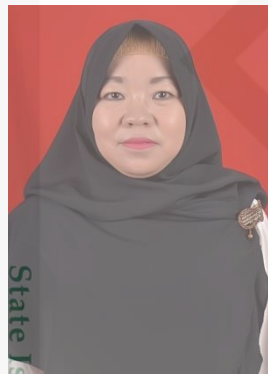


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**IMPLEMENTATION OF AUTHENTIC ASSESSMENT
BASED ON THE 2013 CURRICULUM BY ENGLISH
TEACHERS OF SMAN 2 BANGKO SUBDISTRICT
ROKAN HILIR REGENCY**

THESIS

*Submitted to state Islamic University of Sultan Syarif Kasim Riau
in Partial Fulfillment of the Requirements for the Degree
of Master in English Education*



EVA DIANA SARI
SRN 21790125698

**POST GRADUATE PROGRAM
STATE ISLAMIC UNIVERSITY OF
SULTAN SYARIF KASIM
PEKANBARU
1441H/ 2020M**



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 UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
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THE GRADUATE PROGRAMME

Alamat : Jl. KH. Ahmad Dahlan No. 94 Pekanbaru 28129 PO.BOX. 1004
 Phone & Facs, (0761) 858832, Site : pps.uin-suska.ac.id E-mail : pps@uin-suska.ac.id

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 Nomor Induk Mahasiswa :
 Jalan Akademik :
 Gedung :

Tim Penguji

Eva Diana Sari
 21790125698
 M.Pd (Magister Pendidikan)
 Implementation of Authentic assessment Based on
 The 2013 curriculum By english Teachers of SMAN
 2 Bangko Subdistrict Rokan Hilir Regency

Dr. Andi Murniati, M.Pd.
 Penguji I / Ketua

Dr. Idris, M. Ed.
 Penguji II /Sekretaris

Dr. Bukhori, S.Pd.I., M.Pd.
 Penguji III

Abdul Hadi, S.Pd., MA., Ph.D.
 Penguji IV

Tanggal Ujian/Pengesahan

17 April 2020

State Islamic University of Sultan Syarif Kasim Riau

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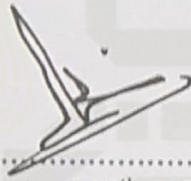
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Student Number : 21790125698
Program of Study : Islamic Education
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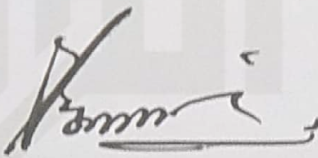
Examiner I

Dr. Bukhari, S.Pd.I., M.Pd
NIP. 197905122007101001

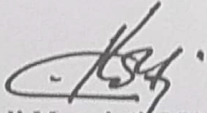

Date: April 17th, 2020

Examiner II

Abdul Hadi, MA, Ph.D
NIP. 1973011182000031001


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 Program Study : Islamic Education
 Field of Study : English Education

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Approved by:

Supervisor I

Drs. H. Promadi, MA., Ph.D
 NIP. 19640827 199103 1 009

.....
 Date: April 17th, 2020

Supervisor II

Dr. Bukhori, S.Pd.I., M.Pd
 NIP. 19790512 200710 1 001

.....
 Date: April 17th, 2020

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Date : February 17th, 2020
Consultant I,

Drs. H. Promadi, MA, Ph.D
NIP. 19640827 199103 1 009

Date : February 17th, 2020
Consultant II,

Dr. Bukhori, S.Pd.I., M.Pd
NIP. 19790512 200710 1 001

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Stated that the thesis I have written entitled "Implementation of Authentic Assessment Based on the 2013 Curriculum By English Teachers of SMAN 2 Bangko Subdistrict Rokan Hilir Regency", as one of requirements to get Magister degree of Postgraduate Program of State Islamic University of Sultan Syarif Kasim Riau, is truly my original work. There are some parts in the thesis quoted from other sources have been clearly stated based on the norms and ethnics of scientific writing.

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In the Name of Allah the Most Gracious and the Most Merciful

Praise belongs to Allah Almighty, the Lord of the universe. Regard and pray to our Prophet Muhammad, Peace be upon Him.

This thesis is written and intended to fulfill partial requirements for a Master Degree in English Education at the Postgraduate Program, State Islamic University of Sultan Syarif Kasim Riau. The thesis is entitled “Implementation of Authentic Assessment Based on the 2013 Curriculum By English Teachers of SMAN 2 Bangko Subdistrict Rokan Hilir Regency”.

I am very happy that I have completed my study at the Postgraduate Program UIN Suska Riau. Therefore, I would like to express my gratitude and sincere thanks

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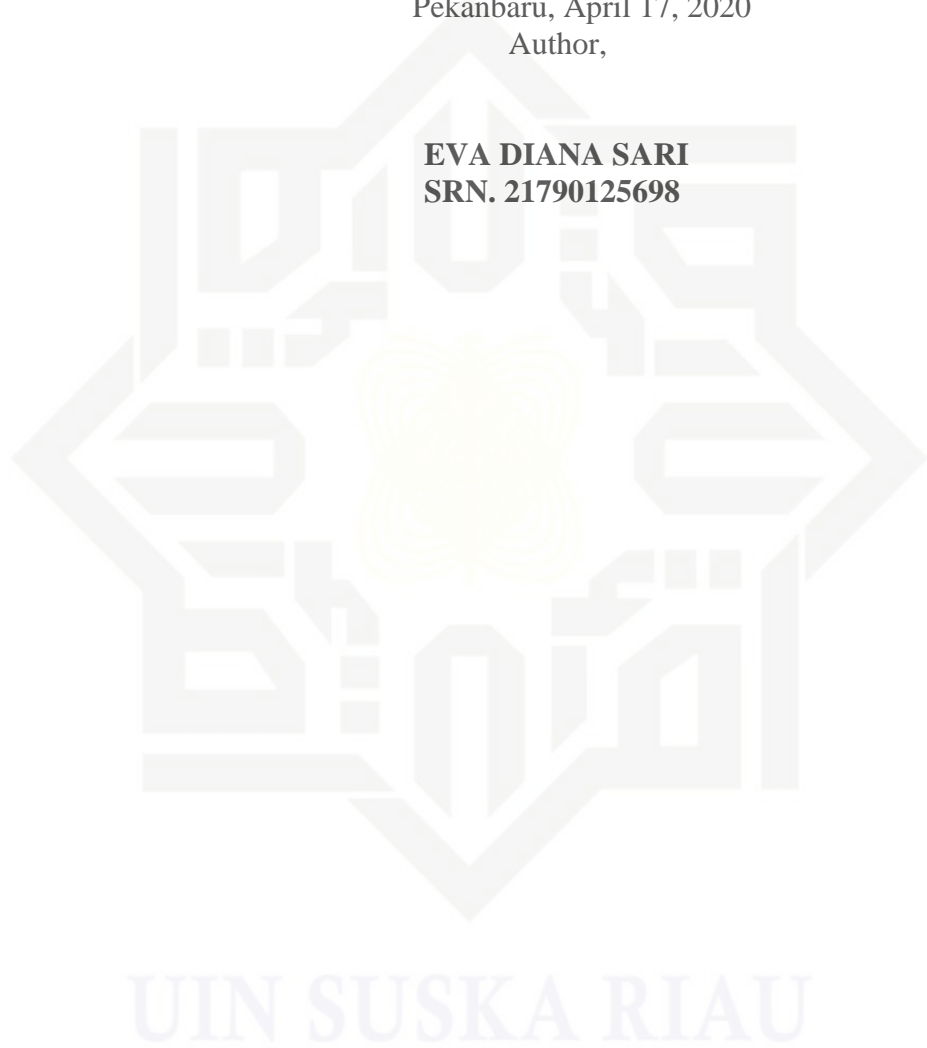
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Finally, I realize that there are many weaknesses in this thesis. Therefore, constructive criticisms and suggestion are welcomed for the improvement of this thesis. May Allah Almighty bless us all. Amin

Pekanbaru, April 17, 2020

Author,

EVA DIANA SARI
SRN. 21790125698





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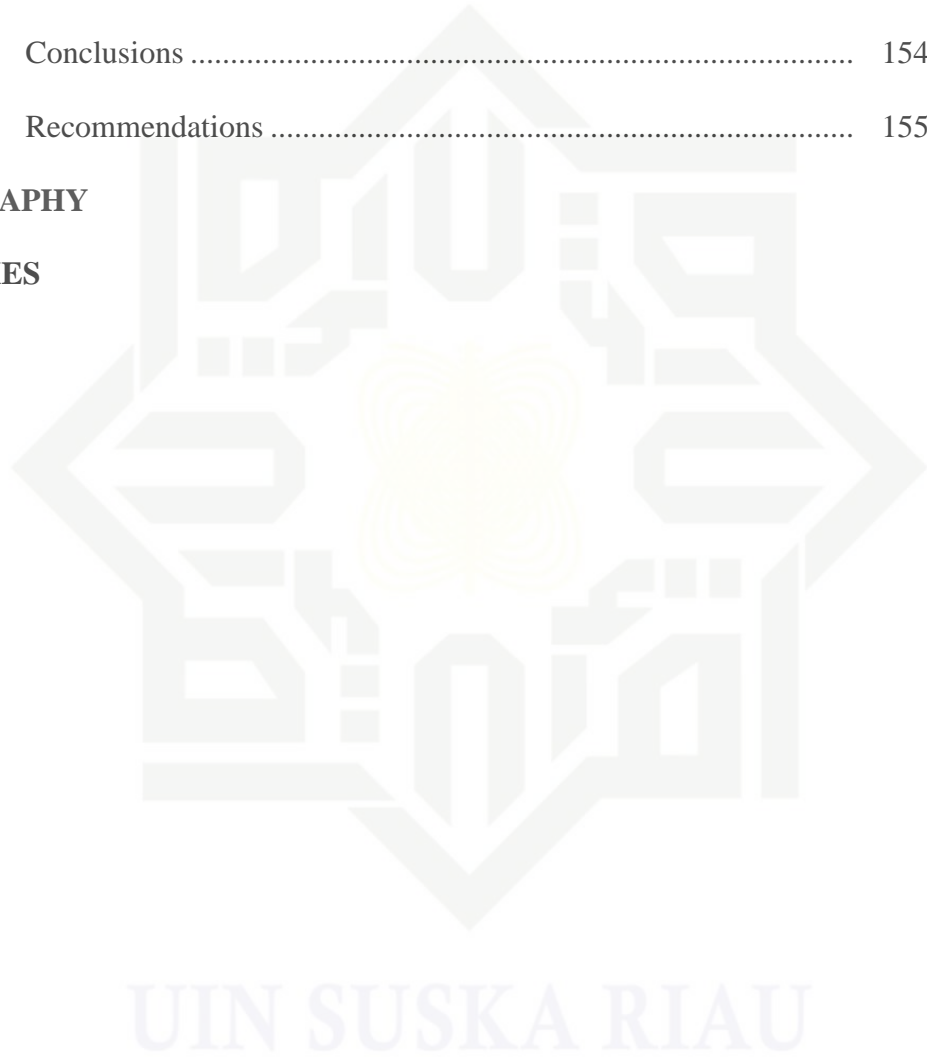
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ABSTRACT

Eva Diana Sari (2020): Implementation of Authentic Assessments Based on the 2013 Curriculum by English Teachers of SMAN 2 Bangko Subdistrict Rokan Hilir Regency.

