



An Analysis of Implementing Authentic Assessment at English Subject by the English Teachers at the Tenth Grade of SMA Negeri 1 Gunungsitoli Idanoi in 2022/2023

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Abstrak

Penilaian autentik merupakan penilaian yang dapat digunakan untuk mengukur hasil belajar siswa pada aspek pengetahuan, sikap, dan keterampilan. Kenyataannya, dalam penerapan penilaian autentik dalam mata pelajaran Bahasa Inggris oleh Guru Bahasa Inggris kelas X SMA Negeri 1 Gunungsitoli Idanoi, masih terdapat kendala dalam penerapannya. Tujuan dari penelitian ini adalah untuk menganalisis pelaksanaan penilaian autentik, untuk mengetahui jenis penilaian autentik yang digunakan oleh guru bahasa Inggris, dan untuk mengetahui masalah yang dihadapi oleh guru bahasa Inggris dalam menerapkan penilaian autentik di kelas sepuluh SMA Negeri 1 Gunungsitoli Idanoi pada tahun 2022/2023. Dalam melakukan penelitian, peneliti menggunakan metode deskriptif kualitatif. Data penelitian diperoleh melalui observasi, wawancara, dan dokumentasi kemudian dianalisis datanya dengan menggunakan teknik analisis data yaitu: reduksi data, penyajian data, dan penarikan kesimpulan. Setelah dilakukan analisis, hasil penelitian ini adalah: penerapan penilaian autentik pada siswa kelas X SMA Negeri 1 Gunungsitoli Idanoi belum sepenuhnya terlaksana dalam proses pembelajaran. Hasil penelitian menunjukkan bahwa guru Bahasa Inggris melakukan penilaian autentik sejalan dengan proses pelaksanaan penilaian autentik dengan persentase 80% dan 60%. Kemudian, ada beberapa jenis penilaian autentik yang digunakan oleh guru bahasa Inggris, yaitu: penilaian tertulis, penilaian wawancara lisan, observasi, dan penilaian kinerja. Selain itu, guru bahasa Inggris memiliki beberapa kendala dalam menerapkan penilaian autentik, seperti kondisi dan situasi yang berbeda serta waktu yang terbatas.

Kata Kunci: Penilaian Autentik, Guru Bahasa Inggris, Deskriptif Kualitatif

Abstract

Authentic assessment is the assessment that can used to measure the students' learning outcomes in the aspects of knowledge, attitudes, and skills. In fact, in implementing authentic assessment in English subject by English Teachers at tenth grade of SMA Negeri 1 Gunungsitoli Idanoi, there are still obstacles in its application. The objectives of this research were to analyze the implementation of authentic assessment, to find out the types of authentic assessment used by English teachers, and to find out the problems faced by English teachers in implementing authentic assessment at tenth grade of SMA Negeri 1 Gunungsitoli Idanoi in 2022/2023. In conducting the research, the researcher has used descriptive qualitative method. The research data were obtained through observation, interview, and documentation then analyzed the data using data analysis technique, namely: data reduction, data display, and conclusion. After conducting the analysis, the results of this research are: in implementing authentic assessment at tenth grade of SMA Negeri 1 Gunungsitoli Idanoi cannot be fully carried out in learning process. The results showed that the English teachers carried out authentic assessment in line with the process of implementation authentic assessment with percentages 80% and 60%. Then, there were several types of authentic assessment used by the English teachers, namely: written assessment, oral interview assessment, observation, and performance assessment. Furthermore, the English teachers have some problems in implementing authentic assessment, such as different conditions and situations and limited time.

Keywords: Authentic Assessment, English Teachers, Descriptive Qualitative

Introduction

Assessment has an important role especially in English learning process to find out the extended to which students understanding during the learning process. Assessment is a process or a way to get some information about the learning outcomes and achievements of the students. Assessment is the process of assessing individuals to measure skills, insights, talents, knowledge of a person which can be done in writing or orally. Assessment is an important part of the learning and teaching process where assessment helps the teacher to know the students' current knowledge. Then, teacher could be used that information to make a decision about what to do next. According to Brown (2004:3), assessment is an ongoing process that includes a variety of methodological techniques. Whenever a student responds to a question, makes a comment, or tries a new word or structure, the teacher subconsciously evaluate the student's achievement. In other words, a teacher's assessment of a student could not only be measured through the tests given, but also through the interactions that occur between students and teachers in the learning and teaching process.

