

**ENGLISH TEACHER'S PERCEPTION
ON AUTHENTIC ASSESSMENT**

THESIS

Submitted by

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**FAKULTAS TARBIYAH DAN KEGURUAN
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THESIS

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The Bachelor Degree of Education in English Language Teaching

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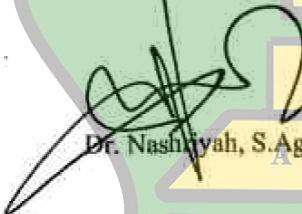
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English Teacher's Perception on Authentic Assessment

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

Banda Aceh, 11 Desember 2023

Saya yang membuat surat pernyataan,


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ABSTRACT

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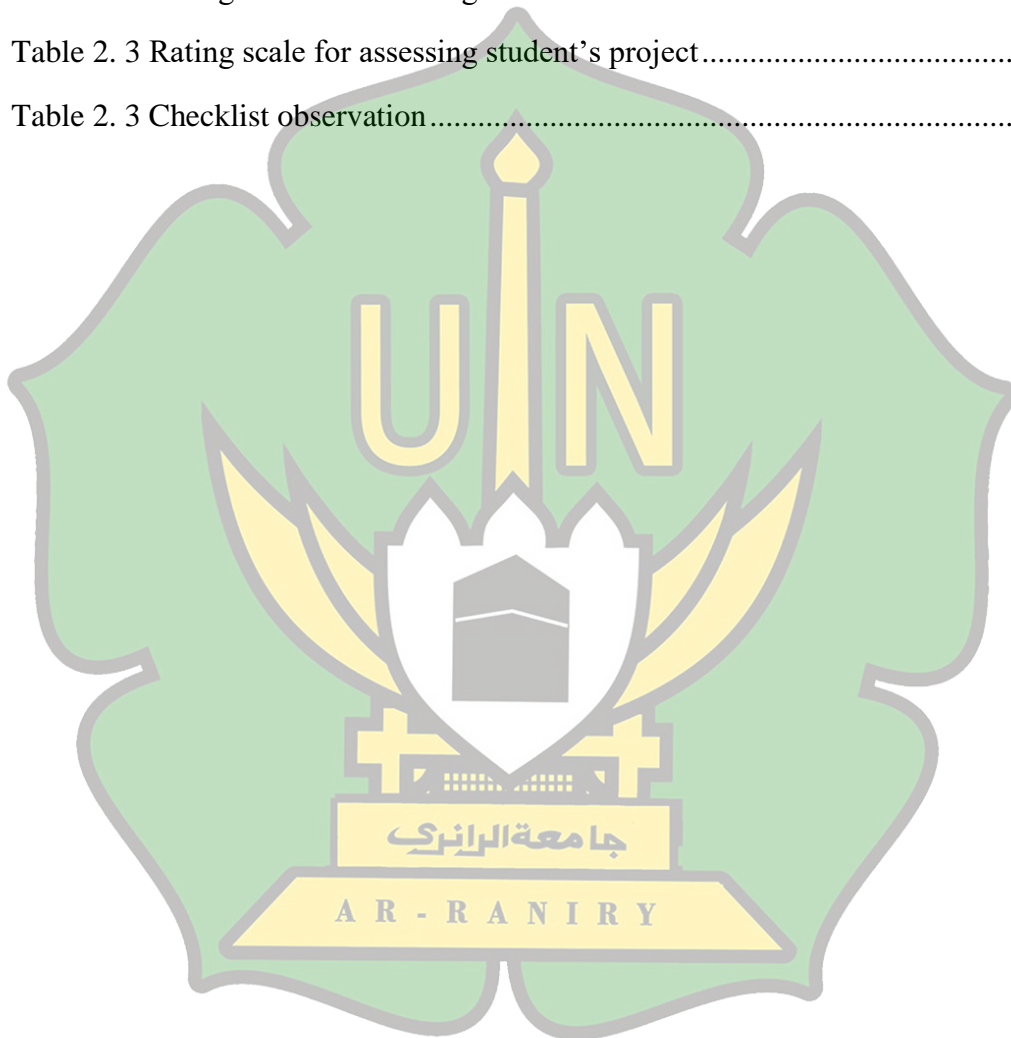
The research was accomplished to discover the perception of English teacher about authentic assessment. To find out teacher's attitude and the challenges that are faced by them in the implementation of authentic assessment. This is a qualitative-research. The participants of this research are six English teachers from junior high school. It was conducted in three junior high schools in Langsa, they are: MtsN 1 Langsa, Mts Terpadu Langsa and Mts Ulumul Quran Langsa. The writer used semi-structured interview as technique in collecting the data. This study found that teachers had positive attitude toward the implementation of authentic assessment because authentic assessment is considered as a multiple aspect and effective assessment, suitable for all language skills; and it was also found that performance assessment, project assessment and process assessment are the most common authentic assessment used. Additionally, this study reveals that there were five challenges for teachers in implementation of authentic assessment, namely complicated administrations, time allocation, limited training, insufficient facilities and infrastructure, and changing regulation.

TABLE OF CONTENTS

DECLARATION OF ORIGINALITY	ii
ACKNOWLEDGEMENTS.....	iii
ABSTRACT	iv
TABLE OF CONTENTS.....	v
LIST OF TABLES	vi
LIST OF APPENDICES.....	vii
CHAPTER I INTRODUCTION	
A. Background of the Study.....	1
B. Research Questions	5
C. Aims of the Study.....	6
D. Significances of the Study.....	6
E. Terminologies	8
CHAPTER II LITERATURE REVIEW	
A. An Overview of Perception.....	9
B. An Overview of Authentic Assessment	10
B. Challenges in Authentic Assessment.....	26
C. Benefits of Authentic Assessment.....	29
D. Previous Study.....	31
CHAPTER III RESEARCH METHODOLOGY	
A. Research Design	35
B. Research Participants	36
C. Technique and Instrument	37
D. Data Analysis	38
CHAPTER IV FINDINGS AND DISCUSSION	
A. Findings.....	41
B. Discussion.....	51
CHAPTER V CONCLUSION AND RECOMMENDATION	
A. Conclusion	54
B. Recommendation.....	55
REFERENCES.....	57
APPENDICES	
AUTOBIOGRAPHY	

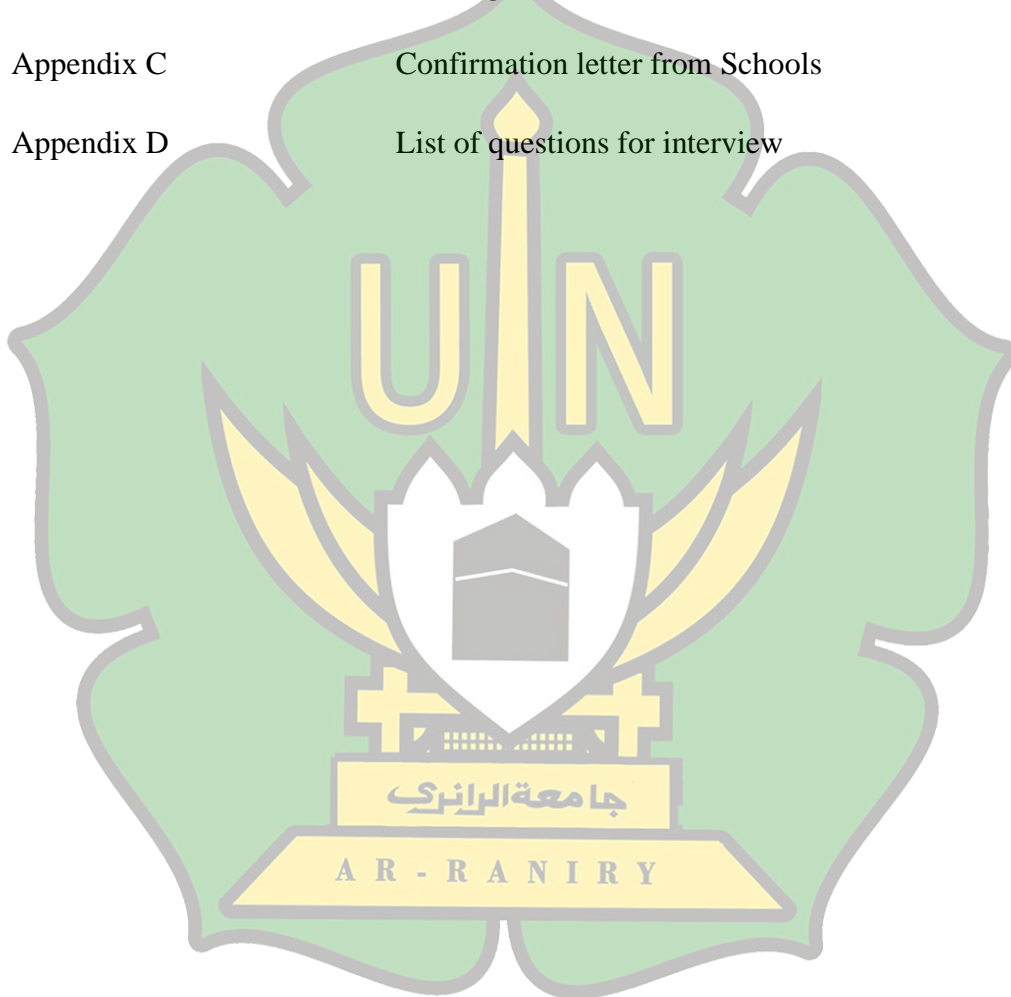
LIST OF TABLES

Table 2. 1 Rating scale for assessing psychomotoric student's story telling	21
Table 2. 2 Rating scale for assessing student's attitude	22
Table 2. 3 Rating scale for assessing student's project	24
Table 2. 3 Checklist observation	26



LIST OF APPENDICES

Appendix A	Appointment Letter of Supervisor
Appendix B	Recommendation Letter from The <i>Fakultas Tarbiyah dan Keguruan</i> to conduct field research
Appendix C	Confirmation letter from Schools
Appendix D	List of questions for interview



CHAPTER I

INTRODUCTION

This chapter introduces several subtopics including the background of the study, previous study, research question, aims of the study, the significance of the study, and terminology.

A. Background of The Study

In educational institutions, things that are highly concerned are the progress and quality of education. These can be measured by conducting an assessment that refers to the process of evaluate the effectiveness of educational programs, policies and practices in achieving predetermined goals, including in assessing student learning outcomes and teacher performance. It means the assessment function is an important aspect to provide feedback to educators, policy makers and very useful for the success of learning in improving the quality of education. According to Sadler (2009), assessment is the overall evaluation of students' learning process based on their performance as well as the final results of exams, tests, projects, and reports. However, some of teachers still implement assessment based on one test only that focuses on cognitive, hence it does not have any impact on the evaluation.