This qualitative research was conducted to investigate the implementation of authentic assessments by English teachers of SMAN 2 Bangko subdistrict Rokan Hilir Regency. The research is primarily intended to answer three research questions: 1) How is the English teacher's basic understanding of definitions, differences in authentic assessment with the previous curriculum, forms, characteristics, benefits, skills assessment techniques and knowledge assessment techniques in authentic assessment of the 2013 curriculum towards English teacher at SMAN 2 Bangko subdistrict Rokan Hilir Regency? 2) How is the implementation of authentic assessment in teaching English at SMAN 2 Bangko Subdistrict Rokan Hilir Regency? 3) What factors influence the implementation of authentic assessment at SMAN 2 Bangko Subdistrict Rokan Hilir Regency? Participants were three English teachers. Data was generated from various sources such as conducting classroom observations, semi-structured interviews and documents. The data were then analyzed qualitatively to explore teachers' understanding of and the factors influencing the implementation of authentic assessment in teaching English at SMAN 2 Bangko Subdistrict Rokan Hilir Regency. From the results of data analysis, it can be concluded that in general, teachers have a good understanding of definitions, differences in authentic assessment with previous curriculum, forms, characteristics, benefits, skills assessment techniques and knowledge assessment techniques for authentic curriculum assessment 2013. However, in the implementation of teaching in the classroom it was found that the teacher had not fully applied authentic assessment. The results of this study stated that Teacher A still applied the system of assessment method of the 2013 curriculum before while Teachers B and C had applied authentic assessment but the

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steps in carrying out this authentic assessment had not proceeded in accordance with the demands of the 2013 curriculum's authentic assessment. The teacher explained that the factors influencing the implementation of authentic assessment of the 2013 curriculum were limited learning time which is only fifteen minutes in closing activities, the lack of contribution in government training and socialization as well as conducive learning and teacher creativity in designing learning.

Keywords: *curriculum implementation, authentic assessment, teaching English*





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ABSTRACT

Eva Diana Sari (2020): **Implementasi Penilaian Otentik Berdasarkan Kurikulum 2013 Oleh Guru Bahasa Inggris SMAN 2 Bangko, Kabupaten Rokan Hilir.**

Penelitian kualitatif ini dilakukan untuk menyelidiki pelaksanaan penilaian otentik oleh guru bahasa Inggris SMAN 2 Bangko Rokan Hilir. Selain itu, pertanyaan ini terutama ditujukan untuk menjawab tiga pertanyaan penelitian: 1) Bagaimana pemahaman dasar guru tentang defenisi, perbedaan penilaian autentik dengan kurikulum sebelumnya, bentuk-bentuk, karakteristik, manfaat, tehnik penilaian keterampilan dan tehnik penilaian pengetahuan dalam penilaian otentik kurikulum 2013 terhadap guru bahasa Inggris di SMAN 2 Kabupaten Bangko Rokan Hilir? 2) Bagaimana penerapan penilaian autentik dalam mengajar Bahasa Inggris di SMAN 2 Bangko Rokan Hilir? 3) Faktor-faktor apa yang mempengaruhi pelaksanaan penilaian otentik di SMAN 2 Bangko Rokan Hilir? Pesertanya adalah tiga guru bahasa Inggris. Data dihasilkan dari berbagai sumber seperti melakukan observasi kelas, wawancara semi-terstruktur dan dokumen. Data kemudian dianalisis secara kualitatif untuk mengeksplorasi pemahaman guru tentang penerapan penilaian otentik dalam mengajar bahasa Inggris di SMAN 2 Bangko Rokan Hilir dan faktor-faktor yang berpengaruh. Dari hasil analisa data, dapat disimpulkan bahwa secara garis besar, guru memiliki pemahaman yang baik akan defenisi, perbedaan penilaian autentik dengan kurikulum sebelumnya, bentuk-bentuk, karakteristik, manfaat, tehnik penilaian keterampilan dan tehnik penilaian pengetahuan penilaian autentik kurikulum 2013. Namun demikian, dalam implementasi mengajar didalam kelas ditemukan bahwa guru belum menerapkan sepenuhnya penilaian autentik. Hasil kajian ini menyatakan bahwa guru A masih mengaplikasikan cara penilaian dengan sistim kurikulum lama sedangkan guru B dan C sudah mengaplikasikan penilaian autentik namun langkah-langkah dalam pelaksanaan penilaian autentik ini belum berjalan sesuai dengan tuntutan penilaian autentik kurikulum 2013. Guru

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memaparkan bahwa faktor-faktor yang mempengaruhi implementasi penilaian autentik kurikulum 2013 adalah keterbatasan waktu pembelajaran yang hanya lima belas menit pada kegiatan penutup, kurangnya kontribusi dalam pelatihan dan sosialisasi pemerintah serta pembelajaran yang kondusif dan kreatifitas guru dalam merancang pembelajaran.

Kata kunci: *implementasi kurikulum, penilaian otentik, pengajaran bahasa Inggris*



CHAPTER I

INTRODUCTION

1.1. Background of Problem

Assessment of student learning outcomes is very important and strategic in teaching and learning activities. By assessment of learning outcomes, it can be seen how students have mastered the competencies or material taught by the teacher. Assessment can also be used as a reference to see the level of success or effectiveness of teachers' performance in teaching. Therefore, the assessment of learning outcomes must be carried out properly starting from the determination of instruments, preparation of instruments, review of instruments, implementation of assessment, analysis of assessment results, and follow-up program of assessment results. Good assessment of learning outcomes will provide useful information in improving the quality of the teaching and learning process. On the contrary, if there is an error in the assessment of the results of teaching and learning, there will be misinformation about the quality of the teaching and learning process and ultimately the true purpose of education will not be achieved.

Learning outcomes are certain competencies or abilities both cognitive, affective and psychomotor that are achieved or mastered by students after following the teaching and learning process. Hamalik (2003) explains that learning outcomes are patterns of actions, values, understandings and attitudes and abilities of students. Furthermore, Sudjana (2002) argues that learning outcomes are abilities possessed by students after receiving their learning experience.

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According to WinaSanjaya, (2008), learning assessment is the process of collecting data and processing information to measure the achievement of students learning outcomes. In other words, assessment is a series of activities to acquire, analyze, and interpret data about processes and students' learning outcomes that is carried out systematically and continuously, so that it becomes meaningful information in making decision.

In the 2013 curriculum, learning assessment used is different from that of KTSP curriculum. The assessment in 2013 curriculum aims to measure all of the attitude competencies, skills, and knowledge based on the processes and outcomes. While the assessment in KTSP curriculum is more dominant on the knowledge aspect. In other words, curriculum change from KTSP to the 2013 curriculum is an advancement for education.

Mulyasa (2013) states that changes in curriculum are fundamental changes in the national education system. The 2013 curriculum is an alternative curriculum offered as one way to anticipate the problems of the national education system. Through implementation of the 2013 curriculum that is both competency based and character based, with the thematic and conceptual approach, it is expected that students are able to independently improve and use their knowledge, study, internalize, and personalize noble characters so that they manifests in everyday behaviors.

Kunandar (2014: 35) states that one emphasis in the 2013 curriculum is authentic assessment. In fact, in the previous curriculum, the Education Unit Level Curriculum (KTSP), there was space for authentic assessment. However, the implementation in the field was not carried out optimally. In the 2013

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curriculum, authentic assessment become sapriority where teachers who evaluate students' learning outcomes need to really pay attention to principles of authentic assessment.

The emphasis o nauthentic assessment in the 2013 curriculum means that the assessment is done to find out the input, process, and output of students' competency in aspects such as attitude, knowledge, and skills. In reality, however, some teachers do not understand detail so authentic assessment. This is an indication that authentic assessment of the 2013 curriculum as the teachers' responsibility in teaching and learning activities has not been carried out properly. In fact, authentic assessment in the 2013 curriculumneeds to be viewed as the activity of assessing students' learning, both in the process and the results, with various assessment instruments that are tailored to the demands of competencies as required in the standards of competence which include core competencies and basic competencies.

The 2013 curriculum emphasizes on difference in assessment between assessment through tests (measuring knowledge competencies based on tests only) and assessment through authentic assessment (measuring competency attitudes, knowledge and skills based on processes and results). In authentic assessment, students are asked to apply concepts or theories to the real world. In this regard, the word "authentic" means the actual condition, namely the ability or skill possessed by students. For example, students are given project assignments to see the competencies of students in applying the knowledge that students have in their daily lives or the real world. Authentic assessment refers to the Benchmark Reference Assessment (PAP), which is the achievement of learning

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outcomes based on the position of the score obtained from the ideal score (maximum). Thus, the achievement of student competencies is not in the context compared to other students, but compared to certain standards or criteria, namely the Minimum Completion Criteria (KKM). In authentic assessment, a teacher does not only assess students' learning by referring to basic competencies, but also to core competencies and SKL (standards of graduate competencies).

Assessment of learning outcomes is a teacher's activities related to decision making about achieving competencies or learning outcomes of students who follow the learning process. The data obtained by the teacher during the learning process is netted and collected through assessment procedures and tools that are in accordance with the competencies or indicators to be assessed. From this process, a portrait or profile of students' abilities in achieving a number of standards of competency and basic competencies which have been formulated in curriculum is accurately and objectively obtained from this process.

Griffin and Nix in Widoyoko (2009) describe assessment as a method used to assess individual or group performance. While Popham (1995) in Widoyoko (2009) defines assessment as a formal effort to determine the status of students with regard to various educational interests. Meanwhile, according to Jihad and Haris (2008) the notion of assessment is the process of giving or determining certain learning outcomes based on certain criteria. In Gronlund's view in Arifin (2009), assessment is a systematic process of gathering, analyzing, and interpreting information or data to determine the extent to which students have achieved the learning objectives.

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Learning a language is learning to master the function of the language itself that is communication. The communication means communication in various contexts, both oral and written. In order to develop the ability to communicate in the language (English, for example) in oral and written forms, communication skills that must be mastered are derived from four main parts, namely listening, speaking, reading, and writing. Writing and reading are the competence that will be assessed by teacher in daily test. They should be included in learning process. The teacher has to incorporate the four skills in his/her lesson plan. Because the 2013 curriculum is the newest curriculum for teachers, they have to have deep understanding of the curriculum itself. They have to know more about it clearly. The government gave training to teachers in the beginning of every year from 2014 until 2018. The government expect that all teachers master the curriculum deeply and apply it to achieve the purpose of education itself. According to Muhammad Nuh, “2013 curriculum was created because of the demands of the time, when the time changed, the curriculum should be changed, not just memorized but it is focused on creativity, productivity, innovation and affective”. It is focused on the students centred activities than teachers centered activities. In the 2013 curriculum, teachers are the facilitators, mediators, and evaluators. The curriculum brings the students into active learning and assessment becomes the most important point in learning process.

Learning assessment in the 2013 curriculum is different from that of KTSP curriculum. Assessment in 2013 curriculum aims to measure all competencies in students’ attitudes, skills, and knowledge based on the processes and outcomes of

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learning. Curriculum change from KTSP to the 2013 curriculum is advancement for education.

The language role for senior high school students in learning is not only for one field of the study but also to prepare students to reflect on their experience and others' experiences, to reveals their ideas, and to understand meanings. The function of the language for the students is not as a field of science study, but to prepare it to achieve the competencies that enable the students to:

- 1) Reflect on his or her own experiences and experiences of others,
- 2) express ideas and feelings, and
- 3) understand the various nuances of meaning.

Considering the three competencies that students must master, language teaching is expected to help students to know themselves, their culture and other cultures, to express their ideas and feelings, to participate in societies to use the language, to make responsible decisions on personal and social levels, discovering and using his own analytical and imaginative abilities. The language learning itself has to be mastered by students to know about their self, their culture and others cultures, giving their ideas, and interact each other by the language that they learn. Language learning is learning to use the language itself in any context of transactional and interactional communication. There are four competences that the students have to learn in transactional and interactional communication, namely listening, speaking, reading and writing. These competences are taught separately by teachers. In the 2013 curriculum, the four competences that the students have to master are determined in learning process. The process of learning should include the four competences. There are four competences that

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teachers have to be concerned with. The four competences have their own assessments. These include assessment for listening, speaking, reading, and writing. While in the 2013 curriculum, assessment that is conducted by the teacher on real condition of learning process covering attitude, skill and knowledge.