Based on law No. 20 of 2003 in Sari et al. (2021:380) about national education system, the curriculum is a set of designs or arrangements that has the purpose of learning, content, learning materials and methods used for reference to achieve on educational objectives. To achieve educational goals, a new curriculum was implemented, namely the 2013 curriculum. This curriculum encourages students to be more active in learning activities and the teachers are required professionally to design, organize, choose effective and meaningful activities in learning process, and determine the achievements criteria for their students. Authentic assessment is current assessment used in educational system of 2013 curriculum. Authentic assessment is an important part of the learning and teaching process to measure

students' knowledge, attitudes and skills. According to Mueller (2005) in Amiza (2019:44), authentic assessment requires students to present the tasks that they mostly find in real-world contexts to demonstrate meaningful application of knowledge and skill. Therefore, based on Permendikbud (2013) in Atmarizon & Efendi (2019:87), show that the authentic assessment helps the teacher evaluate the preparation, process and attainment of students' learning.

Implementation of authentic assessment could be a good choice and effective way in measuring the extent of students' knowledge, attitudes, and skills in the learning process. So that the results obtained through the assessment process, could be a reference for teachers in developing learning methods. Based on Abiding (2012) in Susani (2018:87), the use of authentic assessment is believed to be able to give students the ability to resolve real issues as well as providing opportunities for students to be able to think, act, and work systematically.

Based on the previous observation made by researcher, the researcher found some problem in applying assessment. When the researcher observed the assessment applied by the English teacher in the learning process, he did not carry out the authentic assessment process properly. The teacher only focused on assessing student knowledge by conducting a test at the end of the lesson or giving a score based on the results of the assignments given to students. But, according to Wiggins in Khamasah & Atibrata (2023:42), in assessing students the teachers were expected not only assess students' knowledge but also skills and attitudes. Addition, based on Mhlauli & Kgosidialwa in Sewagegn & Diale (2020:260), there are some benefits of authentic assessment, namely: it provides valuable information to the teacher on the student progress as well as the success of instruction, it could be successfully used with students of varying cultural

backgrounds, learning and academic abilities, and it was helpful for special needs students because it incorporates social and behavioural skill necessary both in and outside the classroom. The implementation of lesson plan and authentic assessment also cannot be carried out in the classroom especially at English subject, due to lack of time allocation.

Therefore, the researcher wanted to analyze how authentic assessment is implemented by the English teachers at English subject, to find of the types of authentic assessment used by English teachers, and to find out the English teacher problems in implementation of authentic assessment. The data collection techniques that used in this research are observation, and interview. The instruments used in the research were observation checklist, interview sheet, and documentation.

Method

The approach used by the researcher to conduct the research was qualitative approach. According to Creswell (2014), qualitative research is approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. This research used the descriptive qualitative method because this research was to analyze the implementation of authentic assessment in English subject by English teachers, the types of assessment used by the English teachers, and the problems faced by English teachers in implementing authentic assessment.

Furthermore, there would be three types of instruments used in the research. First, the researcher used observation checklist to obtain data on the implementation of authentic assessment. Second, the researcher conducted the interview with the English teachers in getting information about types of authentic assessment their used in the learning process, and to complete information about the implementing authentic assessment in the classroom, the researcher used documentations such as syllabus of the

tenth grade, lesson plans, pictures, list of students' grades and students' assignments. There are two variables in this research. The first was independent variable is a variable that can explain and influence other variables so that there is a change in the dependent variable. In this research, the independent variable is the implementation of authentic assessment. Dependent variable is a variable that can be explained and influenced by independent variable. In this research, the dependent variable is the English teacher in assessing the students.