Many teachers still use traditional assessments which is generally used in the real world, for example giving a number of short-answer, fill-in or multiple-choice questions and assessing a limited number of tasks that are less appropriate to what is completed during the learning process. These assessments sometimes are not reliable and valid to assess the students based on their real ability. On the other

hand, teachers are required to use a wide variety of assessments that measure all aspects of the student. Boud and Falchikov (2005) claim that, educators should move away from traditional assessments that focus on specifics, standards and immediate outcomes to more continuous assessments that can help students become more active learners and being able to apply their knowledge in real contexts such as communication, collaboration and problem-solving skills through projects, portfolios or performance tasks.

The new form of assessment is authenticity that becomes one of the important components in it. In 2014, in Permendikbud Number 104 of 2014, the government agreed that the form of assessment used in Indonesia to support 21st century learning is authentic assessment (Permendikbud, 2014). Authentic assessment already includes cognitive, affective and psychomotor aspects to know the overall individual competence of students in the learning and teaching process. Richards (2001) mentions that what students do in language learning needs to be related to what happens in real life. Language learning should be meaningful, practical and relevant to students' lives. As a result, the use of authentic assessment is highly appropriate as an assessment of educators and learners' learning process that requires them to fulfill all tasks in real life. Wiggins (1990) states authentic assessment directly assesses the learning process of intellectually appropriate student performance in the work of task assignments. In implementing authentic assessment, it requires authentic learning materials as the foundation and context for evaluating the understanding and application of knowledge. They are integral

parts that cannot be separated from each other. Therefore, both are important components in teaching for the needs of students in authentic assessment.

Authentic assessment has been introduced and implemented earlier in the 2013 curriculum and it has been confirmed that authentic assessment is still relevant to be integrated in the *Merdeka* curriculum (Sugiri & Priatmoko, 2020). According to Hapsari (2013), there are several types of authentic assessment that are used in Indonesian curriculum such as performance assessment, project assessment, self-assessment, and teacher or classroom observation. In this case, choosing the most appropriate assessment is the right of the teacher as the person who knows the students and class conditions well.

Authentic assessment requires teachers to have a good understanding and commitment to use it, because it requires intensive preparation and procedures to be applied effectively. In this case, teachers play an important role as assessors who should master how to assess students well. The fact is that some teachers are not familiar enough with some techniques in authentic assessment and face many problems and difficulties in implementing authentic assessment (Aliningsih & Sofwan, 2015).

The existence of such problems and difficulties will inevitably lead to a variety of perceptions from teachers, especially in implementing authentic assessment. Perception is the experience of events and relationships obtained by inferring information. Perception predicts messages that involve attention, expectations, motivation, and memory (Agung & Surtikanti, 2020). Michotte

(2017) developed perception as a phase of the total action process that allows us to adapt our activities to the world in which they occur. Therefore, teacher perception can be described as an opinion that develops after having certain experiences that require adjustment.

Several studies on the implementation of authentic assessment have been conducted by previous researchers. Dewi and Aman (2019) conducted a study on the implementation of authentic assessment in history learning at senior high school. This research focused on how the implementation of authentic assessment in history learning in Senior High School (SMA), SMA N 1 Ngaglik and SMA N 2 Sleman, Yogyakarta, Indonesia. It was found that the implementation of authentic assessment in those two schools still has many obstacles. The historical teachers found difficulties because of the lack of knowledge about this kind of assessment, thus some types of authentic assessment were rarely used in measuring student learning outcomes. Consequently, teachers were not optimal in implementing authentic assessment.

Another previous study, Al Ayubi, Erlina, and Desvitasari (2021) conducted a research on English teacher's perception on the use authentic assessment in EFL classroom. This study was conducted to investigate English teacher's perception on the use of authentic assessment and its difficulties in EFL classroom. It was found that teachers still have some difficulties during learning activities such as managing classroom activities, maintaining assessment consistency, and monitoring the authenticity of student work. Therefore, teachers are expected to broaden their horizons and creativity to improve the quality of assessment.

Additionally, Lestari (2022) conducted a study on authentic assessment practice in English language teaching based on 2013 Curriculum. This study focused on authentic assessment literature, which consists of the term, characteristics, types, practices, and advantages and disadvantages of authentic assessment. It was reported that authentic assessment is a highly effective assessment for learners to demonstrate their real-world tasks through performance, projects and others. However, behind its effectiveness, authentic assessment has many difficulties for its implementers, namely taking a long time and is less precise.

Based on previous studies that have demonstrated above, there are several difficulties and problems for some teachers on implementing authentic assessment, such as time consuming, lack of understanding about authentic assessment, complicated administration and others. Due to the various kinds of obstacles in implementing authentic assessment and based on preliminary studies conducted by the writer in discussions with several teachers who have implemented authentic assessment, it was found that they still have many obstacles in conducting authentic assessment in the learning process. For that reason, this study is conducted to find out the English teacher's perceptions on authentic assessment which will be carried out in junior high schools located in Langsa.

B. Research Question

From the background previously described, the researcher formulated some questions related to problems found in the implementation of authentic assessment. The main question of this research is:

What are the English teacher's perception on authentic assessment at junior high schools in Langsa?

Specifically, the questions can be divided into two subquestions, they are:

1. What are teacher's attitude toward authentic assessment at junior high schools in Langsa?
2. What are the challenges that are faced by the teachers in implementation of authentic assessment at junior high schools in Langsa?

C. Aims of The Study

Based on the research question above, the purpose of this study is intended to find out English teacher's perception on authentic assessment at junior high schools in Langsa that divided into:

1. Teacher's attitude toward authentic assessment at junior high schools in Langsa
2. The challenges that are faced by the teachers in implementation of authentic assessment at junior high schools in Langsa

D. Significance of The Study

The researcher hopes that the results of this study could provide information about authentic assessment in English language teaching and could contribute theoretical and practical significance to teachers. Theoretically, this study aims to enrich the literature on teachers' experiences of the use of authentic assessment in their teaching. Practically, this study provides suggestion and information for

teachers to be better at using authentic assessment in the learning process and to avoid the constraints in its application. This study is useful for future studies and as a resource that could improve teachers, schools and further researchers in discovering important things related to the use of authentic assessment. Hopefully, the findings of this study can lead the readers to know how to use authentic assessment in English language teaching.

E. Terminologies

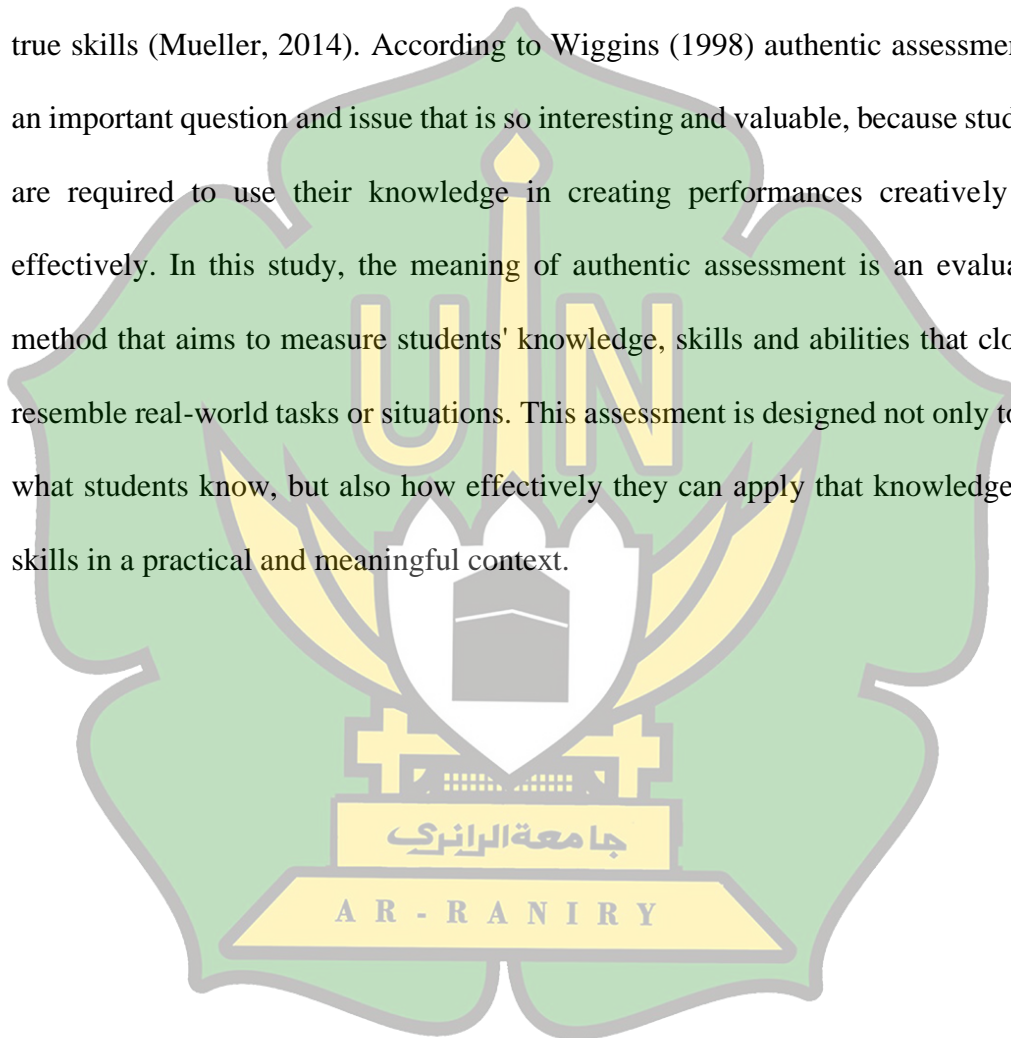
This subtitle contains some keywords that need further explanation in order to prevent misunderstanding between the researcher and reader, they are:

1. Teacher's Perception

According to Walgito (2004), perception is the ability to select, organize, and interpret sensory stimulation into meaningful information. That means, perception is recognizing something with the senses. A person receives stimuli from outside with full awareness, and they try to understand and interpret the stimuli. In other words, perception defined as individual behavior, the process that provides responses, meanings, or images of what is seen, heard, or felt by the five senses through individual attitudes, opinions, and behaviors. Based on the definition above, the meaning of teachers' perception in this thesis is the way an educator (teacher) interprets information, experiences and situations related to their teaching activities. Teachers' perceptions are subjective and can be influenced by a variety of factors, including personal beliefs, experiences, cultural background and the context in which they teach.