A teacher's perspective on the curriculum influences his performance and decisions in planning lessons, conducting lessons, and assessing learning. Similarly, the perspective of English teachers towards the 2013 curriculum does. The perspective affects their way of thinking and action as educators. Because the 2013 curriculum is still a new curriculum for teachers, so teachers have to learn the details of how the curriculum is applied. Teachers get the knowledge of implementation of the curriculum by training. As the curriculum was newly regulated, different interpretation was believed to emerge among teachers as the main stake holders of curriculum development and its implementation. The different perspectives among teachers in perceiving of what is intended by the government in the 2013 curriculum will lead to different interpretations and will normally end up with a question of a mismatch in the level of implementation.

Normally, teachers have been given training in the application of 2013 curriculum for one week. On the first day of the teacher training, a pre test was given as a pre-requisite to the extent to which teachers understand the curriculum concept. From the first day until the last day of training, the teachers were equipped with how to conduct authentic assessments in learning based on the 2013 curriculum. The teachers attended the training well and orderly. During the training, teachers' attitude and activeness was assessed. All the teachers took part in the training until the sixth day and immediately tested through post-test.

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Teachers are taught how to conduct authentic assessments based on the 2013 curriculum as their provision to be applied in the classroom. This training was given before the teachers carried out the new school year lessons with the aim that when learning begins at the beginning of the year the teacher has gained applied knowledge on how to implement the curriculum itself. Even the first training material given was a change in the mindset of teachers for the new curriculum. This training content is provided with the aim that teachers feel comfortable with the previous learning system and the 2013 curriculum. The teacher has participated in the 2013 curriculum consolidation training for six days with material that is directly related in the 2013 curriculum.

The content has been learned by the teacher are general content and subject matter.

The general content consists of:

1. Changes in the teachers' mindset towards the 2013 curriculum,
2. Character-based learning
3. Literacy education.

The subject matter consists of:

1. Competence, material, learning and assessment
2. Competency analysis, learning and assessment
 - a. Document analysis: SKL, KI, KD, syllabus and lesson guidelines
 - b. Analysis of material textbook
 - c. Analysis of the learning model application
 - d. Analysis of learning outcomes assessment
3. Lesson plan designing
4. Practice of learning and assessment

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5. Practice of processing and reporting assessment of learning outcomes

After finishing the training, teachers were expected to be able to understand and apply the curriculum well. But the researcher found that the English teachers in Rokan Hilir regency did not know yet how to apply authentic assessment based on 2013 curriculum. The researcher also found that four principals of senior high schools that implemented 2013 curriculum did not participate in the 2013 curriculum training yet. This was unfortunate considering that in carrying out the curriculum mandate, the principal is the most important person to achieve the success of the curriculum. The researcher got the data from the four principals while doing the 2013 curriculum mentoring. The main important thing while doing 2013 curriculum mentoring was focused on the English teacher's lesson plan and their application in the classroom in implementing the curriculum learning process and authentic assessment. The lesson plan also describes how the teacher assesses their students. The implementation of the process will appear in a teacher's lesson plan.

According to Ministry of Education and Culture regulations 65, 2013 regarding Standards Process, Lesson plan (RPP) is a plan of face-to-face learning activities for one or more meetings. Lesson plan is developed from the syllabus to direct the learning activities of learners in an effort to achieve basic competence. Lesson plan is a set of learning activities which includes method, strategy, and technique in achieving lesson objective. It means that lesson plan has an important role for teacher in his learning. This lesson plan shows the understanding of teachers in conducting assessment when implementing the 2013 curriculum.

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Considering the important role of teachers in implementing the curriculum and the researcher experience as 2013 curriculum facilitator, it is important to explore how English teachers at SMAN 2 of Bangko subdistrict Rokan Hilir regency implement authentic assessment based on the 2013 curriculum in teaching and learning process. It is also important to investigate the factors that influence the implementation of authentic assessment. This authentic assessment focuses on cognitive and psychomotor assessment. Attitude is not included as the focus in this research because in the 2013 curriculum revision, attitude is assessed indirectly.

1.2. Statement of Problem

In this study, the problems stated are related to the issues of authentic assessment implemented by English teachers during their practices in classroom, which at the same time also represent their basic understanding on authentic assessment. Teachers' knowledge of authentic assessment is very important because it will be reflected in their classroom practices which include conducting authentic assessment. For this reason, it is crucial to know the extent of English teachers' understanding of authentic assessment so that it can be seen in its implementation in learning process. Research on authentic assessment has been done by several people before. such as research conducted by Purnama (2017), Astuti, Safitri & Oktaviana (2017), Budiarti (2015), Abdullah (2016), Yuliaastuti (2017), Sombolinggi (2018), Paidi (2018), and Nurmutiya (2017). From all of these studies there are a number of studies that have similarities to the experiences directly experienced by researchers when they became 2013 curriculum

instructors in the regions. The research is a study by Sombolinggi (2018) and Paidi (2018). The results of this study is that authentic evaluation in the 2013 curriculum has not gone well. This is indicated by the teachers who knew the authentic assessment of the 2013 curriculum but not yet understand broadly and deeply about it, which resulted in the teachers not using assessment instruments from each assessment technique.

Previous research on authentic assessment in the implementation of the 2013 curriculum were conducted by Herindiate Tangke Sombolinggi at a Public Elementary School in Palopo and research by Paidi on Islamic Subjects in one of the junior high schools in Klate. Both of these studies obtained research data from home room teachers and students. The research was carried out by the researchers in the process of data retrieval by giving a number of questions to English teachers of SMAN by digging information using several questions to measure the teacher's understanding of authentic assessment and observation to see its application.

1.3. Limitation of The Problem

This study is limited on the implementation of authentic assessment based on 2013 curriculum by English teachers of SMAN 2 of Bangko subdistrict Rokan Hilir regency. With the assumption that these teachers have received training within a period of 6-7 days, whether the application of what they have received during the training is directly proportional to the 2013 curriculum authentic assessment target. The implementation of authentic assessment in this research means the English teacher at SMAN 2 Bangko has carried out an authentic

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assessment of the 2013 curriculum based on the stages of carrying out authentic assessment in 2013 curriculum.

It was reflected in how researchers interviewed English teachers on their understanding of authentic assessment in terms of definitions, differences to previous curriculum, forms, characteristics, benefits, skills and knowledge of assessment techniques. All of these indicators reflect English teachers' understanding of authentic assessment based on the 2013 curriculum.

Through training provided by the government, the teachers should understand well the procedures in authentic assessment based on 2013 curriculum and it is hoped that the implementation will be appropriate with what is expected by the curriculum itself.

1.4. Purpose and Objective of the Study

The aims of this study are to explore English teachers' basic understanding and implementation of authentic assessment in the process of teaching and learning English at SMAN 2 Bangko Rokan Hilir Regency. The study also aims to investigate the factors influencing the implementation of authentic assessment in the 2013 curriculum in the senior high school.

In other words, this study aims to find out how authentic assessment according to the 2013 curriculum was understood and applied by the English teachers in the classroom. Thus, the study attempts to examine whether the teachers' understanding and implementation is in accordance with authentic assessment as intended by the 2013 curriculum. This was followed by exploration

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of the factors influencing the realization of authentic assessment in implementation of the 2013 curriculum.

1.5. Research Question

The problems of this study are formulated into the following questions:

1. How is the English teachers' basic understanding of authentic assessment in teaching English at SMAN 2 Bangko subdistrict Rokan Hilir Regency?
2. How is the implementation of authentic assessment in teaching English at SMAN 2 Bangko subdistrict Rokan Hilir Regency?
3. What factors influence the implementation of authentic assessment in teaching English at SMAN 2 Bangko subdistrict Rokan Hilir Regency?

1.6. Significance of the Problem

It is more appropriate to give some significant contribution of the study investigated since this research tries to explore more on teachers' understanding about authentic assessment, the implementation of the authentic assessment in their actual classroom teaching and the factors that influence authentic assessment in the implementation of the 2013 curriculum.

The final process of learning is assessment. The assessment carried out by a teacher at the end of the learning process is aimed at generating information on how much students understand the lesson taught. This information can also be used as a benchmark to achieve success in learning and to achieve the required standards of competencies.

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Besides, language learning must also be applied as knowledge so that the language can be used by students in their daily life. Although in Indonesia, English is not the first language but students are encouraged to be able to use this language in their daily life. Adopting this approach in learning a English as a foreign language, students will be able to broaden their thinking in a better direction.

This study explored the application of authentic assessment based on the 2013 curriculum. Was the authentic assessment implemented in the school in accordance with the expectations of the curriculum in order to produce better educational output in the future? It is expected that this study will become one of the considerations of the school in designing educational programs in the future.

1.7. Rationale of the Problem

The researcher chose authentic assessment as the focus of her study because the previous curriculum was different in how to assess students' abilities when compared with the 2013 curriculum. In the previous curriculum the assessment used a scale of 0 to 100, while the affective aspects used the scale of A, B, C, and D. In the 2013 curriculum, assessment was carried out comprehensively to assess the inputs, processes, and outputs of learning including: the realm of attitude, knowledge and skills (Appendix Permendikbud Number 66 of 2013). Authentic assessment assesses the readiness of students and the whole process and learning outcomes. In authentic assessments teachers know the development of students in each process of teaching and learning activities in the classroom.

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Assessment in the 2013 curriculum is more procedurally integrated so that the aspects that would be assessed are more easily understood. In accordance with the 2013 curriculum demands, students can create something by their creativity in learning. The results expected in this study are in line with the research objectives to find out the quality of the implementation of authentic assessment based on 2013 curriculum in SMAN 2 Bangko subdistrict Rokan Hilir Regency. Implementation of authentic assessment based on 2013 curriculum learning outcomes refers to standards of assessment. Achievement of quality assessment of learning outcomes is expected to provide reflection for schools in the implementation of authentic assessment based on the 2013 Curriculum. Schools are expected to know the shortcomings of assessment in the implementation of learning according to the 2013 curriculum.

1.8. Defenition of Key Terms

To get general understanding about the aim of this research, the researcher will clarify the following terms, namely:

Authentic assessment emphasizes on “a true test” of intellectual achievement or ability because it requires students to demonstrate their deep understanding, higher-order thinking, and complex problem solving through the performance of exemplary tasks. Authentic tasks replicate real-world challenges and “standards of performance” that experts or professionals (e.g., mathematicians, scientists, writers, doctors, teachers, or designers) typically face in the field (Wiggins, 1989, p. 703). Mardapi (2008) said that test is one way to estimate a person's ability indirectly, namely through a person's

response to a stimulus or question. Test is one of the tools for measuring, namely a tool to collect information on the characteristics of an object. This object can be in the form of students' abilities, attitudes, interests, or motivations. The test participants' response to a number of questions reflects abilities in a particular field. The test is the narrowest part of the evaluation: performance assessment, project assessment, portfolio assessment, and written assessment.

The 2013 curriculum is the improvement of Education Unit Level curriculum in 2006. Law no. 20 of 2003 on the national education system says that the curriculum is a set of plans and arrangements concerning objectives, content, and lesson materials and ways used as guidelines for the implementation of learning activities to achieve certain educational goals. The curriculum as a plan is used as a guide in the implementation of teaching and learning process by teachers. The curriculum as setting the objectives, the content, and the way in which they are used is an effort to achieve the goals of national education.

