benefits them to know which part that the teachers assessing them. This is important, because if they doing the task without knowing the purpose of this task, it is not fair for them.

6. Interviewer: How did you give the time allocation for those assessments?

   Interviewee:

   I think different types of assessment different time allocation. Like a performance assessment I will give them like 3 weeks, so they can rehearse or train themselves and also they can use time allocation for

exercise by their own. In project assessment I usually use in the middle of meeting.

7. Interviewer: Do you see the students' ability is increased? What are the improvements of your students while using authentic assessment in the classroom?

   Interviewee:

   What I usually see the most skills that improve is the speaking skill especially in doing performance assessment and also for the portfolio we can see their reading and writing skills are improved by using that. For example, I teach translation class in this semester, so I give them the authentic assessment which they have to give a good translation based on what they already learned in the classroom. I can see their improvement in the way they translate the text and the way they interpret some meaning and some terminologies based on what is in Indonesian language and in English.

8. Interviewer: How did you measure and document the authentic assessments task from the students?

   Interviewee:

   For me, I give to them like a newspapers and the magazines, I give them a chance to analyze what is the grammar structure based on this magazine. It is much more reliable to assess them.

9. Interviewer: How did you give feedback to your students?

   Interviewee:

   Feedback is also important, because I learn online right now I try to give them like a comment it is when they submit their task. Which one is good or how do you can strengthen you skills in this part. Also in speaking class, I will try to give them very formative feedback, some personal feedback and some group feedback in order to make them understand where they should improve. So, I give them information based on their performance.

AR-RANIRY

10. Interviewer: What difficulties did you face in implementing those assessments?

    Interviewee:

    I think it is comes from language proficiency, because different students different kind of English proficiency skills. So it is hard for us as a teacher to make it general all the same. For example, I give to them like a performance assessment in the class so not all students feel comfortable and easy to speak in front of people. This quite hard for me also, because there are so many students that have different English proficiency level.

11. Interviewer: What are the impacts from the difficulties to learning process?

    Interviewee:

    We tend to expect students being authentic as possible sometimes we forgot to give them the theory of the lesson, because we usually do practice. For example, in my speaking class, I give to my students like the material and the topic to speak in front of the class. But before that I need to give them the theory how to speak in front of people, what kind the language that you can use and try to divide what a theory of speaking.

12. Interviewer: What were solutions that you have been done to overcome those difficulties?

    Interviewee:

    I try to balance for giving them the assessment I give to them like rubrics what they need to know before I give them the score. It also better if we balance the theory of learning not only focus on the practices or assessments

Participant 5: IA

1. Interviewer: What do you know about authentic assessment? And the 3 types (project, performance, portfolio) of authentic assessment?

   Interviewee:

   Authentic assessment is the way that we evaluate students authentically so we can assess our students in detail and also we get deeper information

about students. After that, we as a teacher also can be more creative and innovative to make an examination to assess the students and about the three types of authentic assessment like project, performance and portfolio, project is more like an experiment for students so I usually command students to make video or maybe the subject is about advertisement and I will also ask students to make PPT or something. The video project is also one kind of creative way to assess our students it will not be bored to students. Performance, like we do presentation like monologue or role play in the speaking activities. Portfolio, students usually fill out the template about reflective students and feedback of students and also about what they already learn and what they are going learn about the lesson.

2. Interviewer: Why do you think authentic assessments are effective to improve students' language skills, especially in Acehnese School?

   Interviewee:

   In my opinion this kind of effective way to recognize the students we can get the real feedback from their real activities. For example, when we do a performance assessment we asked them to do presentation or we asked them to present like doing a monologue, interview or something. They can actually realize what is the feedback for them to the futures also this helped teacher to know which students already understand about the lesson or have a good ability in speaking skill. After that, in my opinion unless this one kind of effective way this kind of assessment can reduce the stress for students and also can reduce pressure that students will face. When they doing presentation, interviews, they have their own text so they can think creatively and innovatively, it will fun for students actually. That's why I think this assessment would be improve and effective.

3. Interviewer: Which type did you usually use in teaching and learning process? Why?

   Interviewee:

I usually use performance assessment for students, because performance it kind of easy test that we could do and also easy preparation for me as a teacher. I loved to do that, besides I can see students whether they can speak in English or not whether they understand about their capacity or not and also sometimes I do project and portfolio. But mostly I do performance assessment.

4. Interviewer: Why do you think the 3 types of authentic assessments implementation can measure student' English skills?

   Interviewee:

   Because I think this is the way of how we assess the students. We can get it through the real practice, for example in speaking. If we want to assess their speaking they need to practice but we also assess them at the same time, it would make them increase the skill. Also like in writing skill, if we have a project like essay there would be also affected for students.

5. Interviewer: Did you think giving an understanding to your students about how they would be scored before you do authentic assessment is important? Why?

   Interviewee:

   Yes of course, so in the first meeting, I usually tell them what the target of our lesson or material is. They will know and be prepared, such as we can do the presentation, do the interview, role play, etc. as long as they know, they will be well motivated in learning process.

6. Interviewer: How did you give the time allocation for those assessments?

   Interviewee:

   Regarding the time allocation, I think it is one of the problem in authentic assessment, because it is really time consuming. As a professional teacher, we should manage the time for students' evaluation. Mostly, based on my experience, it would take about 1,5 hours or 2 hours. Maybe, it would be more than one meeting for the assessment process. I effort it in one meeting. Then, I think that is for performance assessment, but the other

like, project, portfolio,etc., they would be different, because, sometimes they will made it at home

7. Interviewer: Do you see the students' ability is increased? What are the improvements of your students while using authentic assessment in the classroom?

   Interviewee:

   I see the students improvement they already increase their English skills, especially the students can become more communicative also they can comprehend and be critical about what they are talking. After that, they always do HOTS (High order thinking skills) in their implementation of the English skills. So, students can be more confident to do English practice they also increase their skills whether in speaking, writing, analysis the text of reading also listening to audio or native speaker.

8. Interviewer: How did you measure and document the authentic assessments task from the students?

   Interviewee:

   Regarding on how I document the process of authentic assessment, it depends on the test. In performance assessment, I usually record it, even not in a video, because it would take so many sizes. I do have the rubrics so that I can write it on the paper and doing note taking and also filling the rubrics that I have provided. So I directly measure the students by recording and portfolio.

9. Interviewer: How did you give feedback to your students?

   Interviewee:

   I usually giving appreciation and also constructivist comment, because they will be well motivated about English subject. So we cannot just giving judgmental comment for students. We need to give a good appreciation and constructive comment, so they also can realize what are their strength and weakness about the result of the lessons.

10. Interviewer: What difficulties did you face in implementing those assessments?

    Interviewee:

    The difficulties as what I said before is the time consuming, it will need the professionalism of the teacher to do the authentic assessment. This test also can be subjective sometimes, but I love this test, because as long as I can be a professional teacher, there will be no problem. That's the key I think. After that, concentration is included. When it consumes much time, students and teacher concentration will be tired and reduce their concern.

11. Interviewer: What are the impacts from the difficulties to learning process?

    Interviewee:

    Based on my experience, when students know the questions, then it should be managed well for them. I mean like we already doing the interview, so when the first students know the questions, then the other students can ask the questions to the students who already past the exam. So it would not be fair. Therefore, the teacher should be creative to have a well organize management for that kind of impact.

12. Interviewer: What were solutions that you have been done to overcome those difficulties?

    Interviewee:

    The solutions are being a professional teacher, having clear rubric, and having a well management whether for the mechanism and time allocation. That's what I did in my authentic assessment.