2. Authentic Assessment

Authentic assessment is an assessment design in which students are asked to present real-world tasks to describe the meaningful application of knowledge and true skills (Mueller, 2014). According to Wiggins (1998) authentic assessment as an important question and issue that is so interesting and valuable, because students are required to use their knowledge in creating performances creatively and effectively. In this study, the meaning of authentic assessment is an evaluation method that aims to measure students' knowledge, skills and abilities that closely resemble real-world tasks or situations. This assessment is designed not only to see what students know, but also how effectively they can apply that knowledge and skills in a practical and meaningful context.



CHAPTER II

LITERATURE REVIEW

This chapter reviews the theories related to literature in this study. They are the importance to find someone's perception, the definition of authentic assessment, characteristic of authentic assessment, the process of authentic assessment, kinds of authentic assessment, challenges and benefits of authentic assessment, as well as previous study.

A. An Overview of Perception

According to Triyono and Febriani (2018), perception has two definitions, perception in a broad sense and a narrow sense. In a narrow sense, perception is defined as seeing how each individual sees an object, while in a broad sense perception is defined as a view or understanding which how individuals perceive or interpret a particular object. The attitude that a person take is influenced by the person's perception of the object being viewed. It means the perceptions of these teachers may be a factor that affects the understanding of the material presented. Thus, it is important to know teachers' perceptions in implementing authentic assessment.

According to Maund (2014), the definition of perception is an activity that involves cognitive processes to understand the environment which includes objects and symbols or signs. Perception can be described as a person's expectations of an object, such as people, institutions, agencies people, institutions, agencies, and others. Russell (2014) states that recognizing the desires and expectations of the community towards an educational institution can be a supporting factor in efforts to improve the quality of education. Therefore, it can be concluded that perception is defined as a complex process that is received and experienced by each individual differently depending on the point of view and other aspects.

B. An Overview of Authentic Assessment

Authentic assessment is one type of assessment that helps students in the learning and teaching process. This assessment can encourage students to actively participate and solve their difficulties. Authentic assessment will also increase their motivation and boost their passion in learning English.

1. The Definition of Authentic Assessment

Mueller (2014) states that authentic assessment is a set of assessment that inquire learners to show performance in a real-world situation that shows the meaningful application of ability and skills. Meanwhile, Abidin (2012) mentions that authentic assessment is a form of collecting various data that shows the entire development of student learning progress. Educators required to know about students' learning progress in order to ensure that students experience the learning

process properly. Therefore, student learning progress is measured throughout the learning process, not at the end of the period (end of semester).

According to O'Malley and Pierce (2009), authentic assessment is an assessment that determine learner's motivation, attitudes, achievement and learning on using instructional materials in the classroom activities. This is how learners comprehend their skills in conducting some tasks and teachers could easily measure the best ability of every student in the class during the learning process. This assessment is very helpful for students, as it requires students' higher order thinking skills for learning outcomes. Therefore, in this assessment involving real-world tasks, it will be more interesting and motivating for students to learn.

Moreover, Wiggins (1998) states that authentic assessment is the practice that requires the learner to learn in new situation, and it requires the assessment system to determine the skills of the learners. Besides, authentic assessment that is focusing on real-world situations involving real-world targets as an important intended audience. Hence, an assessment will be realistic if it is deeply connected to the real-world situations of learners. Pokey and Siders (2001) define that authentic assessment is the processes of assessing students primarily against the competencies that students have acquired or a form of evaluation of students' knowledge or skills in a context that is as close to the real life as possible.

According to Burhan (2011), authentic assessment tends to emphasizes learner's ability to demonstrate their knowledge in real-life and meaningful way. Assessment activities do not simply ask or tap the learner's knowledge, in contrast

perform in real-world from the knowledge and skills that have been mastered. Thus, authentic assessment is the process of assessment that refer to “real-world” situation or context that is an application of essential knowledge and skills that requires a variety of approaches to solving the problem, allowing for the possibility that one problem may have more than one solution. In a learning process, authentic assessment assesses, measures, and monitors all aspect of learning outcomes (cognitive, affective, and psychomotor domains), either that appear as the end result of learning process, or the form of changers and development of activities, and learning gains during the learning process in the classroom or outside the classroom.

2. Characteristic of Authentic Assessment

According to O'Malley and Pierce (2009), there are six main characteristics of authentic assessment, they are:

1. Constructed response

The idea that students should construct responses in the classroom refers to an active and participatory approach to learning and assessment in the classroom. When students are asked to construct a response, it means they are actively engaging with the material, thinking critically, and demonstrating their understanding by engaging in performance and creating products. It is a meaningful method of teaching and assessment that supports deeper understanding and the encouragement of higher-order thinking skills (Bennett, 1991).

2. Higher-order thinking/ critical thinking

Learners typically construct responses to open-ended questions by using higher-order thinking. Higher order thinking skills (HOTS) is one of the components of creative thinking and critical thinking skills. According to Poh (2000, as cited in Heong et al., 2011), creative thinking can develop individuals to be more innovative, have good creativity, ideal and imaginative. As stated by Brookhart (2010), higher order thinking is defined as the use of the extended mind to meet new challenges in the world of education as it can go beyond the acquisition of basic knowledge and encourage students to analyze, evaluate and apply their understanding to the solving of complex problems and making the appropriate decisions. Hence, the student become a more independent and effective learner who can adapt to a rapidly changing world. The following below are examples of HOTS questions at different levels: low, middle and high based on Brookhart (2010), they are:

Low-Level HOTS Question: Topic: Reading Comprehension

Question: What is the main idea of the passage you just read? Provide two supporting details from the text to justify your answer.

Middle-Level HOTS Question: Topic: Literary Analysis

Question: In the novel "To Kill a Mockingbird," discuss the symbolism of the mockingbird. How does the author use this symbol to convey deeper themes in the story? Provide specific examples from the text to support your analysis.

High-Level HOTS Question (HOTS): Topic: Creative Writing

Question: Imagine you are a character in the story you just read. Rewrite a critical scene from the perspective of this character, providing insights into their thoughts, emotions, and motivations that were not explicitly stated in the original text. Explain how your reinterpretation enhances the reader's understanding of the character and the narrative as a whole.

3. Integrative

Integrative assessments are designed to evaluate students' ability to connect and apply knowledge, skills and concepts from multiple sources in different contexts. This type of assessment does not simply measure isolated or rote skills, but focuses on assessing students' ability to synthesize and integrate what they have learned into meaningful real-world scenarios. This characteristic provides more comprehensive and holistic view of students' abilities than traditional assessments that only focus on isolated facts or skills (Crisp, 2012)

4. Authenticity

As stated by Allard and Mayer (2014), authenticity is a fundamental characteristic of good assessment practice. Authenticity as the extent to which test tasks replicate real-life language use tasks. Authenticity is one of the most important criteria and principles of effective testing in language testing. An important aspect of task authenticity is that real communication occurs and language is used for the actual purpose. In addition, it can reflect good learning or real-world contexts in

which students can engage through meaningful and challenging tasks in learning activities.

5. Process and product

According to Storch (2005), there are two important elements that help evaluate student performance comprehensively. The process of authentic assessment's component is focuses on how students are involved in a learning task or project. It assesses the steps they take, the strategies they employ, and the decisions they make as they work on language-related activities or projects in real time. **For example:** Students are assigned to write a persuasive essay. Process assessment could include drafts, revision notes, peer feedback, and reflective essays discussing their writing and improvements made during the writing process (Skehan, 2013)

Meanwhile, the product of authentic assessment's component is focuses on the final outcome or result of students' language-related work. It assesses the quality, completeness and effectiveness of tangible outcomes, such as written essays, presentations or projects (Storch, 2005). **For example:** Students are asked to create a multimedia presentation about a book they have read. Assessment of the product will focus on the quality of the final presentation, including their ability to communicate ideas effectively, use appropriate language, and involve the audience (Skehan, 2013).

6. Depth versus breadth

According to Prestidge and Glaser (2000) that depth in authentic assessment refers to the extent to which an assessment can evaluate students in a particular topic, skill or aspect of English comprehensively and holistically. Depth assessment encourages students to go deep into a particular aspect of English, so that they can understand it thoroughly rather than just skimming the surface. For example, in an English class: when studying figurative language in literature. A depth assessment requires students to select a specific literary work (for example, a poem or novel) and conduct a detailed analysis of the author's use of figurative language throughout the text, and they must determine its impact on the overall meaning and tone (Skehan, 2013).

Moreover, according to Prestidge and Glaser (2000) that breadth in authentic assessment to examine the extent to which assessments evaluate students' knowledge and skills across a range of English topics, concepts or skills, it provides a broader view of their overall proficiency. Breadth assessments cover a range of English topics, it assesses students' ability to apply their knowledge across a range of contexts. For example, in an English Class: In a more extended assessment, students could be given a series of short essay questions that cover different literary genres, famous authors, grammar rules and writing styles. This assessment will require them to apply their knowledge to different aspects of the English language (Skehan, 2013).

Additionally, Kunandar (2014) mentions the following characteristics of authentic assessment in terms of implementation, they are:

- 1) It measures all aspects of learning, including performance and product that learners have made. The performance and product they are make reflect to real and objective competence.
- 2) Assessment must be done during and after the teaching-learning process. Teachers are required to assess their students' abilities or competencies during and after the teaching and learning process.
- 3) Using various resources. This approach aims to emphasize the importance of creating a rich and diverse learning environment. Thus, educators can provide opportunities for students to engage with a wide variety of materials and tools, encouraging independent learning, problem-solving skills, and more authentic and real learning experiences. Educators must use a variety of assessment techniques in carrying out assessments (according to the required competencies) and resources must be to reflect learner's competencies.
- 4) Tests are only one of instrument for collecting assessment data. That means authentic assessment encourages the use of various assessment methods and tools to get a more comprehensive overview of students' abilities and understanding and tests should not be the only instrument for collecting assessment data. Using a wider range of assessment methods can provide a more accurate and meaningful evaluation of student learning and abilities.
- 5) The tasks are given to students should reflect part of their daily lives.

- 6) Assessment should emphasize the quality rather than the quantity of students' knowledge and skills. Assessment of student competency achievement should objectively measure the quality and mastery of a particular competency.

From the characteristics described above, it can be seen that specific characteristics may vary depending on the educational context and perspectives of experts, but these core attributes still collectively contribute to the effectiveness of authentic assessment. This assessment requires learners to be productive, allowing them to apply concepts and theories so that they can perform a number of tasks that will be meaningful in the real world. Meanwhile, the scope of authentic assessment is quite complex including attitude, knowledge, and skill competence.