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CHAPTER II

LITERATURE REVIEW

2.1. Authentic Assessment

The term “authentic assessment” was first coined in 1989 by Grant Wiggins in K–12 educational contexts. According to Wiggins (1989, p. 703), authentic assessment is “a true test” of intellectual achievement or ability because it requires students to demonstrate their deep understanding, higher-order thinking, and complex problem solving through the performance of exemplary tasks. Authentic tasks replicate real-world challenges and “standards of performance” that experts or professionals (e.g., mathematicians, scientists, writers, doctors, teachers, or designers) typically face in the field (Wiggins, 1989, p. 703). For instance, authentic tasks in mathematics need to elicit the kind of thinking and reasoning used by mathematicians when they solve problem. There are three terms that are often used in evaluations, namely tests, measurements, and assessments. Mardapi (2008) said that test is one way to estimate a person's ability indirectly, namely through a person's response to a stimulus or question. Test is one of the tools for measuring, namely a tool to collect information on the characteristics of an object. This object can be in the form of students' abilities, attitudes, interests, or motivations. A test participant's response to a number of questions describes abilities in a particular field. The test is the narrowest part of the evaluation.

Authentic assessment has relevance to the scientific approach in learning according to the demands of the 2013 curriculum. namely the ability to describe the improvement of student learning outcomes in the context of observing,

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reasoning, trying, building networks, and others. Authentic assessment aims to measure a variety of skills in various contexts that reflect situations in the real world where those skills are used. Authentic assessment in the implementation of the 2013 curriculum refers to the assessment of (1) attitude competence through observation, self-assessment, peer evaluation by students and journals, (2) knowledge through written tests, tests, oral, and assignments, and (3) skills through performance appraisal, namely assessment that requires students to demonstrate a certain competency using practice tests, projects, and portfolio assessments.

The 1945 Constitution states that the main purpose of education is to educate the nation's life, as well as mandating the government to strive for and implement a national education system. Furthermore, Law Number 20 of 2003 concerning the National Education System in subsection 3 states as follows:

Pendidikan Nasional berfungsi mengembangkan kemampuan dan membentuk watak serta peradaban bangsa yang bermartabat dalam rangka mencerdaskan kehidupan bangsa, bertujuan untuk berkembangnya potensi peserta didik agar menjadi manusia yang beriman dan bertakwa kepada Tuhan Yang Maha Esa, berakhlak mulia, sehat, berilmu, cakap, kreatif, mandiri, dan menjadi warga negara yang demokratis serta bertanggung jawab. (The function of National Education is to develop the ability and form the character of the civilization of a nation with dignity in order to develop the life of the nation, aiming at the development of the potential of students to become citizens who have faith and have faith in the God of the Almighty, moral, healthy, knowledgeable, capable, creative, independent, democratic, and responsible for the nation to become a faithful and responsible nation).

Innovations in the field of education have been widely sought by the government in primary, secondary and tertiary education in order to improve the quality of education. For example, such innovations include improving the quality of teachers through upgrading, training seminars, and further education. In

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addition, many innovations in learning have been carried out such as learning through computer simulations, active student learning methods or process skills approaches. However, such efforts have not shown a significant increase in results.

Indeed, there have been many efforts undertaken by the government in order to improve the quality of education, especially at the elementary school level, including in the form of allocation of education funds, curriculum changes, improving the quality of primary school teachers, procurement of learning facilities and infrastructure as well as learning resources. In addition, there are several critical success factors in improving the quality of education in primary schools, including: the learning process, teachers, students, learning facilities and infrastructure and ways of teacher evaluation, students' social environment at school, school curriculum, and learning resources (Dimyanti and Moedjiono, 1994). Of the critical success factors, the learning process is one of the most important factors. If the learning process goes well supported by other critical success factors, it will produce quality students who can compete in the globalization era.

Teachers should ideally facilitate students' learning. In learning there is interaction between teacher-student, student-student, and student-teacher. For this reason, students and teachers carry out their respective roles. The teacher teaches students and students learn how to learn. In other words, learning must occur in a multi-directional interaction (Dimyanti and Mudjiono, 1994). Multi-directional interaction will occur if the teacher has prepared a representative administration, material, and learning media that will be used in carrying out his learning. When

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implementing learning the teacher has skillfully used eight teaching skills and at the end of the learning the teacher has found the basis.

The teacher has a significant role and position in the assessment process, namely people who know the learning outcomes of students. Assessment of student learning outcomes is something that is very important in teaching and learning activities. Therefore, from this assessment of learning outcomes, it can be seen how much the success of students in mastering the competencies or materials that have been taught by the teacher.

Assessment can be used as a reference to see the level of success or effectiveness of teachers in facilitating students' learning. Therefore, the assessment of learning outcomes must be carried out well starting from the determination of the instrument, the preparation of the instrument, the review of the instrument, the implementation of the assessment, the analysis of the results of the assessment and the follow-up program based on the results of the assessment. Assessment of good learning outcomes will provide useful information in improving the quality of teaching and learning process. Conversely, if an error occurs in the assessment of learning outcomes there will be misinformation about the quality of the teaching and learning process and ultimately the educational objectives cannot be achieved.

Based on observations in the field, it can be stated that the assessment system used by teachers is generally a paper and pencil test because they consider it quite practical in the sense that it does not require a lot of effort, cost, and time. Conversely, teachers are reluctant to use authentic assessments because they

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require more energy, money, and time. These thoughts and behaviors hinder the realization of quality learning in education.

The results of Pantiwati's research (2013) concerning the profile of the assessment system by the teacher also showed that an objective form of written test dominates the instrument for measuring student learning outcomes. Besides, the response of students also supports the form of written tests compared to other forms of assessment. Students do not like the assessment through critical analysis of articles and portfolios that require students to think at a high level.

The same thing was also expressed by Umar in Pantawati (2013) that the decision of passing 100% of students on the national exam had a negative impact on teachers' teaching behavior. Teachers generally feel safe and think they finish their job if they have done all the curriculum obligations even though their students do not understand what have been taught to them. An education that does not produce quality graduates is not an investment in human resources, but a waste of cost, energy and time. Therefore, it is necessary to have an appropriate method of assessment so that complete information about students can be provided. If a student is successful in his/her learning, then that success must be measured by a measuring instrument that is in accordance with the learning objectives or competencies that must be achieved. Information obtained from the assessment must be comprehensive and have been carried out at the right times during and after learners learn. This means that measurements must be made throughout the learning process undertaken by students.

Measurement, evaluation and assessment have related relationship. Class assessment is a process carried out through the steps of planning, preparation of

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assessment tools, and gathering information through a number of evidences that shows the achievement of student learning outcomes, processing, and use of information. Class assessment can be carried out in various ways, such as performance appraisal, attitude assessment, written appraisal, project appraisal, product appraisal, portfolio appraisal, and self-appraisal.

The assessment is done before measurement because measurement is giving numbers to objects or rules that give quantitative meaning. Grounlund (1993) in Pantiwati (2013) states that measurement is the process of obtaining numerical descriptions of the degree of certain characteristics possessed by individuals. In addition to collecting information, this information is also carried out by observing students while they are studying, interviewing or evaluating students' products. The teacher is given the freedom to determine the technique of taking values both in the form of instruments, as well as the points of the instrument that will be used for indicators that have been formulated.

The results of the assessment are very necessary in the process of decision-making. Brown (2004) in Pantawati (2013) states that evaluation is the activity of making decisions based on information that has been obtained in the assessment. Assessment and evaluation are interrelated because the assessment results are one of the most important sources of information in the learning environment. Therefore, assessment can be used as a basis for evaluating learning programs in accordance with expectations.

The achievement of graduate competence is not only dependent on the learning program but directly related to assessment. Johnson (2002) in Pantawati (2013) revealed that the assessment can be done without evaluation but cannot

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evaluate beyond the evaluation and evaluation is done for a moment while the assessment is ongoing.

The implementation of the 2013 curriculum has changed the educational paradigm from behaviorist to constructivist, not only demanding changes in the learning process but also changes in carrying out assessments. The old paradigm of learning assessment emphasizes the results that tend to assess the ability of cognitive aspects, through the form of tests such as multiple choice, right or wrong, and matching. These forms of the test are considered to have failed to know the actual performance of students. The tests have not been able to find a complete picture of the attitudes, skills and knowledge of students associated with their real life outside of school or the community. In addition, affective and psychomotor aspects are also ignored.

Constructivism-based learning in learning assessment is not only intended to measure the level of cognitive abilities, but also all aspects of the students' personality such as moral, emotional, and social development as well as other aspects of an individual's personality. The 2013 curriculum focuses on competencies in attitude, knowledge, and skills. These three components are explicitly stated in the core competencies that students must possess. The 2013 curriculum regulates learning activities that prioritize scientific approaches, namely observing, asking, training, trying, reasoning, and communicating. These fundamental changes have an impact on the assessment system which is more directed to authentic assessment.

Ministry of Education and Culture Regulation No. 66 of 2013 concerning Education Assessment Standards states that the assessment of students' learning

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outcomes is based on objective, integrated, economic, transparent, accountable, and educative principles. Associated with the concept of authentic assessment, assessment is the process of gathering various information that can provide a true picture of the development of student learning. The term authentic is a synonym of original, real, valid, or reliable.

Authentic assessment has a strong relevance to the scientific approach to learning in accordance with the demands of the 2013 curriculum. Kunandar (2014) argues that, "The 2013 curriculum emphasizes a shift in doing assessment, namely from assessment through tests (based on results only), towards authentic assessment (measuring attitudes, skills and knowledge based on process and results)". This assessment is able to describe the improvement of student learning outcomes, both in the context of observing, reasoning, trying, and building networks or communicating. Authentic assessment is carried out by the teacher in the form of classroom assessment through performance assessments, portfolios, products, projects, written, and self-assessments.

Penilaian otentik adalah penilaian yang dilakukan dalam suasana non-threatening. Penilaian ini berupa proses pengumpulan informasi oleh guru tentang perkembangan dan pencapaian pembelajaran yang dilakukan anak didik melalui berbagai teknik yang mampu mengungkapkan, membuktikan atau menunjukkan secara tepat bahwa tujuan pembelajaran dan kemampuan (kompetensi) telah benar-benar dikuasai dan dicapai. Penilaian otentik memiliki sifat-sifat: (1) berbasis kompetensi, (2) berpusat pada siswa, (3) terintegrasi dalam proses pembelajaran, (4) on-going dan berkelanjutan (Tim Penyusun, 2008:23). (Authentic assessment is an assessment carried out in a non-threatening atmosphere. This assessment is in the form of a process of gathering information by the teacher about the development and achievement of learning done by students through various techniques that are able to express, prove or show precisely that learning objectives and abilities (competencies) have been truly mastered and achieved. Authentic assessment has the following characteristics: (1) competency-based, (2) student-centered, (3) integrated in the learning process, (4) on-going and ongoing (Drafting Team, 2008: 23).

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Assessment or evaluation is a stage in the learning cycle whose role cannot be ignored. It is said so because the evaluation can produce at least two things, namely: (1) as feedback in the learning process, and (2) can provide information about the quality of the acquisition on the subject by students. Good judgment is an integral part of good learning. Appropriate assessment is at least oriented to two main priorities: (1) the main purpose of education, namely learning how to learn from an experience, so that the next learning plan becomes meaningful, and (2) accommodating the diversity of students primarily in terms of learning styles in order to help planning improvements to the learning process.

In relation to the assessment of students, the Education Unit Level Curriculum states that during the learning process, the teacher monitors students' participation. Another implication of applying competency standards is that teachers must develop continuous authentic assessment that guarantees achievement and mastery of competencies.