The place of the research was SMA Negeri 1 Gunungsitoli Idanoi, located in Bawodesolo village, Gunungsitoli Idanoi subdistric. This research was conducted in May until June 2023.

Based on the research focuses, the researcher used 3 types of research instruments, namely:

1. Observation Checklist

According to Ekka (2021:17), Observation is a way of gathering data mostly in qualitative research, by observing the behavior, events, or noting physical characteristics in their natural setting. Addition, according to Gorman & Clayton (2005) in Kumar (2022:2), observation is involved the systematic recording of observable phenomena or behavior in a natural setting. The researcher used the observation as an instrument to collect the information related to the implementation of authentic assessment at English subject by English teacher in the classroom.

2. Interview Sheets

Interview is a kind of dialogue which is done by an interviewer to get some information from an interviewer. Based on Monday (2019:16), states that interview is a systematic way of talking and listening to people and another way to collect data from individuals through conversations.

3. Documentation

Documentation was one method of collecting qualitative data by viewing or analyzing documents made by research subjects or by other people on the subject. Addition, based on Khamasah & Atibrata

(2023) documentation is a method of collecting data obtained from written reports and information, pictures, recordings, or printed data. In this research, the researcher used documentation to obtain data as well as complementary observations and interviews. The researcher collected documents, such as syllabus, lesson plans, students' assignment, and pictures.

The technique of analyzing the data, the researcher used a qualitative method. The qualitative research has descriptive characteristics. The qualitative descriptive was try to description and interpretation the result of data. In this research data analysis consist of three main components by Miles and Huberman (1994:10), namely:

1. Data reduction

Data reduction refers to the process of selecting, simplifying, abstracting, and transforming the data that appear in written-up transcriptions. For example, on data obtained from interviews, the researcher reduce data that is unimportant by grouping it into important data and unimportant data. In the research, the researcher reduced the information during the research activities if the data was unimportant or do not support the data of the researcher needed.

2. Data Display

Data display was the process of presenting simple data in the form of words, sentences, narration, and tables. The data collected as a basis for making appropriate conclusions. In this research, after selecting important data from observation and interviews, then the research combined the information that has been obtained from the data reduction into a simple form. For example, the researcher presenting the data that has been obtained from the English teacher through observation and interview into the form of tables and in the form of narrative, making it easier for researchers to draw conclusions later. For the observation about the process of implementing authentic assessment at English subject by the English teacher, the

researcher needs to analyze and evaluate the data through a formula below:

$$P = \frac{f}{N} \times 100\%$$

P = Percentage of implementation authentic assessment

F = Frequency of the teacher in implementation authentic assessment

N = Total of the process of implementation authentic assessment

3. Conclusions: drawing or verifying

Conclusion drawing was the process of drawing the contents of the collecting data in form of a good statement and having clear data. The data obtain was then analysis further and verified its validity. Finally, a more significant and clear final conclusion can be reach at this stage.

Research Findings and Discussion

The Results of Observation Checklist

a). Observation Checklist of English Teacher A

Observation of English teacher A was carried out on Tuesday, June 13rd 2023 in class X IPS 1. The results of the process of implementing authentic assessment are as follows:

Table 4.1 *Observation Checklist of English Teacher A*

No.	The Process of implementation of Authentic Assessment	Yes	No
1.	Preparing		
	a. Reviewing the syllabus as guideline in creating lesson plan.	✓	
	b. Designing assessment criteria.	✓	
	c. Teachers select appropriate assessment.	✓	
	d. Develop the instruments and scoring guidelines in		✓

	accordance with the kinds chosen.		
2.	Applying:		
	a. The teachers begin the lesson by exploring students' learning experience.		✓
	b. The teachers ask some questions which consider the condition and level of the students.	✓	
3.	Scoring:		
	a. The results of learning are analyzed by the teachers to determine progress and learning difficulties.	✓	
	b. The results are reverted feedback to the students in the review form that courage them in learning.	✓	
4.	Reporting		
	a. Documenting the result by using rating scale, checklist, or anecdotal records.	✓	
	b. The data collected in authentic assessment is analyzed as the report to students, parent, or other teachers in the school.	✓	
	Total	8	2
	Percentage(%)	80 %	20 %

Based on the table above, it is presented that English teacher A has implemented the authentic assessment process, 8(80%) have implemented it and 2(20%) have not implemented it. When teaching English in the classroom, English teacher first prepares learning tools such as syllabus and lesson plans, where in the lesson plan the assessment criteria have been designed to be given to students.