3. The Process of Authentic Assessment

Mueller (2008) suggests a number of steps that need to be taken in developing authentic assessment, which include:

- 1) Determination of standards

Standards as a benchmark of what learners should know and do. Standards are carried out by observation and measured for achievement. Competency standards are abilities that include attitudes, knowledge and skills, while basic competencies are the minimum standards that learners must be mastered. Competencies become the reference and goals that must be achieved in the learning process. Therefore, the determination of standards is the standard of competence, basic competencies, and indicators (Burke, 2009).

2) Setting of authentic tasks

Greenstein (2012) states that authentic tasks are tasks that learners must actually do to measure the achievement of the competencies of the material learned, both during the learning process and when it is over. There are two things that become a reference in making authentic tasks in learning. First, authentic tasks must refer to the competencies to be measured. Second, the selection of tasks must reflect the real-world situation.

3) Creating authentic task criteria

Criteria are statements that describe the level of achievement and the real evidence of the achievement of the desired learning quality. In authentic assessment, assessment criteria must match of the competencies taught, the number of criteria must indicate the achievement of essentials in a standard because this would be the core of mastery of learning competencies. Making criteria must refer to relative provisions, the provisions are: tasks are formulated clearly, concisely, tasks can be measured (using operational verbs), refer to learning outcome behaviors and tasks are written in language that easy to understand (Greenstein, 2012).

4) Making the rubric

A rubric is a scoring scale used to assess learner performance on a particular task. Burke (2009) mentions that, rubric has two main things that must be present, namely the criteria and the level of performance achievement for each criterion. Typically, rubrics are presented in table form, with the criteria placed on the left and the level of achievement on the right of each criterion. Criteria are formulated

with grammatical language or specific words that reflect the content, while the level of performance achievement is usually indicated by numbers.

4. Kinds of Authentic Assessment

There are four types of authentic assessment according to the 2013 Curriculum, they are: performance-based, self assessment, project assessments and teacher observation.

a. Performance Assessment

One of the forms of authentic assessment is performance assessment. Performance assessment measures students' ability to demonstrate relevant skills in an authentic context so that is included in authentic assessment. There are several reasons why performance assessment is preferred to be used. Performance assessment emphasizes on real-world problem solving (Airasian, 2005). According to Taufina (2009), performance assessment is one of assessment that ask learners to demonstration their criteria (performance, interaction, and behaviour). The application of performance assessment always involves students in daily life practices in knowledge and skills. It has two characteristics, they are: 1) students demonstrate abilities and engage in an activity, 2) performance's product is more important than the action.

The regulation of the Minister of Education and Culture (2013) stated performance assessment aims to allow educators to know how learners manage problem solving and how learners demonstrate their knowledge and skills. Performance assessment helps educators to assess the learner for diagnostic

purposes, monitor the learner's progress during the learning process and make learning into real life and develop the learner's communication. Examples of performance tasks in language teaching that can develop language skills are role-playing, discussions, debates, presentations, experiments, speeches, storytelling and interviews. For example, when the teacher asks students to do storytelling. They have to assess students' story telling, teachers can use the example of rating scales as in table 2.1

Tabel 2. 1

Rating scale for assessing psychomotoric students' story telling

No.	Aspect	1	2	3	4
1.	Organization (<i>Introduction, body, conclusion</i>)				
2.	Content (<i>depth of knowledge, logic</i>)				
3.	Fluency				
4.	Language: <i>Pronunciation</i> <i>Grammar</i> <i>Vocabulary</i>				
5.	Performance (<i>eye contact, facial expression, gesture</i>)				
Score					
Total Score					

(Suwartono & Riyani, 2019)

Competency:

A R - R A N I R Y

1 = low

2 = average

3 = good

4 = very good

Performance assessment is measured by directly observing students doing something. The aspects assessed consist of: 1) imitating, 2) constructing, 3) performing with procedures, 4) performing well and precisely, and 5) performing an action naturally. In the ELT domain, the language use in performance that is

assessed is oral and written. To be practical in conducting the assessment, teachers should have assessment skills or checklists (Suwartono & Riyani, 2019).

b. Self-Assessment

According to Baniabdelrahman (2010), self-assessment is a model of assessment that helps learners to give accurate and honest responses based on real ability. It is not only numbers for assessment as they think. This method helps learners to learn more effectively. Marzano (2006) points out that self-assessment could be a comparison between the teacher's score and the self-assessment score. That way it can be a correction material for educators to find parts of learning that must make improvements and provide opportunities for educators and learners to interact with each other. The key aspect of self-assessment is to influence the attitude and impression of instructional actions. Learners have worldwide self-assessment ability in prior knowledge. The following is an example of a rating scale for students to assess their own attitudes that can be given by teachers.

Tabel 2.2

Rating scale for assessing student's attitude

No.	Aspects	Category		
		good	fair	Poor
1.	Comprehend reading in textbooks			
2.	Listening to the explanation			
3.	Working on assignments			
4.	Take the written test			
Total Score				

(Suwartono & Riyani, 2019)

To assess their own attitudes, students can conduct self-assessment by evaluating tasks that include understanding readings in textbooks, listening to explanations, doing assignments, and working on written questions. Thus, teachers can assess how students assess their self-assessment (Suwartono & Riyani, 2019).

c. Project Assessment

According to Syamsudduha (2012), project assessment is form of assessment that given assignment for learners that must completed in particular period of time. The assignment is a form of inquiry that starts from collecting, organizing, evaluating, and presenting data. Project is an authentic assessment that assigns tasks to students in groups. Using projects as assessment tasks will benefit students by giving them a real opportunity to apply their knowledge rather than just acquiring it verbally from the teacher in class (Marina, 2015). This activity is carried out to achieve academic goals while accommodating all differences in learning styles, interests and talents of students. The final project deliverable may take the form of a written report, a video recording, a combination of both, or something else. Thus, it can take the form of writing, pictures, sounds, actions, or a combination of these. Project tasks can show the ability of students in terms of mastery of knowledge, understanding, application, analysis, synthesis of information/data, up to meaning and conclusion (Phillips, Burwood, Dunford & Maley, 2000).

Phillips (1999, as cited in Rukmini & Saputri, 2017) states that project assessment is a combination of work that cannot be accomplished by educators in

one time. Project assessment requires students to perform a series of tasks that will be produced as product or data in detail. By implementing project tasks in the English classroom, learners will be encouraged to improve their social skills, motoric skills and intellectual skills. Projects are long-term tasks that obligate students to use a variety of skills and knowledge to complete the task. Projects could be individual or group projects, and they could be completed inside or outside of school. For example, the teacher assigns students in groups of 5 to make a scientific paper about a phenomenon that is happening around them (Syamsudduha, 2012). To assess the students' work, the teacher can use rating scales in tabel 2.3 below.

Tabel 2. 3

Rating scale for assessing students' project

No.	Aspect	1	2	3	4
1.	Designing				
2.	Implementing				
3.	Reporting				
Score					
Total Score					

(Suwartono & Riyani, 2019)

To assess project tasks, teachers conduct assessments by evaluating tasks that include designing, implementing and reporting activities. Thus, the teacher can assess how the students' writing design, how they carry out their group project assignments and how the results of the report appear (Suwartono & Riyani, 2019).

d. Process Assessment

Process assessment involves evaluating and analyzing the effectiveness, efficiency, and performance of a particular process in an organization. The purpose

of a process assessment is to identify areas that need improvement, ensure compliance with standards, and improve the overall efficiency of the organization (Roberts, Allen, & Coley, 2020). Observation is one of the process assessment methods. Observation involves direct observation of the execution of a process or activity.

Puspita and Suyatno (2020) describes that teacher observation as one of the assessments that has been accepted as a source of information to record and report students' demonstration of learning outcomes in education. As students progress, less attention is usually paid to teacher observation and more is given to formal assessment procedures involving required tests and tasks taken under explicit context and time constraints. Nevertheless, teacher observations are capable of providing significant information about students' demonstration of learning outcomes at all levels of education.

Teacher observation is a supporting assessment method that is used by teachers in interviews and questionnaires. Observation is conducted daily in the classroom. According to Muktamir and Rohmah (2022), teacher observation is conducted using three types of methods: asking questions, investigating, and small group interaction. It is also concluded that teacher observation is conducted without standards and criteria. There are no specific assessment tools used in the assessment.

As Bailey (2015) states that neither learners nor teachers may be aware of the assessment process, therefore observation ultimately serves as a facilitation of

learning and immediate decisions. Observation assessment can be categorized as an instinctive assessment, if the observation process does not pay attention to a specific focus and purpose. Without a specific focus, assessment through teacher observation may not reflect true feedback. This can cause the target of the observation to become blurred. The following is an example of a checklist to observe student activity in discussion through observation.

Table 2. 4

Checklist observation

No.	Statements	Category		
		good	fair	Poor
1.	Actively sharing ideas in front of friends			
2.	Actively asking questions			
3.	Actively giving response to friends' ideas			
4.	Actively completing group discussion task			
5.	Obeying rules in discussion			
6.	Being responsible of group task			
7.	Together doing group task with friends			
8.	...			

(Suwartono & Riyani, 2019)

C. Challenges in Authentic Assessment

In implementing authentic assessment, teachers are faced with many challenges that will prevent them from implementing authentic assessment properly. The following are various challenges to the implementation of authentic assessment found in previous studies, including:

1. Understanding of Authentic Assessment

Understanding the assessment of learning outcomes and authentic assessment is very important because this is one indicator of the achievement of

teacher competence. This understanding problem is one of the challenges to the implementation of authentic assessment in schools as Aiman (2016) found that the inhibiting factor in the implementation of authentic assessment is the lack of understanding of teachers about the authentic assessment process and the instruments used in authentic assessment.

2. Teacher Training

Dearden (1984, as cited in Kamil, 2010) states that training basically includes teaching and learning processes and exercises that aim to achieve a certain level of competence or work efficiency. As a result of training, participants are expected to be able to respond appropriately and according to certain situations. In authentic assessment training, teachers are usually given training on how to assess and the techniques that can be used, in which the technique of assessing each competency is different. They include techniques and instruments for assessing attitudes, knowledge and skills.

3. Facilities and Infrastructure

Baharuddin (2010) states that facilities are all equipment that is directly used by teachers or students in the teaching and learning process such as buildings, classrooms and learning media. The problems that commonly occur for some teachers in the facilities of the school during the implementation of authentic assessment are: first, technological limitations, such as computers, software, or fast internet connections. This could discourage the use of technology-based assessment methods, such as online assignment submission or the use of specialized software.