2.1.1. Authentic Assessment Background

Conceptually authentic assessment is significantly more comprehensive than even a standardized multiple-choice test. When applying authentic assessment to determine students' learning outcomes and achievements, educators apply criteria relating to knowledge construction, observing and trying activities, and achievement values outside of learning. Authentic assessment has strong relevance to the scientific approach to learning in accordance with the demands of the 2013 curriculum. The assessment is able to illustrate the

improvement in students' learning outcomes, both in the context of observing, reasoning, trying, building networks, and others. Authentic assessments tend to focus on complex or contextual tasks, allowing students to show their competence in more authentic settings.

Authentic assessment is a form of task that requires students to demonstrate meaningful performance in the real world, which is the application of the essence of knowledge and skills. Authentic assessment also emphasizes the ability of students to demonstrate knowledge possessed in a real and meaningful way. Assessment activities are not just questioning or tapping knowledge, but the real performance of knowledge that has been mastered so that authentic assessment is a comprehensive assessment carried out to assess starting from the input (input), process, and output learning.

Authentic assessment aims to measure a variety of skills in various contexts that reflect situations in the real world where those skills are used. For example, assigning students to write certain topics as in real life, and participate concretely in discussions or book review, write for journals, letters, or edit writing until it is ready to print. So, the evaluation of this model emphasizes performance measurement or doing something that reflect the application of knowledge that has been mastered theoretically.

Authentic assessment requires learners to demonstrate knowledge, skills and strategies by creating answers or products. Students are not only asked to respond to answers as in traditional tests, but are required to be able to create and produce answers that are based on theoretical knowledge. Authentic assessment in

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the implementation of the 2013 curriculum refers to the assessment standards consisting of:

- a. Assessment of attitude competence through observation, self-assessment, peer evaluation by students and journals.
- b. Knowledge through written tests, tests, oral, and assignments.
- c. Skills through performance appraisal, namely assessments that require students to demonstrate a certain competency using practice tests, projects, and portfolio assessments.

The latest development that is currently of concern to teachers, schools and education observers is how assessment forms can be applied to assess the knowledge and abilities of students who have acquired effective functions for the future and complex societies (this is not indicated by multiple choice tests). Schools and education observers see that successful schools must be able to produce a new generation with the capabilities needed for the next ten years. Therefore, we need a form of assessment, the development of new measurements that are better.

2.1.2. Definition of Authentic Assessment

Authentic assessment or authentic assessment is a direct assessment (direct assessment) and a direct measure (Mueller, 2006). Authentic assessment is more often expressed as a performance based assessment, alternative assessment or performance assessment. Authentic assessment is the process of gathering information by the teacher about the development and achievement of learning carried out by students through various techniques that are able to express, prove

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or show precisely that the learning objectives have been truly mastered and achieved (Nurhadi, 2004)

There are some experts who distinguish between the use of authentic assessment terms and performance appraisal, such as Marzano (1993), while Stiggins (1994) and Mueller (2006) use these two terms synonymously. The term alternative assessment is used as an alternative to the commonly used assessment (traditional assessment). The term direct assessment is used because authentic assessment provides more direct evidence of the application of skills and knowledge. A similar opinion was expressed by Stiggins (1987). Stiggins emphasized specific skills and competencies, to apply the skills and knowledge that had been mastered, with the statement: performance assessment calls upon the examinee to demonstrate specific skills and competencies, that is, to apply the skills and knowledge they have mastered (Stiggins, 1987: 34).

In principle, authentic valuation has different characteristics from traditional valuation. As Nurhadi stated that the characteristics of authentic assessment are as follows: 1) involves real experience (involving real-world experience), 2) is carried out during and after the learning process takes place, 3) includes personal assessment (self assessment and reflection, 4) measured skills and performance, not remembering facts, 5) continuous, 6) integrated, 7) can be used as feedback, 8) success and failure criteria are clearly known by students (Nurhadi, 2004: 173). According to Arikunto,

Authentic assessment is a learning assessment that refers to real-world situations or contexts, which require various approaches to problem solving that give the possibility that one problem can have more than one kind of solution. In other words, authentic assessment monitors and measures students' abilities in a variety of possible solutions to problems encountered in real-world situations or contexts (2008: 23).

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Penilaian otentik adalah suatu penilaian belajar yang merujuk pada situasi atau konteks dunia nyata, yang memerlukan berbagai macam pendekatan untuk memecahkan masalah yang memberikan kemungkinan bahwa satu masalah bisa mempunyai lebih dari satu macam pemecahan. Dengan kata lain, assessment otentik memonitor dan mengukur kemampuan siswa dalam bermacam-macam kemungkinan pemecahan masalah yang dihadapi dalam situasi atau konteks dunia nyata (2008: 23)

Based on the quote above, in a learning process, authentic assessment measures, monitors and evaluates all aspects of learning outcomes (which are included in the cognitive, affective, and psychomotor domains), both those that appear to be the end result of a learning process, and in the form of change and development. Sunartombs (2009: 2) also states that:

Authentic assessment is also called alternative assessment. Performing authentic assessment no longer uses traditional assessment formats (multiple-choice, matching, true-false, and paper and pencil tests), but uses a format that allows students to complete a task or demonstrate a performance in solving a problem.

Penilaian autentik juga disebut dengan penilaian alternatif. Pelaksanaan penilaian autentik tidak lagi menggunakan format-format penilaian tradisional (multiple-choice, matching, true-false, dan paper and pencil test), tetapi menggunakan format yang memungkinkan siswa untuk menyelesaikan suatu tugas atau mendemonstrasikan suatu performasi dalam memecahkan suatu masalah.

Authentic assessment does not condition students to memorize and only does a number of written questions but rather engages students in activities such as conducting scientific experiments, social research, writing reports, reading and interpreting literature, and solving applicative questions. An authentic assessment model will succeed if students know what the teacher expects. Therefore, the teacher must clearly state the competencies of students expected and desired to be achieved. Thus, authentic assessment is a form of task that wants students to show real performance which is the application of knowledge that they master theoretically. Authentic assessment requires students to demonstrate knowledge,

skills, and students must be able to produce answers or products that are based on theoretical knowledge. Thus, students will feel the learning process they experience is meaningful. Surapranata (2004: 13) says that:

Authentic assessment is also called alternative assessment. Performing authentic assessment no longer uses traditional assessment formats (multiple-choice, matching, true-false, and paper and pencil tests), but uses a format that allows students to complete an assignment or demonstrate a performance in solving a problem. This assessment format can be in the form of: a test that presents an original object or event in front of students (hands-on assessment), assignments (skills assignments, simple investigative tasks and integrated investigative tasks), and recording formats of student learning activities for example: portfolios, interviews, lists check, oral presentation and debate.

Penilaian otentik juga disebut dengan penilaian alternatif. Pelaksanaan penilaian otentik tidak lagi menggunakan format-format penilaian tradisional (multiple-choice, matching, true-false, dan paper and pencil test), tetapi menggunakan format yang memungkinkan siswa untuk menyelesaikan suatu tugas atau mendemonstrasikan suatu performasi dalam memecahkan suatu masalah. Format penilaian ini dapat berupa: tes yang menghadirkan benda atau kejadian asli dihadapan siswa (hands-on penilaian), tugas (tugas keterampilan, tugas investigasi sederhana dan tugas investigasi terintegrasi), dan format rekaman kegiatan belajar siswa misalnya: portofolio, interview, daftar cek, presentasi oral dan debat.

Assessment in the 2013 curriculum refers to Permendikbud Number 66 of 2013 concerning Education Assessment Standards. Assessment Standards aim to guarantee: (1) planning assessment of students according to the competencies to be achieved and based on the principles of assessment, (2) implementation of student assessment in a professional, open, effective, efficient, and in accordance with the socio-cultural context, and (3) reporting the results of assessment of students in an objective, accountable, and informative manner. This assessment standard is prepared as a reference for educators, education units, and the government in the education unit for primary and secondary education.

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The emphasis of assessment in the 2013 curriculum is authentic assessment. Through the 2013 curriculum authentic assessment becomes a serious emphasis where teachers in assessing student learning outcomes really pay attention to authentic assessment. Assessment is the process of collecting various data that can provide an overview of the development of student learning.

Based on the above quotation, it is said that authentic assessment is a process of collecting data by teachers about the development and achievement of learning by students through various techniques that are able to show that the learning objectives have really been well achieved. Thus, students are able to master the learning material that has been be delivered. According to Sunartombs (2009: 1):

Assessment is the application of various ways and use of various assessment tools to obtain information about the extent of student learning outcomes or achievement of students competencies (ability sets). Assessments answer questions about how well a student's results or learning achievements are. The results of the assessment can be in the form of qualitative values (narrative statements in words) and quantitative values (in the form of numbers) Measurement related to the process of finding or determining the quantitative value. The purpose of the assessment is to grading, selection, knowing the level of mastery of competence, guidance, diagnosis, and prediction.

Penilaian (assessment) adalah penerapan berbagai cara dan penggunaan beragam alat penilaian untuk memperoleh informasi tentang sejauh mana hasil belajar siswa atau ketercapaian kompetensi (rangkaian kemampuan) siswa. Penilaian menjawab pertanyaan tentang sebaik apa hasil atau prestasi belajar seorang siswa. Hasil penilaian dapat berupa nilaikualitatif (pernyataan naratif dalam kata-kata) dan nilai kuantitatif (berupa angka) Pengukuran berhubungan dengan proses pencarian atau penentuan nilai kuantitatif tersebut. Tujuan dari penilaian adalah untuk grading, seleksi, mengetahui tingkat penguasaan kompetensi, bimbingan, diagnosis, dan prediksi.

Students must not only understand aspects of knowledge, but also what can be done with that knowledge. One of the valuation models that fit the concept

is authentic valuation. Regarding the design, structure, and scoring according to Grant Wiggins and Diane Hart as cited by Ariyanti (2010: 17) state:

Authentic assessment must be designed so that: (1) Leading to the core of essential learning, understanding and ability. (2) Educative and interesting. (3) It is part of the curriculum, not just any instructional that has no purpose. (4) Reflecting real-life, interdisciplinary challenges. (5) Facing students to problems and assignments that are complex, ambiguous and open that integrate knowledge and skills. (6) The climax is the product and appearance of students. (7) It is in the form of standard settings and leads students towards higher and richer levels of knowledge acquisition. (8) Recognizing and valuing multiple student abilities, diverse learning styles and different backgrounds.

Penilaian autentik harus didisain agar: (1) Mengarah kepada inti esensial learning, pemahaman dan kemampuan. (2) Bersifat edukatif dan menarik. (3) Merupakan bagian dari kurikulum bukan sembarang instruksional yang tanpa tujuan. (4) Mencerminkan kehidupan nyata, tantangan yang bersifat interdisipliner. (5) Menghadapkan siswa kepada masalah dan tugas yang bersifat kompleks, ambigu dan terbuka yang mengintegrasikan pengetahuan dan keterampilan. (6) Puncaknya adalah produk dan penampilan siswa. (7) Berupa setting standar dan membawa siswa kearah tingkat penguasaan pengetahuan yang lebih tinggi dan kaya. (8) Mengakui dan menghargai kemampuan siswa yang multiple, gaya belajar yang beragam dan latar belakang yang berbeda-beda.