After the teacher designs the assessment criteria, the teacher then

chooses the assessment that he uses to assess students in learning English by adjusting the assessment instruments that he will use to assess students' knowledge, attitudes, and skills based on the assessment that has been contained in the lesson plan, but he did not develop instrument and scoring guidelines.

After the researcher observed the teachers' preparation in carrying out authentic assessments, the researcher then observed the implementation or application of authentic assessments through the learning process. When observing the English teacher in the class while conducting the lesson, the researcher saw that when starting the lesson the teacher first asked students several questions related to the material to be studied. The teacher is seen giving opportunities to students who want to answer the questions that have been given to them. When students gave answers to questions posed by the teacher, the researcher saw the teacher record the names of the students who gave answers and pay attention to how the student's attitude was in answering the questions. The teacher also seemed to pay attention to the answers given by the students. After the teacher gets answers from several students regarding the material being studied, then the teacher proceeds to giving material to students. The teacher also asks a number of questions to students or conducts a question and answer session with students, and the teacher also asks students to work with their desk mates.

At the end of the lesson the teacher gives assignments to students to work on. Then the researcher sees the teacher checking the results of the assignments given to students, and returns their results or assignments after being given an assessment or score as feedback or reference to students in the form of a review. At the end of learning, the teacher documenting the students grades into a rating scale.

b). Observation checklist of English Teacher B

Observations on teacher B was carried out on Friday, June 16th 2023 in class X MIPA 1. The results of the process of implementing authentic assessment are as follows:

Table 4.2 Observation Checklist of English Teacher B

No.	The Process of implementation of Authentic Assessment	Yes	No
1.	Preparing		
	a. Reviewing the syllabus as guideline in creating lesson plan.	✓	
	b. Designing assessment criteria.	✓	
	c. Teachers select appropriate assessment.	✓	
	d. Develop the instruments and scoring guidelines in accordance with the kinds chosen.		✓
2.	Applying:		
	a. The teachers begin the lesson by exploring students' learning experience.	✓	
	b. The teachers ask some questions which consider the condition and level of the students.	✓	
3.	Scoring:		
	a. The results of learning are analyzed by the teachers to determine progress and learning difficulties.	✓	
	b. The results are reverted feedback to the students in the review form that courage them in learning.		✓
4.	Reporting		
	a. Documenting the result by using rating		✓

	scale, checklist, or anecdotal records.		
	b. The data collected in authentic assessment is analyzed as the report to students, parent, or other teachers in the school.		✓
	Total	6	4
	Percentage(%)	60%	40%

Based on the table above, it is presented that the English B teacher has implemented the authentic assessment process, 6(60%) have implemented it and 4(40%) have not implemented it.

In the preparation stage, before entering the classroom, the English B teacher prepares lesson plans and has designed assessment criteria to assess students' knowledge, attitudes, and skills. Then, the teacher also chooses the appropriate assessment for assessing students by preparing assignments to be given to students, preparing the assessment rubric that has been included in the lesson plan, and choosing the right instrument to use in the assessment process.

When the teacher enters the classroom to start learning, the teacher greets the students, conveys the topic of the material to be studied, then the teacher asks questions related to students' understanding of the material to be studied taking into account the conditions and abilities of students in answering questions posed by the teacher. The teacher assesses the student's ability to answer the questions given, based on an authentic assessment, namely an oral assessment. The teacher is also seen making observations or observing how students behave in answering questions and their interactions with others. In assessing the skills of student teachers make assessments based on student performance in practicing what they have learned through dialogue with friends.