Secondly, the limitations of teaching materials, such as books, reading materials, or practicum tools. Then, limited space, cramped classrooms or lack of adequate physical facilities can be an obstacle in organizing learning activities that require larger spaces, such as science experiments or sports practice (Uline & Tschannen-Moran, 2008).

Meanwhile, Baharuddin (2010) also states that infrastructure is a facility that indirectly supports the teaching process, such as courtyards, gardens, school garden, the road to school and so on. Authentic assessment frequently involves activities outside the classroom, such as visits to museums, libraries or fields. If the school is located far from these facilities or does not have a budget for travel, teachers may struggle to provide adequate learning experiences. Based on this understanding, facilities and infrastructure aim to facilitate the delivery of teaching material and facilitate the organization of education especially authentic assessment (Uline & Tschannen-Moran, 2008).

4. Multiple Aspects of Assessment

One of the challenges in implementing authentic assessment is that the format is too complicated, which makes it difficult for teachers to assess each learner. Simanihuruk (2019) explains that the many aspects of assessment and the number of students assessed greatly affect the teacher's workload because the more students, the longer the assessment will take. Teachers also feel burdened with a lot of time and costs because the assessment instruments are made for each student and for each form of assessment instrument.

5. Time Allocation

Time allocation is one of the challenges in implementing authentic assessment, according to research conducted by Divanda and Suwandi (2019), teachers have faced the main obstacle in the form of limited time in implementing authentic assessment in learning. Authentic assessment that covering various aspects of competence requires teachers to prepare types of assessments that are tailored to each competency. Each type of assessment must have an assessment instrument that includes assessment guidelines, assessment criteria, and assessment rubrics. To overcome the challenges assessment in the form of time constraints, teachers make an assessment plan which is carried out at a certain time and place.

D. Benefits of Authentic Assessment

Despite the challenges of implementing authentic assessment, it has played an important role in driving curricular and instructional change in the context of global education reform. Experts have identified various advantages of authentic assessment, according to Wiggins (1998) some of them are:

- 1) Authentic assessment encourages the social aspect of learning by enabling active participation and deeper learning.
 - 2) Authentic assessment leads students to move from consumers of knowledge to creators of knowledge.
 - 3) Authentic assessment facilitates greater levels of self-reflection among students.
- Giving teachers more flexibility in instruction.

4) Research has shown that with authentic assessment, students become more self-regulated and become autonomous learners.

5) Authentic assessment allows for assessment that meets the needs of students by providing authenticity and usefulness to the results.

6) Teamwork.

7) It also provides students with real-world experience, while protecting them from harmful or irrelevant elements.

8) Enhances creativity.

In addition, there are several other benefits of using authentic assessment, as stated by Mueller (2008), which are as follows:

1) The use of authentic assessment allows direct measurement of learner performance on what is an indicator of competency achievement.

2) Authentic assessment gives learners the opportunity to construct their learning outcomes. The assessment should not just ask the learners to repeat what they have learned because it only trains them to memorize and remember which is less meaningful.

3) Authentic assessment allows the integration of teaching, learning and assessment activities into an integrated package of activities.

4) Authentic assessment gives learners the opportunity to display their learning outcomes and their work performance in a good way. In short, this model allows the learner to choose the way, form or display that he/she finds most effective.

From the description above, it can be seen that authentic assessment refers to evaluating students' knowledge and skills that reflect real-world tasks and challenges. Unlike traditional assessments that often rely on standardized tests and multiple-choice questions, authentic assessment provides a more holistic and meaningful approach to measuring student abilities. Authentic assessment offers a more meaningful and comprehensive approach to evaluating students' knowledge and skills, aligning education with real-world demands.

E. Previous Study

The study about the implementation authentic assessment of English class have been conducted by some of former researchers and some of these previous studies will show teachers' perceptions and challenges in implementing authentic assessment.

First, Anisatul (2021) did the research about The Implementation of Online Authentic Assessment of Writing Skill at SMA Boarding Al-Irsyad Al-Islamiyyah Purwokerto. This study was conducted in qualitative research, data were collected by observation, interview and documentation. The subjects of this study were teachers and students. The results of the study show that teachers and students are positive about authentic assessment and there are two types of online writing assessments conducted by English teachers, they are writing personal blogs and writing personal emails. However, there are some suggestions related to time allocation, providing feedback, and assessment rubrics. Another result is that the implementation of online authentic assessment of writing skills fulfills the

principles of authentic assessment criteria and the characteristics of authentic assessment and online assessment.

Second, Al Ayubi, Erlina, and Desvitasari (2021) conducted a research on English teacher's perception on the use authentic assessment in EFL classroom. This study was a qualitative research with a case study. The participants of this study took two of English teachers by criterion sampling and the data were collected by interview. The result of this study showed that authentic assessment very helpful for the teachers, however most of the teachers still have difficulties in using authentic assessment due to the limited information they have on the definition of authentic assessment and its implementation, even though they have attended training or workshops on the use of assessment in Curriculum 2013. Some teachers did not have sufficient knowledge on how to organize the steps of preparing an assessment rubric. They are used to making assessment rubrics from analyzing basic competencies without any revisions. Thus, sometimes the assessment does not work effectively.

Third, research from Aliningsih and Sofwan (2015) that conducted a research on English teachers' perceptions and practices regarding authentic assessment. This study was a qualitative research with a case study. Data were collected by interview and classroom observation. The results of this study revealed that teachers are positive towards authentic assessment as they agree that this assessment approach is beneficial for assessing students' progress and achievement. However, the teachers considered insufficient time, crowded classrooms,

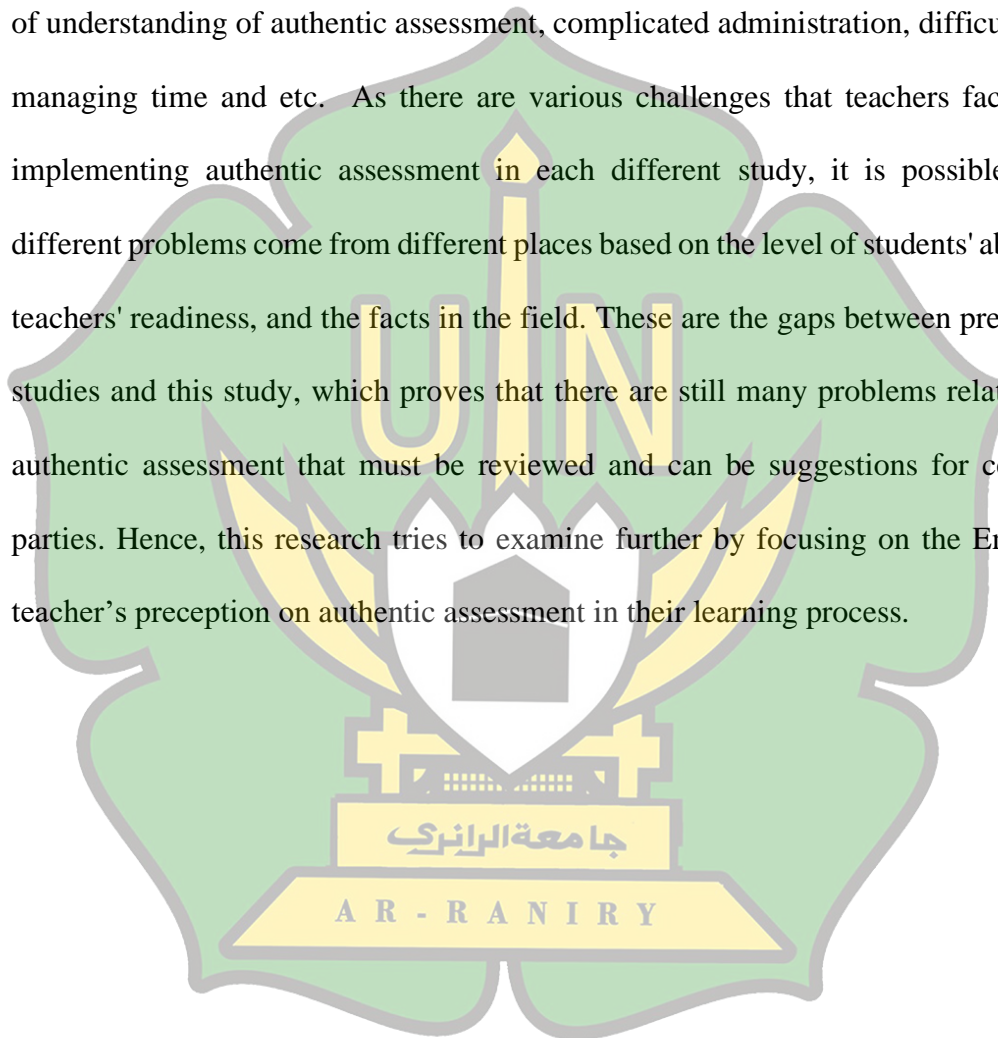
exhausting and time-consuming activities, and complicated administration as the main problems in implementing authentic assessment.

Fourth, Hanifah (2019) conducted a study of teachers' perceptions on authentic assessment to assess students' writing assignments in rural areas. The results showed that teachers in rural areas have the same perception about authentic assessment that they agree to implement this assessment. The second finding shows that teachers' problems in implementing the assessment such as students' low ability, teachers' objectivity in assessing students, inadequate facilities to conduct authentic assessment, difficulty making lesson plans, and difficulty in time management. The results of this study show the solutions that teachers do to overcome these problems.

Finally, research was conducted by Suwartono and Riyani (2019) about Authentic Assessment in ELT: Hopes, Challenges, and Practices. This research is based on a critical idea that using the literature review method. The author reviews authentic assessment of information literacy and teaching design that can be applied by teachers in the classroom information literacy and instructional design that teachers can implement in the classroom. This study provides insights into the what, why and how of authentic assessment in English language teaching. The results of this study found that the disadvantages of authentic assessment are time consuming, complicated administration, and challenging for teachers.

Therefore, from the relevant research, it could be concluded that there are some gaps among those previous studies, such as participants, location and the

difficulty of implementing authentic assessment. Due to the complexity of authentic assessment, teachers have many problems in implementing authentic assessment in the learning process such as lack of time in class assessment, learning facilities, lack of understanding of authentic assessment, complicated administration, difficulty in managing time and etc. As there are various challenges that teachers faced in implementing authentic assessment in each different study, it is possible that different problems come from different places based on the level of students' ability, teachers' readiness, and the facts in the field. These are the gaps between previous studies and this study, which proves that there are still many problems related to authentic assessment that must be reviewed and can be suggestions for certain parties. Hence, this research tries to examine further by focusing on the English teacher's preception on authentic assessment in their learning process.