Authentic assessment basically aims to measure a variety of skills that reflect situations in the real world where those skills are used. In authentic assessment, knowledge and skills are two main things and can not be separated from one another. In this case, students master the knowledge they need as the ultimate goal of learning. The description of students' learning progress needs to be known by the teacher in order to ensure that students experience the correct learning process. The definition of authentic assessment according to experts are as follows:

a. Kunandar (2013: 35) defines authentic assessment as the activity of evaluating students who emphasize what should be assessed, both the process and the results with various assessment instruments that are

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adjusted to the competency demands that are in the Competency Standards or Core Competencies and Basic Competencies.

b. Curriculum Center (2009) in Hartati Muchtar (2010: 72) explains authentic assessment as a process of collecting, reporting and using information about student learning outcomes by applying the principles of assessment, continuous implementation, authentic evidence, accurate, and consistent as public accountability.

c. Johnson (2002) in Hartati Muchtar (2010: 72) states that authentic assessment provides broad opportunities for students to show what they have mastered during the learning process, which focuses on goals, involves direct learning, builds collaboration, and instills a level of thinking that is higher.

2.1.3. The Forms of Authentic Assessment

The higher the level of development and level of education of students, the greater (broader) the competence of knowledge and skills become. However, the mastery of attitudes competency is smaller because it is assumed that the mastery of attitude competencies has been embedded at the previous level. At low levels of education, such as elementary / MI and junior high / MTs, the inculcation of attitude competencies must really be an emphasis and attention. Therefore, when students later continue their education to a higher level, they have a foundation for a stronger attitude and a higher level of confidence that deepen the competence of knowledge and skills.

Performing authentic assessment no longer uses traditional assessment formats (multiple-choice, matching, true-false, and paper and pencil test), but uses a format that allows students to complete an assignment or demonstrate a performance in solving a problem. Authentic assessment does not condition students to memorize and only does a number of written questions but rather engages students in activities such as conducting scientific experiments, social research, writing reports, reading and interpreting literature, and solving applicative questions.

Thus, students will feel the learning process they experience as meaningful.

The forms of authentic assessment according to Kusmana (2010: 3), as follows: a) performance (b), b) assignment (project), c) performance (work / product), d) portfolio (collection of student work), and e) self assessment. Other experts say that authentic assessments in education can use various types of assessment tools, namely: (1) Rubric / Scoring Guides, (2) Portfolios / e-portfolios, (3) Authentic Tasks, (4) Self-Assessment (Self-Assessment), (5) Interviews / Interviews, (6) Retelling stories or texts, (7) Examples of writing, (8) Projects / Exhibitions, (9) Experiments / Demonstrations, (10) Questions in the form of constructed responses (Constructed response items), (11) Teacher observation notes, (12) Journal / Diary entries, (13) Writing, (14) Oral quizzes, (15) Character maps, (16) Graphic organizers, (17) Check lists, (18) Reading Logs (19) Video Records, (20) Records of the discussion process, and (21) Anecdotal records (Ismet Basuki and Hariyanto, 2014: 171-173).

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Thus, these forms of assessment allow students to complete assignments and display their learning outcomes in the way that is considered the best. In this case, each student can find a solution to a problem in different ways that they view most effectively.

Authentic assessments can take the form of assignments for students to display knowledge, skills and attitudes, and an assessment criteria or rubrics (rubrics) that will be used to assess performances based on the assignment. On this occasion, the author will develop only authentic and rubric assignment forms.

a. Authentic task

Authentic assignments are assignments that are assigned to students to assess their abilities to apply standard-driven knowledge and skills to real-world challenges. Furthermore Baron's (Marzano, 1993) suggests five task criteria for authentic assessment, namely: 1) the task is meaningful both for students and for the teacher; 2) assignments are arranged together or involve students; 3) the task requires students to find and analyze information as well as drawing conclusions about it; 4) the task asks students to clearly communicate the results; 5) the task requires students to work or do.

Performance assessment tasks can take the form of: 1) computer adaptive testing; 2) expanded multiple-choice tests; 3) extended response or open ended question; 4) group performance assessment or individual performance assessment; 5) verbal interviews from assessors; 6) participatory observation; 7) portfolio; 8) project, expo or documentation; 9) constructed response (students need to construct their own answers).

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b. Rubrics

Grading criteria (Rubrics) is a scoring tool that contains a list of criteria for a job or task (Andrade in Zainul, 2001: 19). Briefly, scoring rubrics consists of several components, namely: 1) dimensions; 2) definitions and examples; 3) scale; and 4) standard. Dimensions will be the basis for assessing student performance. Definitions and examples are explanations of each dimension. The scale is set because it will be used to assess the dimensions, while standards are set for each performance category.

The following questions can be used as a benchmark for assessing a rubric, namely:

- a. How far does the rubric (obviously) relate directly to the criteria being assessed?
- b. How far does the rubric cover the overall standard dimensions of performance assessed?
- c. Do the selected criteria use generally accepted standards in the area of performance assessed?
- d. To what extent are the dimensions and scales used well defined?
- e. If using a numerical scale to what extent do the numbers used fairly reflect the differences in each performance category?
- f. How far apart are the scores produced by different raters?
- g. Are the rubrics used understood by students?
- h. Is the rubric fair enough and free of bias?

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i. Is rubric assessment easy to use, practical enough and easy to administer? (Zainul, 2001: 29-30)

Rubric assessment should also use components that are generally used in performance-based assessments namely descriptors. Descriptors express the level of student performance at each level of an appearance. For example, the formulation of minimum standards in the formulation of special learning objectives. Descriptors are also used to clarify the expectations or aspects assessed, besides descriptors also help assessors (raters) to be more consistent and more objective, and for teachers who carry out authentic assessments, descriptors help obtain better feedback.

2.1.4 Difference between Authentic and Traditional Assessments

Traditional assessment refers to measures that are imposed, such as multiple choice tests, content, right wrong, match and other similar forms commonly used in education. Authentic assessment is the process of gathering information by teachers about the development and achievement of learning carried out by students through various techniques that are able to express, prove, or show precisely that learning objectives have been truly mastered and achieved (Nurhadi, 2004). Hill and Ruptic (1994) further state that assessment is a process for gathering evidence and documenting children's learning and growth.

In essence, both traditional and authentic assessments have an essential goal related to the primary mission of the school, that is to help develop productive citizens. However, in the implementation, these two views have

different strategies and techniques. The authentic assessment techniques are as follows:

a. Observation Assessment

Observation is an assessment technique that is carried out on an ongoing basis using the senses, both directly and indirectly by using observational guidelines that contain a number of observed behavioral indicators. It is a kind of assessment conducted by observing the activities of students in doing something. Therefore, in performance appraisal instruments are needed in the form of observation sheets. Observation assessment is useful for measuring the skills of students in doing certain performance. Examples of performance that can be observed includes: playing a role, playing an instrument, singing, reading poetry / reciting, using laboratory equipment, operating an instrument. The observation evaluation technique can be carried out as follows:

- 1) Examination of students' learning documents, including: learning achievement of previous material, learning difficulties, homework results, parent / guardian assessment of students' learning progress and other related matters.
- 2) Observation of students when they pay attention to educator's explanation, reading, collaborating with other friends, doing assignments, solving problems, and other activities.
- 3) Through other assessment techniques (discussions, questions and answers, tests, etc.), educators observe the motivation and learning

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progress of students, as well as the obstacles faced by students and educators in learning.

b. Self-assessment

Self-assessment is an assessment technique that asks students to assess themselves in relation to the status, process, and level of achievement of the competencies they learn. Self-assessment techniques can be used to measure cognitive, affective and psychomotor competencies. Self-assessment is defined as monitoring of one's own levels of knowledge, performance, abilities, thinking, behavior and / or strategy (Wilson and Wing Jan 1998). The quote above shows that self-assessment is an activity to monitor the level of appearance or performance, ability, behavior and strategy carried out by someone in facing a given or performed task. Besides, self-assessment can include three domains, namely knowledge, skills and attitudes.

In assessment of cognitive competency, for example, students are asked to rate their mastery of knowledge and thinking skills as a result of learning from a particular subject. In assessment of affective competency, for example, students can be asked to make writing that contains an outpouring of their feelings towards a particular object. Finally in assessment of psychomotor competence, students can be asked to rate the skills or skills they have mastered based on criteria or references that have been prepared.

The use of this technique can have a positive impact on the development of one's personality. The advantages of using self-assessment

in classrooms include: being able to foster students' confidence because they are given the confidence to judge themselves; being aware of their strengths and weaknesses because when they do assessments, they must do introspection of their strengths and weaknesses; and being able to encourage, familiarize, and train students to be honest, because they are required to be honest and objective in conducting assessments.

Self-assessment is an assessment method that gives students the opportunity to take responsibility for their own learning. They are given the opportunity to rate their work and abilities according to the experience they feel. Self-assessment is based on clear and objective criteria. Therefore, self-assessment by students in class needs to be done through the following steps:

- 1) Determine the competencies or ability aspects to be assessed.
- 2) Determine the assessment criteria to be used.
- 3) Formulate an assessment format, which can be in the form of a scoring guideline, a checklist, or a rating scale
- 4) Asking students to do a self-assessment.
- 5) Educators examine random sample assessment results, to encourage students to always carry out self-assessments carefully and objectively.
- 6) Delivering feedback to students based on the results of the study of the sample assessment results taken at random.

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c. Journal Assessments

The journal is a container that contains the results of reflection in the form of a document that is continuously growing and developing, and written by students to record every progress. The journal is also a record of educators during the learning process that contains information on observations about the strengths and weaknesses of students related to the performance, attitudes, and behavior of students which are described descriptively. Journal also is a report written by students themselves, where students tell other students things about the subject they have learned.

Journals are used for completeness of assessment, which is to obtain some solution to problems derived from textbooks that are studied by students or homework made by students in order to obtain students' responses to questions from educators or other students, to identify problems and report how to solve the problem, to clarify something new and perfect a theory of what has been learned in school, to connect ideas that have been raised from a problem, from thinking about potential projects, writings, and presentations-presentations, and to follow the progress of an experiment.

The strengths of the journal assessment include helping to identify what has been learned and improving the parts that are still lacking, helping to see learning patterns and learning styles, providing an overview of the progress of the problems encountered and how to solve them, having a record of all activities carried out, helping organizing learning, practicing the ability to write questions for educators, and

practicing the ability to communicate responses in a way that feels comfortable.

Journal valuation technique is done by assessing the results of a collection of notes or success in an activity by taking into account several aspects, namely: basic notes or completeness of records, timeliness, development of high, medium and low indicators, evaluation of journals on other criteria, and adding assessments to criteria together with others to determine the total value.

d. Written Assessment

Written assessment is an assessment that requires students to provide written answers in the form of choices and / or entries. Written assessments developed in authentic assessments are more emphasized in written assessments whose answers can be in the form of short entries and / or descriptions.

Questions responded by supplying answers, included filling or completingshort answers and problem description. The written test assessment technique is a form of assessment that requires students to remember, understand, organized the ideas that have been learned by expressing the ideas in the form of written descriptions. This technique can be used to assess various types of abilities, namely expressing opinions, thinking logically, critically, systematically and inferring.

In preparing the written assessment instrument, it is necessary to consider the substance such as the suitability of the items with the

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question indicators and learning indicators, constructions of the formulation of questions which must be clear and firm, and language in the formulation of questions that does not use words / sentences that give rise to a double interpretation.

Non-objective description forms cannot be scored objectively, because the answers assessed can be in the form of students' opinions or opinions themselves, not in the form of definite key concepts. The evaluation guidelines are in the form of answer criteria. Each answer criterion is given a range of scores, for example 0 - 5. There is no answer for a criterion given a score of 0. The size of the score obtained by students for a criterion is determined based on the level of perfection of the answer.

e. Verbal Assessment

Oral tests are tests that are carried out by holding question and answer directly between educators and students. Oral assessment is often used by educators in the classroom to assess students by giving some questions verbally and answered by students verbally as well.