The teacher also provides an assessment of student assignments to find out students' understanding and difficulties

in learning but does not provide feedback or reviews to students. In the reporting section, the researcher saw that the teacher did not record or document the results of the assessment given to students due lack of time, but at the end of the lesson the teacher collected the student's assignments which were later used as an addition to the students' final grade.

The Results of the Interview

The interview for English Teachers was conducted on June 14th 2023 and June 16th 2023. Interviews were conducted face to face with two English teachers to gather information about the implementation of authentic assessment, the types of authentic assessment used to assess students, and the difficulties encountered when implementing authentic assessment in the English learning process. In conducting interviews, researchers have prepared a list of questions that will be asked to the teacher, which is contained in the interview sheet. To assist researchers in processing data or information in conducting interviews, researchers also use instruments, namely documentation using a voice recorder. The researcher asked twelve of the same questions to two English teachers and the answer from the English teachers were written down by the researcher in the interview sheet.

Discussion

1. The Implementation of Authentic Assessment by the English Teachers

Based on table 4.1 and 4.2, it shows that the English teachers have implemented authentic assessment in the learning process. The results show that the teacher prepares, apply, scores and reports when carrying out authentic assessment. However, the implementation of authentic assessment has not been fully carried out properly. From table 4.1, the English teacher A have implemented the process of implemeting authentic assessment was 8(80%) and 2 (20%) that have not been

carried out. While, the English teacher B have implemented the process of implementing authentic assessment was 6(60%) and 4(40%) not been carried out. After analyze the results of observation checklist, the researcher found the process of implementing authentic assessment not fully implemented. The English teachers does not develop instruments and only uses the assessment instruments that have been set out in the lesson plan, then one of them did not documenting the result of the students' assignment and did not provide feedback to students because limited time in implementing it. Then, one of the teachers did not start learning by exploring the experiences of students because they only focused on giving material. It means that, authentic assessment can not only be carried out at the end of learning but also at the beginning of learning and providing feedback on students' assignments is very useful for them to increase their motivation in learning. This is supported by Wiggins in Sari et al. (2018) who say teachers give chance for students to rehearse, practices and give feedback to improve their quality.

Then, the researcher also analyze the data of interviews to get answers to research question, namely to find out how teachers implement authentic assessment, the types of authentic assessment used, and the problems faced by teachers in implementing it. Based on the technique of analyzing the data by Miles & Huberman (1994), the researcher reduced the data from the teachers' responses in the interview. First, the researcher selecting the important data by reading all the responses that the teacher gave in interview sheet. Table 4.3 shows the results of selecting the data, then simplifying data to make it easier to understand the data and to draw conclusion later, make abstracting, and transforming the data.

Based on analysis the data of teachers' interview, the English teachers said that authentic assessment is a real assessment, thus requiring students to present skills that are relevant to their

knowledge. Gulikers et al. in Agustiningsih & Rahdiyanta (2019) authentic assessment requires students to use and demonstrate competence, or a combination of knowledge, skills and attitudes that can be applied in real life.

The process of implementing authentic assessment in the classroom based on the results of observations and interviews, the teacher conducts an assessment of students by asking several questions related to the material being studied to find out or assess students' understanding, knowledge, and development. The assessment is given by the teacher based on the results of students' responses to questions given by the teacher. To assess knowledge, the teacher assesses students' abilities in understanding, listening and summarizing what students have learned. Students' skills are assessed from students' ability to practice what students have learned, for example by asking students to carry out conversations to assess students' speaking abilities and role play to assess students' performance. And to assess students' attitudes, the teacher assesses by observing attitudes, ethics, ability to work together, activeness, and responsibility for the assignments given.

After carrying out the assessment process using authentic assessment, the teacher analyzes student learning outcomes through the assignments that the teacher gives, by giving a score or value. This assessment is carried out to assess the progress and difficulties of students during learning. From the documentations that researchers got from students' assignments, the teacher assessed student assignments using assessment scores, namely very good, good, poor, and sufficient. Also from the interview results, the teacher assesses students' attitudes by using predicates. From the results of these scores are used by the teacher as a supporting value for students if later when the final assessment is held, if their score does not meet minimum competence criterion. One of

them said that it was sometimes difficult to determine grades for students because if their grades were not able to reach the predetermined grades. So that the values that the teacher gets from the value of knowledge or students' responses in answering questions, as well as the values of student assignments, become a consideration for the teacher to give consideration to in giving scores to students. This shows that authentic assessment is very important for teachers to help them get information about students' abilities and weaknesses in learning.