CHAPTER III

RESEARCH METHODOLOGY

This chapter describes the research methods, which were used in this study. Creswell (2017) states that research methods would assist researchers to collecting, analyzing, and interpreting data as well as answering the research question.

A. Research Design

The writer used qualitative research methods in this study. According to Mackey and Gass (2005), qualitative research refers to descriptive data that does not use statistical procedures. Rather, qualitative research methods aim to describe current problems accurately about ongoing practices through natural phenomena and human discoveries (Brumfit and Rosamon, 1995). Creswell (2017) points out that qualitative research is the most reliable research method to address research problems when variables are unknown and need to be explored. The aim of this study is to find out the teachers' perception on authentic assessment in their teaching and learning process. In order to do so, the writer used case study as type of qualitative research to analyze English teachers who implement authentic assessment in their classroom.

Creswell (2017) states that a case study is an inquiry strategy in which the researcher explores in depth a program, event, activity, process, on one or more individuals. It is also an empirical inquiry that investigates a contemporary phenomenon (the case) in depth and in its real-world context, especially when the boundaries between phenomenon and context are not clearly defined. Based on case study, to obtain in-depth knowledge, data can be obtained not only from the case under research, but also from all parties who know the case well. Then reliable informants are needed to fulfill the requirements as informants such as people who know a lot about the problem under research and fulfill certain criteria (Starman, 2013). Thus, this research conducted case study in three junior high schools in Langsa with the selection of participants based on predetermined criterias.

B. Research Participants

The participants of this study are six English teachers in junior high schools and the study was conducted in three junior high schools located in Langsa who use authentic assessment in their learning process. In conducting this study, the writer used purposive sampling in selecting suitable participants in order to avoid broader sample criteria, so that the writer can achieve more specific goals. According to Turner (2020) that purposive sampling is used in research to collect samples by targeting individuals based on characteristics that match the interest in a study. Sugiyono (2010) states that purposive sampling is a sampling technique by taking data sources based on certain considerations.

Therefore, the writer chose the participants from three schools based on purposive sampling, they are from different schools in Langsa to find out how each teacher applies authentic assessment in each school. They are:

- The English teachers in MTs Madrasah Ulumul Quran Langsa
- The English teachers in MTsN 1 Langsa
- The English teacher in MTs Terpadu Langsa

From each school above, the writer determined two teachers as participants to represent their perceptions on authentic assessment. The writer also determined the criteria in selecting the two teachers, including: senior teachers who have been teaching for approximately five to ten years, permanent teachers or civil servant teacher, and teachers who were recommended by the school. The selection of this criterion is based on their teaching experience as teachers in recognizing the characteristics of students so that they can provide a lot of information about their perception on applying authentic assessment in the classroom. The writer also examined the differences of each teacher in using authentic assessment due to different regulations in each school.

C. Technique and Instrument

In this study, the writer used interview as a data collection technique to find out teachers' perceptions and challenges in implementing authentic assessment that is carried out by teachers in schools located in Langsa. Griffiee (2012) defines interview as a research tool that has structure, purpose, and form, and it is interpreted as a structured person-to-person conversation for the purpose of

discovering meaningful data that must be collected, then analyzed, and finally validated. The writer conducted the interview with teachers by meeting directly face-to-face. The type of interview used in this study is semi-structured interview. Dornyei (2007) states semi-structured interview is a type of interview that allows the interviewer to design a series of questions related to the research topic.

The questions asked were in accordance with the question structure determined by the writer. The format of the questions were entirely open-ended questions that allowed the interviewee to provide detailed answers by avoiding questions with 'yes' or 'no' answers. Subsequently, the writer asked follow-up questions to obtain more detailed information and clarify the interviewee's answers. The interview was conducted at flexible times for each participant depending on the situation. Because the writer wants the interview to be conducted comfortably to gain unlimited information of teacher's responses; the interview was used in Indonesian and recorded to avoid missing important information conveyed by the teacher.

D. Data Analysis

Data analysis is carried out to find the answers proposed in the study. Therefore, it is done by using a qualitative descriptive method to interpret the results of the data. The answers from the teacher interview were described through four steps by referring to Miles & Huberman (2014), they are:

a. Data reduction

The process of selecting appropriate or relevant information from the interview results by obtaining conclusions and verification conducted by writer about teacher perceptions on authentic assessment. It involves coding the data by assigning codes or labels to pieces of data that represent the same themes, ideas, or concepts.

b. Data display

In this section the data that has been coded, the next step is to visually represent the data in various ways to facilitate analysis. This could include creating graphs, diagrams, matrices or tables.

c. Data transformation

At this phase, qualitative data is converted into a more structured format. This is usually accomplished by summarizing, categorizing, or combining the data. It involves developing themes by grouping codes into broader themes or categories that capture the essence of the data. Furthermore, the process of quantification involves assigning a numerical value to the qualitative data to facilitate comparison or statistical analysis.

d. Data verification and drawing conclusion

In this final step, the writer draws conclusions, identifies patterns, and develops insights based on the data that has been transformed and displayed. This is carried out by constant comparison, which is comparing new data with existing data to refine categories and themes. Next, member checking

was conducted by requesting feedback from participants or experts to ensure the accuracy and validity of the interpretation.



CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter consists of two sections, research finding and discussion. Research finding explains everything about what was found to answer the research questions in this study. Meanwhile, the discussion discusses the findings that are associated with previous research and experts.

A. Research Findings

To answer the two research questions presented in this study, the writer used interview to collect data. The interview was conducted from November 3rd to November 10th, 2023. After analyzing the data, the writer found several findings related to this research. These are explained in detail as below.

1. Teacher's Attitude toward Authentic Assessment

Based on the data, the writer found teachers' opinions on authentic assessment. They all approved of this authentic assessment. From the research conducted, it was revealed that teacher had positive perception toward applying authentic assessment in English Language teaching.

a. Positive perception on authentic assessment

After analyzing the data, it is gained that teachers had positive perception about authentic assessment. They considered authentic assessment as a complete and effective assessment, as well as suitable for all language skills.

1) Multiple aspect assessment

From the data, the teachers were positive about implementation of authentic assessment because authentic assessment is a good assessment. This is acknowledged by teacher 1 and 2

Teacher 1:

This is an assessment that must exist, especially in English lessons which require more assessment in terms of skills, because we have four skills in it.

Teacher 2:

This is a good assessment, because when I teach, I often give oral assignments so that I can see their original knowledge directly, so this kind of assessment is very good to help me measure their understanding. Nowadays, assessing students is required to assess character, knowledge and skills. It's been around for a few years now and requires assessing some of these aspects. So yes, it is actually good for the students too.

Similarly with teacher 3 also described that authentic assessment is a good assessment to implement in the class.

Teacher 3:

Overall, what I know is that this is a good assessment provided by the government with many formats. I think it's an okay assessment to use in the classroom.

Based on the findings described above, it can be concluded that teachers agreed with the implementation of authentic assessment and also they stated that authentic assessment is a good assessment that is required to be implemented

because it consists of three aspects that can assess students, which are character, knowledge and skills; and this is good for measuring student understanding.

2) Effective assessment

From the data, it was found that authentic assessment is effective in measuring students' knowledge and competencies in English language skills. This was confirmed by teacher 1 and 2.

Teacher 1:

In English lessons, students must display their skills not only in the final grade. For example, in learning about expressions, I usually show the material and examples on the board first. Then tell them to perform in front of me by making a conversation or just speaking. So, I think authentic assessment is effective to see whether students can do it or not.

Teacher 2:

Of course, it is effective, because sometimes there are many students who are good at English but when tests such as multiple choices questions or essays at the end of the semester, their scores are unsatisfactory. It can't be used as a benchmark if it only assesses at that time, so it must be taken from daily scores as well.

The responses above revealed that authentic assessment can help teachers in assessing students' competence whenever they wanted and not only in the final test. On the other hand, teacher 5 also mentioned that this kind of assessment can avoid cheating.

Teacher 5:

I think it's effective. Because students' skills will be more apparent than just being given written questions, which they can cheat on. By being asked to come forward and perform, their original abilities are more apparent.

Based on the findings above, it can be concluded that authentic assessment effective for assessing students' language skills. Authentic assessment helps teachers to assess during the learning process so that they could see the real abilities

of students that are not obtained from final tests and written tests such as multiple choices or essays conducted at the end of the semester. In addition, authentic assessment also helped teachers to avoid students from cheating which can falsify their real abilities.

3) Suitable for all language skills

The authentic assessment is also very suitable to be applied in all skills in English lessons. Teacher 4 expressed as follows.

Teacher 4:

Of course, it is appropriate. Because this kind of assessment makes us as teachers know the benchmarks in assessing students, how far our students can master good English, whether they have an interest in it or not.

Moreover, teachers 5 and 6 added that authentic assessment is suitable because there are three aspects that should be assessed all skills in English lessons.

Teacher 5:

In practice, the assessment is suitable for implementation because it includes an assessment of understanding, willingness, and skills.

Teacher 6:

I think it is suitable, because authentic assessment is a reference for us as teachers to measure the real abilities of students. In assessing students, it cannot be arbitrary, it must be in accordance with cognitive, for example, from the material with performance, then psychomotor is also assessed and affective, which is from the concern of their attitudes that pay attention to us or not. So, I think this assessment is suitable for all skills in English.

Based on the findings described above, it can be concluded that authentic assessment is suitable for assessing all skills in English lessons. It is because authentic assessments are designed to reflect real-life contexts and authentic situations, which can more accurately reflect a student's abilities in the real world.

b. The most common authentic assessment used

From the data, it was found that teacher mentioned the types of authentic assessment that are most commonly used in the teaching and learning process. They are: performance assessment, project assessment and class observation.

1) Performance assessment

Based on the interview, the teacher explained that the types of authentic assessment that teacher usually use in English classes are performance assessment. As teacher 1 and 5 said.

Teacher 1:

.... I often asked the students to perform story telling or conversation in front of the class. Because I wanted to see their performance in presenting English skills.

Teacher 5:

Depending on the material being studied, I asked them to make a dialog about what is happening and display it for me to see their fluency in English.

Based on the findings described above, it can be concluded that teachers frequently ask students to perform their performances in the front of class and the teacher assess them through performance assessment to see their real abilities.

2) Project assessment

From the data, the teacher also mentioned that the types of authentic assessment that teacher usually use in English classes are project assessment. As teacher 1 and 5 said.

Teacher 1:

Sometimes, I also told them to do project assignments in groups, for example, in the invitation letter material, I told them to make creative invitations.