Oral questions are variations of the description test. This assessment is often used in the final examinations of religious and social subjects. The advantages of this assessment is that it provides opportunities for educators and students to determine how well educators or students can conclude or express themselves. Students are not too dependent to choose answers but give correct answers and students can respond freely. Verbal assessment aims to reveal as much knowledge and

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understanding of students as possible about the material being tested. While its weaknesses is the subjectivity of educators which often pollutes test results. Besides, the required implementation time is relatively long.

f. Practice Assessment

Practical assessment is done by observing the activities of students in conducting learning activities. This assessment is suitable to be used to assess the achievement of competencies or indicators of success which according to students show performance. This includes, for example, playing roles, playing musical instruments, singing, reading poetry, using laboratory equipment, operating computers.

In assessment of practice, it is necessary to consider the performance steps expected by students to demonstrate the performance of a competency, the completeness and accuracy of the aspects to be assessed in the performance, and the specific abilities needed to complete the task. It is important not to assess so much, so all can be observed, and the abilities to be assessed are sorted in the order in which they will be observed.

Practice Assessment Techniques are divided into two kinds, namely checklists and span scales. In the practice assessment that uses a checklist (yes - no), students get a value if certain competency control criteria can be observed by the assessor. The weakness of this valuation technique is that the appraiser has only two choices and does not have a middle value. For example, true-false, observable-cannot be observed.

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Whereas the scale of the range in performance appraisal allows the evaluator to give a middle score on the mastery of certain competencies. Because grading continually in which the choice of value categories is more than two, for example very competent - competent - incompetent - very incompetent. Range scale assessments should be carried out by more than one person so that the factor of subjectivity can be minimized and the results of the assessment can be made more accurate.

g. Project Appraisal

Project evaluation is an assessment of a task that must be completed within a certain period of time. The task is to investigate something that includes planning, data collection, organizing, processing and presenting data in writing and orally in a certain time.

Project appraisal is a way of appraisal carried out by observing and evaluating certain project tasks done by students in a certain period of time. Like product appraisal, project appraisal does not only focus on the final project in the form of a particular final product, but also focuses on the entire project completion process from the aspects of project preparation, project work, to project results in the form of project reports. Project appraisal is generally carried out in the implementation of project-oriented learning.

In project-oriented learning, several competencies are generally achieved in learning, among others, the level of understanding of

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students in certain related fields, and the ability of students to present certain relevant research subjects. An example of these is a simple study of water pollution in the household environment to proposing a children's drama staging project in order to build a spirit of nationalism.

Project appraisal is carried out by observing and assessing the performance and work of students' projects (usually in groups) using an assessment format with a checklist and range of scales. Project appraisal is intended to find out students' understanding in a particular field, ability to apply certain knowledge through an inquiry, or ability to provide information about something that results from their investigation. There are three things to consider in project appraisal:

- 1) Management capabilities which include the ability to choose a topic (if not specified specifically by the educator), to search for information, and to manage the time of data collection and report writing.
- 2) Relevance, that is, suitability with subjects in terms of knowledge, skills and understanding during the learning process.
- 3) Authenticity, i.e. the project carried out by students is the real work of students with the contribution of educators to the instructions and support.

Project appraisal can be carried out starting from the planning, the work process, and the final results of the project. Educators need to determine the things or stages that need to be assessed, such as the preparation of data collection designs, data analysis, then preparing written reports. The assignment report or research results can also be presented in

the form of a poster. Implementation of this assessment can use assessment tools / instruments in the form of a checklist or a rating scale.

h. Portfolio Assessment

Portfolios are collections of the work of a student, as a result of carrying out performance tasks, which are determined by educators or by students together with educators, as part of an effort to achieve learning goals, or achieve competencies specified in the curriculum. So, not every collection of a student's work is called a portfolio. The portfolio is used as an assessment instrument to assess students' competencies, or assess students' learning outcomes.

As a concept, a portfolio can be interpreted as a form of physical objects, as a pedagogical social process, and as an adjective. As a form of physical objects portfolio is a bundle, that is a collection or documentation of students' work that is stored in a bundle (map). As a pedagogical social process, a portfolio is a collection of learning experiences contained in the personal learners, both in the form of knowledge, skills and attitude. Meanwhile, as an adjective, portfolios are often juxtaposed with other concepts, for example the concepts of learning and assessment.

Portfolio assessment is an ongoing assessment based on a collection of information that shows the development of the ability of students in a certain period. It provides information on the development of students' work results of the learning process that is considered best by

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their students. The portfolio summarizes a variety of information on a regular, continuous and comprehensive basis, about the process and results of growth and development of students' knowledge, attitudes, and skills derived from notes and documentation of learning experiences.

Authentic assessment draws curriculum or curriculum design in a backwardstep, which means that every teacher has an obligation to design tasks that allow students to display what they have mastered, then develop a curriculum that allows students to display their performance well in aspects of knowledge, skills, and attitudes.

2.1.5. Authentic Assessment Characteristics

Model of authentic assessment in the 2013 curriculum as it is known is that it is different from the previous curriculum (KTSP In the 2013 curriculum, assessment is carried out comprehensively to assess the learning inputs, processes, and outputs in the realms of attitudes, knowledge and skills (see Appendix Permendikbud Number 66 of 2013). Authentic assessment assesses the readiness of students and the whole process and learning outcomes. In authentic assessments, every educator knows the development of students in each process of teaching and learning activities in the classroom. Every component in the class including among students is taken into account in this authentic assessment. In the previous curriculum the assessment used a scale of 0 to 100, while the affective aspects used letters A, B, C, and D.

Authentic assessment is done by means of students being asked to display a number of assignments in the real world which show essential applications of

knowledge, skills and attitudes. The characteristics of authentic assessment are as follows:

- a. Assessment must measure all aspects of learning, namely performance and results or products. That is, in assessing students must measure aspects of performance (performance) and the products or results that are done by students. Performance or product assessment is ensured that the performance or product is a reflection of students' competencies in a real and objective manner.
- b. Assessment is carried out during and after the learning process. That is, in assessing students, teachers are required to make an assessment of the ability or competence of students in learning activities and the ability or competence of students after learning activities.
- c. Assessment can be carried out using a variety of ways and sources. In assessing students, educators must use a number of assessment techniques and use various sources or data that can be used as information that illustrates the mastery of students' competencies.
- d. Test is only one form of assessment as tool for data collection. That is, in assessing students' attainment of certain competencies, they must be comprehensive and not rely solely on test results. Other information that supports the achievement of students' competencies can be used as material in conducting assessments.
- e. The tasks given to students must reflect students' real every day life. They must be able to tell the experiences or activities they do every day.

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- f. Assessment must emphasize the depth of knowledge and expertise of students, not its breadth (quantity). This means that in assessing students' attainment of competencies, they must measure the depth of mastery of certain competencies objectively (Kunandar, 2013: 38).

Kunandar (2013) further elaborate that the characteristics of authentic assessment are: (1) it is carried out during and after the learning process takes place, (2) it can be used for formative and summative assessment, (3) it measures knowledge and skills, (4) it is continuous, (5) it is integrated, and (6) it can be used as feed back. The types of authentic assessments include performance appraisals, self-assessments, essays, project appraisals, product assessments, and portfolios. Authentic assessment activities include observations, presentations, discussions, interviews, and others. On the other hand, non-authentic assessment activities include objective tests such as multiple choices, memorizing material, and other activities that only require students to be mechanically and not directly related to life (Marhaeni, 2008).

The characteristics contained in authentic assessment according to Kunandar (2013) are as follow:

- a. It can be used as formative or summative assessment. That is, authentic assessment can be done to measure the achievement of competencies against one or several basic (formative) competencies as well as the achievement of competencies against competency standards or core competencies in one semester.

- b. It measures skills and performance, not remembering facts. That is, authentic assessment is intended to measure the achievement of competencies that emphasize aspects of skills (performance) and performance, not only measure competencies that are given as facts (memorization and memory).
- c. It is continuous and integrated. Authentic assessment must be continuous (continuously) and is a unified whole as a tool for gathering information on the achievement of student competencies.
- d. It is used as a feedback. Authentic assessments conducted by teachers can be used as feedback on achieving students' competency comprehensively.

2.1.6. Benefits of Authentic Assessment

Mueller (in Nurgiyantoro, 2008, p. 254) states that authentic assessments applied in the learning process can provide several benefits. The benefits derived from carrying out authentic assessments are as follows:

- a. The use of authentic assessment allows direct measurement of the learner's performance as an indicator of the achievement of the learned competency. Assessment that only measures the achievement of knowledge that has been mastered by the learner is only indirect. However, authentic assessment requires learners to demonstrate work in concrete and meaningful situations that automatically also reflects their mastery and scientific skills. The performance is direct, directly related to the context of the real-world situation and its appearance can also be

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observed directly. This reflects the level of achievement in the field studied.

- b. Authentic assessment gives learners the opportunity to construct their learning outcomes. Assessment should not just ask students to repeat what they have learned because that is only training them to memorize and remember what is less meaningful. With authentic assessment learners are asked to construct what has been obtained when they are confronted with a concrete situation. In this way, learners will select and arrange answers based on their knowledge and analysis of the situation so that the answers are relevant and meaningful.
- c. Authentic assessment enables the integration of teaching, learning and assessment activities into a single integrated package of activities. In traditional learning, also traditional assessment models, teaching and assessment activities are separate, or deliberately separated. However, this is not the case with authentic valuation models.

Of the several forms of assessment process mentioned above, authentic assessment is considered to be able to improve learning outcomes. The implementation of authentic assessment no longer uses traditional assessment formats (multiple-choice, matching, true-false, and paper and pencil test), but uses a format that allows students to complete an assignment or demonstrate a performance in solving a problem. This assessment format can be in the form of: (1) tests that present authentic objects or events in front of students (hands-on assessment), (2) assignments (skills assignments, simple investigative tasks and integrated

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investigative tasks), (3) recording formats of learning activities students (for example: portfolios, interviews, checklists).

In authentic assessment, students will engage in activities practicing how to apply their knowledge and skills to new assignments. The assessment process involves a variety of activities such as oral interviews, individual and group problem solving, performance, and portfolio writing creativity. In authentic assessment, there is no passive rote learning and tests but students engage in activities such as conducting scientific experiments, social research, writing stories and reports, reading and interpreting literature, and solving applicative questions.

2.1.7. Reasons for Authentic Assessment

Rationalization to require authentic assessment in learning are: (1) the desire of parties related to education (education stakeholders) to highlight the constructive nature of learning and education, (2) flexibility for to choose their own path to demonstrate their competence and skills, (3) ability for students to apply their knowledge in various types and assignments, (4) provision of legitimacy of learning by linking it to real-world contexts, and (5) the possibility of collaboration between students and collaboration across curricula. (Ismet Basuki and Hariyanto, 2014: 169).

In essence authentic assessment is done based on students' performance in completing various tasks given by a teacher. This is possible because the existing tasks cannot be done in the classroom. Thus, the tasks must be done outside of the lesson even outside of school. As Winggins (2005: 2) says people usually mention

project-based learning, which is authentic assessment of the conditions by assessing learning outcomes including assignments or projects. Zainul (2001) emphasizes the need for performance evaluation to measure other aspects beyond cognitive, namely the seven basic abilities according to Howard Gardner that can not be assessed in ordinary ways. The seven basic abilities are: (1) visual-spatial, (2) body-kinesthetic, (3) musical-rhythmical, (4) interpersonal, (5) intrapersonal, (6) logical mathematical, (7) Verbal linguistic. There are only two ways in which we evaluate which is logical mathematical and verbal linguistic.