2. The Types of Authentic Assessment Used by the English Teachers

The types of authentic assessment that have been applied at English subject by the English Teachers, namely.

1. Written assessment.

Written assessment is used by the two English teachers in learning English. Based on the interview, the English teacher used written assessments to measure the knowledge of the students or know students' ability to understand the material provided.

2. Oral Interview assessment

This assessment is carried out by the English teacher to assess students' understanding of the material being studied through answers or responses given by students directly by asking questions.

3. Observation

The observation is used by one of the teachers to monitors the students' work. Based on the lesson plans that the researcher uses as a complete documentation, observation assessment is used to assess students' attitudes and behavior in the learning process as well as in general, with direct observations made by the teacher.

4. Performance assessment

Based on the results of the interviews, a performance assessment was also carried out by the English teacher to assess students' skills through practices from what

they had learned, for example through role play and presentation activities.

3. The Problems Faced by the English Teachers in Implementing Authentic Assessment

1. Differences in Situations and Conditions

Based on the results of interviews done by the researcher that found out the problems faced by the English teacher, one of the English teachers said that the implementation of authentic assessment is effective, but it depends on the situation and conditions at school and the students themselves. The English teachers said that the scoring of students depends on the conditions at school, and the different abilities of students make it difficult for the teacher gives a value if the assessment is adjusted to the procedure that has been designed. This is in line with Djamahar et al. (2018) said that teachers have difficulty in implementing the authentic assessment with the right procedures. The condition is related to activities that support the implementation that has not been intensive.

2. Limited Time

Based on the results of the interviews, the teachers also found it difficult in applied authentic assessment if they conform to the procedures contained in the lesson plans, because the time allotted was not sufficient to reach the material or conduct assessments on students. As Brown (2019) said conducting authentic assessment takes much time. For example oral interview, a teacher may need more than five minutes to interview a student before deciding a score. It means that, to assess the students, the teacher needs time to determine the score to be given to students.

Conclusions

Based on the results of research that has been carried out by researcher from observation checklists and interviews, it can be concluded that English teachers of

tenth grade at SMA Negeri 1 Gunungsitoli Idanoi implement and use authentic assessment. In implementing authentic assessment in the classroom, from the results of the observation it can be seen that the implementation of authentic assessment cannot be fully carried out in learning process. The results of the research showed that 80% and 60% have implementing authentic assessment by the English teachers and 20% and 40% had not implemented it due to lack of time to implement it. The lack of time in conduct the authentic assessment because the time allocation in learning English was not sufficient to carry out the entire process of implementing authentic assessment, and because of the different abilities of students the teachers sometimes difficult to give scoring or value to their students. Then, the researcher also found several types of authentic assessment of the English teacher used at English subject, namely written assessment, oral interview, observation, and performance assessment. In implementing authentic assessment, the English teachers have some problems such as limited time and the different conditions and situations.

Based on the results of this research, the researcher gives some recommendation as follow: For the English teachers, the English teacher should always learn to improve their understanding and ability to carry out assessments in accordance with the demands of the applicable curriculum and the teachers should always practice, be creative in teaching learning process, open in accepting corrections, and the teacher should manage the time to be more efficient, so that the difficulties of the teacher doing the authentic assessment can be minimized.

For the students at the tenth grade of SMA Negeri 1 Gunungsitoli the researcher suggests them to be more active in the learning process, showing a sense of responsibility for the assignments given by the teacher, being able to apply what has been learned through practice or

performance, so they can get a good assessment in the future.

For other researchers, the researcher expected this result of this research, it would be helped by the next researcher as the source to conduct the next research with the similar problem.

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