Teacher 5:

I often make group assignments for students, for example in procedure text. They made a food recipe and then produced a video of them presenting how to cook.

As the result, it can be concluded that teacher also conducted project assessments in groups to produce products from students's projects.

3) Process assessment

The teacher mentioned that they also often observe students in class based on a checklist in order to see how serious the students are in learning. Which means teachers also used process assessment in their learning process. This was stated by teachers 4 and 6.

Teacher 4:

To assess student character, I often make observations in class based on the existing checklist, usually I use the one that is already available or sometimes I make my own according to what is needed.

Teacher 6:

Every thing that students did, we as teachers would observe to find out what their weaknesses were and it didn't have to be written down, sometimes it was just to be known. So, observation is mandatory for every teacher. So that teachers can better understand their students.

Based on the explanation, it can be concluded that teacher apply classroom observation, which is mandatory to better understand how far the students have made progress.

2. The Challenges in Implementation of Authentic Assessment

This coming up section contains findings related to the challenges in implementing authentic assessment. Through the interview results, the writer found five challenges faced by teachers in implementing authentic assessment. Those are

complicated administration, time allocation, limited training, insufficient facilities and infrastructure, and changing of regulation.

a. Complicated administration

After analyzing the data, it is gained that some teachers mentioned the complexity of designing the many administrations involved in authentic assessment. This was said by teacher 1 in the interview.

Teacher 1:

The administration is quite complicated. Because as I said earlier, for example speaking itself has to be assessed a lot such as pronunciation, grammar, intonation and so on. That's just one skill not to mention the other three skills. We are required to fill in the complete administration later in the lesson plan.

Teacher has a lot of difficulty in designing a large amount of administration in authentic assessment and they have to fill in a lot of administration in the assessment. In the other response, teacher 6 said this was one of the shortcomings of authentic assessment.

Teacher 6:

It can be said that this authentic assessment has a complicated administration. Yes, that is one of its shortcomings because everything must have positives and negatives.

To sum up, based on the above findings, it was discovered that teachers had difficulty in designing and filling in the administration on authentic assessment. Because of the large number of administrations in authentic assessment that is required to be completed by the teacher and it becomes one of the shortcomings for authentic assessment.

b. Time allocation

The second challenge obtained from the interview results is that teachers find difficulty in time allocation. This was mentioned by three of the six teachers interviewed.

Teacher 1:

Because there's so much to assess, sometimes there's not enough time. If I start the assessment at this meeting, it could be continued to the meeting next week. So, the time is not effective.

Teacher 3:

Assessment takes a lot of time because you have to be observant in assessing students. So, one meeting can only measure one skill, even then not all children can be assessed if in detail, but if only assessing the surface, of course it can be done.

Teacher 6:

Including being said to be complicated, if just one class is okay, but if it is six classes it will be problematic in time. It becomes inefficient because the time used must be more. Actually, the teacher's job is not only in the assessment.

Teachers have difficulty in managing time in the assessment that should be done for authentic assessment. Moreover, they have to deal with many students and classes. As mentioned by teacher five:

Teacher 5:

One class consists of 32 to 35 students and we only have 4 hours of English lessons a week. Moreover, we have to deal with various kinds of student characters. Because students must achieve the required grades. Of course, it is common secret that grades must be completed for all students.

Based on the explanation above, it can be concluded that designing and preparing authentic assessments require more time and effort compared to traditional assessments. Not only designing, but also implementing it takes more

time due to the large number of things to be assessed and the large number of students.

c. Limited training

It was also established from the interviews that the teachers did not receive enough training on authentic assessment. This was clearly confirmed by four teachers below.

Teacher 1:

There is no specific training for authentic assessment. Usually, we only make training/workshops for teachers on self-development in MGMP and then insert a little about assessment on it.

Teacher 2:

There may not be any specific training on authentic assessment, but we usually participate in subject area training. So, it is usually inserted there (taught).

Teacher 6:

Training is conducted perhaps at least twice a year but it is not always about assessment. It is only briefly about assessment because it will move on to other training that is needed by the school.

Training for authentic assessment is generally limited because there is factor why training is rarely carried out, this was revealed by teacher 3.

Teacher 3:

There is no funding if it is made frequently. Because we invite resource persons/tutors (usually lecturers), we have to pay for hotels and meals also. Moreover, we teachers are not paid, but we have to provide the meals at least for 70 participants. So, you can imagine how much we have to spend...

From the explanation above, it can be concluded that teachers still lack of understanding of the implementation on authentic assessment due to limited training. Limited training occurs because the unavailability of funds to support the training.

d. Insufficient facilities and infrastructure

The next challenge obtained from the interview results is the insufficient facilities and infrastructure to support implementation of authentic assessment. As mentioned by some teachers.

Teacher 1:

For listening tests, it is rare because there is no UN anymore so I don't focus on listening and listening requires speakers which are sometimes not available at school.

Teacher 2:

Even for some tools we buy ourselves, just think of it as capital for us.

Teacher 6:

Yes, there should be a language lab to support language learning, but our school does not have one.

Because of the lack of facilities and infrastructure in schools, some of the authentic materials cannot be implemented by teachers due to the absence of supporting tools to be more advanced in educating students in the language section.

As the result, it can be concluded that one of the challenges faced by teachers in implementing authentic assessment is the insufficient facilities and infrastructure available at school.

e. Changing of regulation

From the interview data that has been analyzed, it was found that teacher find challenges in implementing authentic assessment because the government often changes the regulations. As said by teachers 5 and 6.

Teacher 5:

The government often changes the instructions so sometimes it makes us confuse which one to use.

Teacher 6:

As long as the curriculum has not changed, it means that the assessment is still like that but we just have to see the strengths and weaknesses. When it changes again to something else, we learn it again like the next one.

As the result, because the government often changes regulations, teachers are confused about what the correct assessment should be. Thus, they are unable to fully master one particular method including authentic assessment.

B. Discussion

This section is a discussion of the findings described above. There were two research questions proposed in this study based on teachers' perceptions. Both research questions were answered by the data obtained from the interviews. The first research question is "What are the English teacher's attitude toward authentic assessment at junior high schools in Langsa?". From the research findings, it was revealed that there are some teachers' perceptions related to authentic assessment. Teachers had positive perception about authentic assessment. They believed that authentic assessment is multiple aspect and effective for measuring students' skills, as well as it is appropriate to be used in learning all English language skills. Teacher also mentioned that performance assessment, project assessment and process assessment are types of authentic assessment that most applied by teachers in English classes.

These findings are in line with Stiggins (1997) who states that authentic assessment asks learners to demonstrate specific skills and competencies that they have already mastered. Conceptually, authentic assessments are statistically significant compared to standardized one-time multiple-choice tests. When

applying authentic assessment to determine student learning outcomes and achievement, teachers apply criteria related to knowledge construction by trying to observe activities and values beyond school achievement. Teachers have to play a role in being effective in teaching as found by Zulfikar, Dahliana, and Sari (2019) that students learn better if they are taught by effective teachers. The effective teachers will help students to learn better. In addition, Wiggins (1998) emphasizes that authentic assessment is effective in helping teachers to measure all students' skills and understanding because authentic assessment creates a context in which students can demonstrate their understanding in depth.

In addition, the data also reveal that teachers applied performance assessment to measure students' real abilities, used project assessment by forming groups that should produce a product and also did observation to find out information from student demonstrations of learning outcomes. These findings in line with the regulation of the Minister of Education and Culture (2013) which stated that performance assessment aims to allow educators to know how learners manage problem solving and how learners demonstrate their knowledge and skills. According to Syamsudduha (2012), project assessment is one of authentic assessment that assigns tasks to students in groups. This activity is carried out to achieve academic goals while accommodating all differences in learning styles, interests and talents of students. Puspita and Suyatno (2020) describes that teacher observation as one of the assessments that has been accepted as a source of information to record and report students' demonstration of learning outcomes in education.

The second research question proposed in this study is “What are the challenges that are faced by the teachers in implementation of authentic assessment at junior high schools in Langsa?” This study discovered five challenges faced by teachers in implementing authentic assessment. Those are complicated administration, time allocation, limited training, insufficient facilities and infrastructure, and changing the regulation. Those findings are also found by Aziz, Yusoff, and Yaakob (2020) that the challenges in implementing authentic assessment are lack of support from school administration causing frustration among teachers, overwhelming documentation, overloading teaching hours, too many school activities on weekends which often burden teachers with sudden activities and lack of training on authentic assessment.

Additionally, Palmer (2004) mentions that the challenge in implementing authentic assessment is related to resources. Hart, Hammer, Collins, and Chardon (2011) state that authentic assessment demands a greater investment of time and resources compared to more traditional assessments. Simanihuruk (2019) also explains that the many aspects of assessment and the number of students assessed greatly affect the teacher's workload because the more students, the longer the assessment will take. However, there were some difficulties that the teachers encountered. Overall, they can still overcome them with some solutions during the learning process. It shows that authentic assessment is still effective for them to apply in English teaching. However, in implementing authentic assessment, teachers need to plan activities that will be implemented in the classroom.

CHAPTER V

CONCLUSION AND RECOMMENDATION

This chapter consists of two parts. This chapter begins with conclusion and ends with recommendation. The data that has been analyzed as well as the discussion of the research findings are concluded in the conclusion section. In addition, there are recommended suggestions related to this research.

A. Conclusion

This study is aimed to find out English teachers' perceptions on authentic assessment. From the findings and discussion in the previous chapter, the writer concludes several things in this section. First, teachers' attitude toward authentic assessment were positive. They said that authentic assessment is multiple aspect and effective assessment for measuring students' understanding and competencies in English language skills, then they assess that authentic assessment is suitable for assessing all students' skills in English language learning; the teachers applied performance assessment, project assessment and process assessment in their teaching learning process. The explanation of these perceptions answers the first research question of this study.

Secondly, there are five challenges for teachers in implementing authentic assessment in their teaching and learning process. The first challenge is the complicated administration that makes teachers have to prepare a lot of assignments, rubrics and so on as the remaining documents. The second challenge is the time allocation for assessment which makes teachers overwhelmed with a large number of students and less teaching time. The third challenge is the limited training provided by the lack of funds so that teachers not fully understand the implementation of authentic assessment and they have to find out more on their own of authentic assessment. The next challenge is the limited facilities and infrastructure from the school which may hinder the implementation of some authentic assessment materials. Finally, the last challenge is changing of regulation which caused confusion for teachers to implement authentic assessment properly.

B. Recommendation

Based on the findings of this study, the writer would like to provide some recommendations for English teachers, schools, and the government that have a close relationship with authentic assessment for its implementation to be more effective to students. The first recommendation is for English teachers who still feel unfamiliar with the proper use of authentic assessment. The teachers should find out more about the implementation of authentic assessment by reading a lot of books or attending additional workshops personally. In order to make the implementation of the assessment more conducive and reach the children properly. Then, the next recommendation is for schools and the government. The government and schools need to be more supportive of the implementation of authentic

assessment in terms of infrastructure, training and strategies for teachers in implementing authentic assessment. Because of some shortcomings of the authentic assessment, hopefully the government will consider how the best way to avoid burdening any part.



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Appendix A

Appointment Letter of Supervisor



SURAT KEPUTUSAN DEKAN FAKULTAS TARRBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-7654/UN.08/FTK/KP.07.6/07/2023

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

DEKAN FAKULTAS TARRBIYAH 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-undang Nomor 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 Pendidikan 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 2013, tentang Statuta UIN Ar-Raniry;

9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pen delegrasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;

10. Keputusan Menteri Keuangan Nomor 293/KM.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 Pen delegrasian 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 13 Juni 2023

MEMUTUSKAN

Menetapkan
PERTAMA : Menunjuk Saudara:

1. Syarifah Duhlana, M.Ed., Ph.D
2. Fitriyah, S.Ag., M.Pd
Untuk membimbing Skripsi :

Nama : **Cut Nur Nadhrah**
NIM : **190203074**
Program Studi : **Pendidikan Bahasa Inggris**
Judul Skripsi : **English Teacher's Perception on Authentic Assessment**

Sebagai Pembimbing Pertama
Sebagai Pembimbing Kedua

KEDUA : Pembinaan honorarium pembimbing skripsi dan ujian munaqasyah mahasiswa dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor: SP DIPA_025.04.2.423925/2023, tanggal 30 November 2022.

KETIGA : Surat keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila terdapat kekurangan dalam penatapan ini.

KEMPAT : **AR - RANIRY**

Ditetapkan di: Banda Aceh
Pada Tanggal: 21 Juli 2023
Dehan


Syarifah Duhlana

Tembusan

1. Rektor UIN Ar-Raniry sebagai laporan;

2. Ketua Prodi FBT Fak. Tarbiyah dan Keguruan;

3. Pembimbing yang bersangkutan untuk dituangkan dan diikutsertakan;

4. Mahasiswa yang bersangkutan;

5. Arsip.

Appendix B

Recommandation Letter from *Fakultas Tarbiyah dan Keguruan* to Conduct Field Reasearch



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN**

Jl. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh

Telepon : [0651- 7557321](tel:0651-7557321), Email : uin@ar-raniry.ac.id

Nomor : 11693/Un.08/FTK.1/TL.00/11/2023

Lamp : -

Hal : ***Penelitian Ilmiah Mahasiswa***

Kepada Yth,

1. Kepala MTsN 1 Langsa
2. Kepala MTsN Terpadu Langsa
3. Kepala MTsS Madrasah Ulumul Quran Langsa

Assalamu'alaikum Wr.Wb.

Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **CUT NUR NADHIRAH / 190203074**

Semester/Jurusan : IX / Pendidikan Bahasa Inggris

Alamat sekarang : Kp peurada Ir. keutapang wangi, Banda Aceh

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul ***English Teacher's Perception on Authentic Assessment***

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

Banda Aceh, 03 November 2023

an. Dekan

Wakil Dekan Bidang Akademik dan
Kelembagaan,



*Berlaku sampai : 29 Desember
2023*

Prof. Habiburrahim, S.Ag., M.Com., Ph.D.

**KEMENTERIAN AGAMA REPUBLIK INDONESIA**
KANTOR KEMENTERIAN AGAMA KOTA LANGSA
MADRASAH TSANAWIYAH NEGERI 1 LANGSA
Jalan Jend.Ahmad Yani, KM. 2,5 Gampong Baroh, Langsa Lama, Kec. Langsa Lama, Kota Langsa.
Telp. 0641- 22307, email : mtsn1kotalangsa@gmail.com, NPSN : 10114187, NSM : 121111740001

SURAT KETERANGAN
NOMOR : B - 1301 /MTs.01.21/I/HK.01/11 /2023

Sehubungan dengan surat An. Dekan, Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry, No. 1169/Un.08/FTK.1/TL.00/11/2023 tanggal 03 November 2023 tentang Penelitian Ilmiah Mahasiswa. Kepala MTsN 1 Langsa menerangkan bahwa yang namanya tersebut dibawah ini:

Nama : CUT NUR NADHIRAH
Nim : 190203074
Fak/Prodi : Tarbiyah dan Keguruan/Pendidikan Bahasa Inggris
Universitas : UIN Ar Raniry Banda Aceh

Benar telah melakukan penelitian dan mengumpulkan data pada MTsN 1 Langsa dalam rangka penyusunan Skripsi yang berjudul:

"English Teacher's Perception on Authentic Assessment"

Demikianlah surat ini kami buat agar dapat dipergunakan sepenuhnya.

AR - RANIRY

Langsa, 10 November 2023
Kepala Sekolah MTsN 1


Hj. Ch. Marlisma, S.Pd
NIP. 196912271999052001





MADRASAH TSANAWIYAH SWASTA TERPADU KOTA LANGSA
YAYASAN PENDIDIKAN ISLAM IKHLAS BERAMAL (YPIIB) KOTA LANGSA
Jln. Islamic Center PB. Beramoe Kec. Langsa Barat Kota Langsa
Email : mtsterpadu123@gmail.com. Telp. 0641-20715

SURAT KETERANGAN

Nomor - 558 /MTs.01.19/9/PP.00.05/11/2023

Yang bertandatangan dibawah ini :

Nama : **Muhammad Husni, SE**
NIP : **197512132007101003**
Jabatan : **Kepala Madrasah**

Dengan ini menerangkan bahwa :

Nama : **CUT NUR NADHIRAH**
NIM : **190203074**
Fak/Prodi : **Tarbiyah dan Keguruan i /Pend.Bahasa Inggris**
Universitas : **UIN Ar Raniry Banda Aceh**

Telah melakukan penelitian dan mengumpulkan data pada MTs Terpadu Langsa untuk Menyusun Skripsi dengan judul :


- ENGLISH TEACHER'S PERCEPTION ON AUTHENTIC ASSESSMENT -

Demikian Surat Keterangan ini kami berikan kepada yang bersangkutan untuk dapat di gunakan seperlunya.

جامعة الرانيري

AR - RANIRY

Langsa, 11 November 2023
Kepala Madrasah


Muhammad Husni, SE



**MADRASAH TSANAWIYAH ULUMUL QUR-AN
YAYASAN DAYAH BUSTANUL ULUM**

STATUS : DISAMAKAN

SK. KAKANWIL. DEPAK D.I ACEH NO. A/WA/MTs/002/1996 TGL. 2 DESEMBER 1996
Alamat : Jl. Banda Aceh-Medan Km. 447 Alue Pineung Langsa Telp.(0641) 7001019
Website : www/https://mts-ulumulquran.sch.id E-Mail : mtss_muq_langsa@yahoo.co.id

Nomor : B.248/MTs.01.21/3/PP.00.5/12/2023
Lampiran : -
Hal : Pemberian izin penelitian

Langsa, 04 Desember 2023

Yang terhormat,
Bapak/ Ibu Dekan Bidang Akademik
Di -
Tempat.

Assalamu'alaikum Wr. Wb.

Sehubungan dengan surat nomor : 11693/Un.08/FTK.I/TL.00/12/2023
Tanggal 03 November 2023. Tentang izin untuk mengadakan penelitian di MTs.
Ulumul Qur'an Yayasan Dayah Bustanul Ulum, atas nama :

Nama : CUT NUR NADHIRAH
NIM : 190203074
Semester : IX (sembilan)
Jurusan/Program Studi : Pendidikan Bahasa Inggris
Alamat : Kp. Peurada Lr. Keutapang Wangi, Banda Aceh
Prov. Aceh.

Dengan ini kami memberi izin nama yang tersebut di atas mengadakan
penelitian di MTs. Ulumul Qur'an untuk penyusunan skripsi berjudul : *"English
Teacher's Perception on Authentic Assesment"*, dimana selama melaksanakan
penelitian tidak mengganggu jalannya proses belajar mengajar serta mengikuti aturan
yang berlaku di MTs. Ulumul Qur'an.

Demikianlah surat ini kami sampaikan, terima kasih

Wa'alaikumsalam Wr. Wb.



Instrument Research/Questions

RQ.1 How does English teacher's perception on authentic assessment at junior high schools in Langsa?

1. What do you know about authentic assessment? Do you apply authentic assessment in the learning process?
2. What is your opinion regarding authentic assessment? Based on your opinion, is this assessment effective for measuring student knowledge and competency of English skills?
3. How do you implement authentic assessment? Do you apply these four types of authentic assessment (performance assessment, project assessment, self-assessment and teacher observation)?
4. How did you set up this authentic assessment rubrics?
5. Did you have any training related to authentic assessment from the school?
6. Do you think authentic assessments are appropriate for assessing all language skills? Why?

RQ.2 What are the challenges that are faced by the teachers in implementation of authentic assessment at junior high schools in Langsa?

7. What are the difficulties you encountered in implementing authentic assessment?
8. Do you think that having these difficulties will constrain the student learning assessment process?
9. What are the solutions to overcome difficulties in implementing authentic assessment?
10. Do the solutions work or not to overcome the difficulties in implementing authentic assessment?
11. What is your opinion on the role of government and school policies in supporting the use of authentic assessment?

AUTOBIOGRAPHY

1. Name : Cut Nur Nadhirah
2. Place/ Date of Birth : Ulee Gle / 05 Januari 2001
3. Nationality/ Ethnic : Indonesia
4. Religion : Islam
5. Sex : Female
6. Marital Status : Single
7. Occupation : Student
8. Address : Jln. Ketapang Wangi, Kp. Peurada, Banda Aceh
9. Email : 190203074@student.ar-raniry.ac.id
10. Parents' name
 - a. Father : T Juliadi S.T., M.T.
 - b. Mother : Rosnaini S.Pd.I.
11. Address : Lr. Umiyah Tower, Jln. Sudirman Ujong Kota
Langsa
12. Educational Background
 - a. Elementary School : MIN 2 Langsa
 - b. Junior High School : MTs Madrasah Ulumul Quran Langsa
 - c. Senior High School : MAN 2 Langsa
 - d. University : Department of English Language Education,
Fakultas Tarbiyah dan Keguruan, UIN Ar-Raniry

Banda Aceh, December 11th 2023

The writer,

Cut Nur Nadhirah