Empirical facts say that most teachers are not interested and do not want to use authentic assessments or performance-based assessments, with the excuse of wasting time and energy and too expensive, even though evaluating performance with written tests is included in the category of invalid. According to Wiggins (2005), designing and implementing performance appraisals is very efficient, because it is steady or consistent (reliable), inexpensive and doesn't waste time. Standards cannot be made without carrying out performance-based assessments. Wiggins (1993) emphasizes even more unique things by emphasizing the need for effective and creative performance, namely: "engaging worthy problems or questions of importance, in which students must use knowledge to fashion performance effectively and creatively. The tasks are either replicas of or analogous to the kinds of problems faced by adult citizens and consumers of professionals in the field" (Wiggins, 1993, p. 229).

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2.1.8. How to Prepare Authentic Assessment

Authentic assessment is done by means of students being asked to display a number of assignments in the real world which show essential applications of knowledge, skills and attitudes. The preparation steps are:

- a. Identifying standards. Standard identification is a brief statement and must be known or can be done by students on certain material. Operational standard formulations should be observable, and measurable, operational, unambiguous, and must be written clearly.
- b. Choose an authentic task. Authentic assignments that have been given should be based on the study of the standards we make and study the real (world) reality.
- c. Identifying criteria for tasks. The criteria are none other than indicators of good performance on a task, if there are a number of indicators, in making identification it is necessary to consider whether the indicators are sequential (requires sequence) or not.

2.1.9 Knowledge Competency Assessment Techniques

This aspect is related to individual knowledge (intelligence/ understanding) shown by students getting the results of learning that has been done. This form of cognitive assessment explicitly or implicitly must represent the goal of learning achievement. Usually the test carried out by the teacher can be in the form of an exam to find out the understanding of the material.

Kunandar (2013) defines an assessment of knowledge or cognitive competencies as an assessment made by teachers to measure the level of achievement or mastery of students in aspects of knowledge that includes memory

or memorization, understanding, application, analysis, synthesis, and evaluation. In the 2013 curriculum, knowledge competencies become core competencies with the Code of Core Competencies 3. Knowledge competencies reflect scientific concepts that must be mastered by students through the teaching and learning process. The scope of knowledge or cognitive competence consists of six levels of thought processes, namely:

- a. The ability to memorize, that is the ability of a person to recall or recall names, terms, ideas, symptoms, formulas, etc. without expecting the ability to use them. Knowledge or memory is the lowest thought process. The ability to know can also mean the ability to know facts, concepts, principles, and skills.
- b. Understanding, namely the ability of someone to understand or understand something after something is known and remembered. Thus, understanding is knowing about something and being able to see it from various aspects. A student is said to understand something if he can give an explanation or give a more detailed description about it by using his own words. The ability to understand can also be interpreted as the ability to understand the relationships between factors, between concepts, between principles, between data, causal relations, and drawing conclusions.
- c. Applying, is a person's ability to apply or use general ideas, procedures or methods, principles, formulas, theories, and so on in new and concrete situations. This application is a process of thinking one level higher than understanding. The ability to apply

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something can also be interpreted using knowledge to solve problems or apply knowledge in everyday life.

- d. Analyzing, namely the ability of someone to detail or describe a material or situation according to smaller parts and be able to understand the relationship between parts or factors one with other factors. Analysis is a process of thinking one level higher than application or application. The ability to analyze can also be interpreted to determine the parts of a problem, and solutions or ideas and show the relationships between the parts.
- e. Synthesize, namely the ability to think that is the opposite of the analytical thought process. Synthesis is a process that combines parts or elements logically, so that it is transformed into a new structured pattern or pattern. Synthesis thinking is a process of thinking one level higher than analytical thinking. The ability to synthesize can also be interpreted as combining various information into one conclusion or concept, concocting or stringing various ideas into something new.
- f. Evaluate, namely the ability of someone to make a consideration of a situation, values, and ideas. The ability to evaluate can be interpreted as considering and evaluating right and wrong, good, bad, useful, or not useful.

Written assessment is carried out through written test. Written test is a test in which questions and answers are given to students in written form. In answering questions students do not always respond in the form of writing

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answers, but can be in other forms. Written assessment techniques are used to measure cognitive abilities which include memory or memorization, understanding, application, analysis, synthesis, and evaluation. Written tests belong to the verbal test group, which means the questions and answers given by students are in the form of writing (Kunandar, 2013).

Writing written test questions is a very important activity in preparing test or exam materials. Each item written must be based on the formulation of indicators that have been compiled in the grid and based on the writing rules of the questions.

1) Writing technique for written test questions in multiple choice forms.

The question of the form of multiple choices is a problem whose answer must be chosen from several possible answers that have been provided. In general, each multiple-choice question consists of the main problem (stem) and choice of answers (option). The choice of answers consists of an answer key and a distractor. The answer key is the correct or most correct answer. Deception is an incorrect answer, but it allows someone to choose it if they do not master the material.

2) Writing technique for written test question form. Written form test is a form of test where the items in a sentence where certain parts that are considered important are left blank and imperfect, so students are asked to complete them correctly.

3) Writing techniques for written test questions in short answers form. The short answer written test is a form of written test in which the teacher gives questions to students to respond with short answers.

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- 4) Writing technique of written test questions in True or False form.
Written test in true or false form is a form of written test in which the question is in the form of a statement containing two possibilities, namely true or false. Characteristics of true or false written problems are easily arranged and can reveal a wide range of material or concepts.
- 5) Writing technique for written test question in description form.
Problem description form is an assessment tool that requires students to be able to remember, understand, and organize ideas or things that have been learned, by expressing these ideas in the form of written descriptions using their own words.

2.1.10 Skill Assessment Techniques

Psychomotor development is also part of the realm of evaluation that must be mastered by teachers. Psychomotor assessment is a form of measurement of students' physical abilities including muscles, ability to move, manipulate objects, and nerve muscle coordination. Examples of this assessment include the ability of small muscles (e.g typing) or large muscles (eg jumping). Examples include motor activities such as physical education, handwriting, making handicrafts and others. The teacher's knowledge to recognize students' psychomotor abilities is very important because psychomotor is part of a form of intelligence. Students who are able to type quickly do not just have the ability to use computer devices efficiently, but in them are also integrated the ability to read and spell. The type of

psychomotor assessment used must refer to the objective, for example, through the questions as follow:

- a. Are students able to do the task well?
- b. Can students show their best performance in the task?
- c. How does a student's performance compare to other students in the same class / field?

Kunandar (2013) defines the psychomotor domain as a domain related to skills or ability to act after someone receives a certain learning experience. Psychomotor is related to learning outcomes that are achieved through skills as a result of achieving knowledge competence. Psychomotor learning outcomes appear in the form of individual skills and ability to act which is a continuation of cognitive learning outcomes and affective learning outcomes. Cognitive and affective learning outcomes will be psychomotor learning outcomes if students have shown certain behaviors or actions in accordance with the meaning contained in the cognitive and affective domains.

Based on the explanation above it can be concluded that the assessment of skills competency is an assessment conducted by teachers to measure the level of achievement of the competency of skills of students which includes aspects of imitation, manipulation, precision, articulation, and naturalization (Kunandar, 2013: 257).

The scope of skills competencies are 5 (five) levels of thinking, namely: (1) imitation, namely the ability to carry out simple activities and are exactly the same as seen or noted before. (2) manipulation, namely the ability to do simple activities that have never been seen, but based on guidelines or instructions only,

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(3) precision, namely the ability to carry out activities that are accurate so as to produce the right work products, (4) articulation, namely the ability to carry out complex and precise activities so that the results of their work are intact and (5) naturalization, namely the ability to carry out activities reflexively, i.e. activities that involve physical activity so that work effectiveness is high.

The authentic assessment process reveals students' performance that reflects how students learn, the results of achievement, motivation, and attitudes associated with learning activities. This assessment requires a longer time when collecting information but can reveal the actual competencies of students. This is different from traditional assessments that can be done in a short time, with a broad range of questions, and a higher degree of validity and reliability.

2.2. 2013 Curriculum

(a) Definitions

The word 'curriculum' is known as a term in the world of education since approximately one century ago. This word was not in the Webster dictionary in 1812 and appeared for the first time in the dictionary in 1856. At the time, it means that: "1. a race course; a place for running; a chariot. 2. A course in general; particularly applied to the course of study in a university". So, it is a distance that must be taken by runners or train in the race, from start to finish.

In the 1955 Webster dictionary, the meaning of the word 'curriculum' was "a. a course esp. a specified fixed course of study, as in a school or college, as one leading to a degree. b. the whole body of courses offered in an educational institution, or department thereof the usual sense."

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Here “curriculum” is specially used in education and teaching which means the number of subjects in school or in college courses that must be taken to achieve a diploma or degree.

A curriculum is an organized set of formal educational and/or training intentions. The scope of the term varies from a curriculum for a small unit within a single subject to a multi-year sequence that includes several academic subjects.

The implications of the above definition need to be made explicit: (1) A curriculum is intentions, or plans. They may be merely mental plans, but more commonly exist in written form. (2) A curriculum is not activities but plans, or a blueprint, for activities. The word *program* will be used to refer to learner activities that result from the implementation of a curriculum. (3) A curriculum contains many other kinds of intentions, such as what learning students are to develop, the means of evaluation to be used to assess learning, the criteria according to which students will be admitted to the program, the materials and equipment to be used, and the qualities required of teachers. (4) A curriculum involves formal intentions, that is, intentions deliberately chosen to promote learning; it does not include random, unplanned, or non-learning activities. (5) As an organized set of intentions, a curriculum articulates the relationships among its different elements (objectives, content, evaluation, etc.), integrating them into a unified and coherent whole. In a word, a curriculum is a system. (6) Both education and training are referred to in the definition to avoid the misunderstanding that occurs if one is omitted.

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According to Peter F. Oliva in his book *Developing the Curriculum*, curriculum is defined as follows:

- 1) Curriculum is that which is taught in school
- 2) Curriculum is a set of subjects
- 3) Curriculum is a program of studies
- 4) Curriculum is a set of materials
- 5) Curriculum is a sequence of courses
- 6) Curriculum is a set of performance objectives
- 7) Curriculum is a course of study
- 8) Curriculum is an everything that goes on within the school, including extra class activities, guidance and interpersonal relationship
- 9) Curriculum is that which is taught both inside and outside of school directed by the school.
- 10) Curriculum is everything that is planned by school personnel.

The 2013 Curriculum is the improvement of Education Unit Level curriculum in 2006. Law no. 20 of 2003 on the national education system which says that the curriculum is a set of plans and arrangements concerning objectives, content, and lesson materials and ways used as guidelines for the implementation of learning activities to achieve certain educational goals. The curriculum as a plan is used as a guide in the implementation of teaching and learning process by teachers. The

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curriculum as setting the objectives, the content, and the way in which they are used is an effort to achieve the goals of national education.

The 2013 curriculum changes take the form of: a) graduate competence, b) content, c) process, and d) assessment. The change to the 2013 curriculum on graduate competence in accordance with Minister of Education and Culture regulations No. 20 of 2016 on Basic and Intermediate Basic Education Standard is used as the main reference for the development of standard contents, process standards, facilities and infrastructure standards, assessment standards and management standards. The change of curriculum 2013 on content in accordance with Minister of Education and Culture regulations No 21 of 2016 on Basic and Medium Basic Content Standard includes: a) the level of competence and core competence in accordance with certain levels and types of education, b) core competencies include spiritual attitudes, social attitudes, knowledge and skills, c) the scope of the material specific to each subject is formulated based on the Competence Level and the Core Competence to achieve the minimum graduate competence at the level and type of education.

The 2013 curriculum change in the process in accordance with Minister of Education and Culture regulations No. 22 of 2016 on Basic and Secondary Education Process Standards includes criteria on the implementation of learning in the unit of education and secondary education to achieve graduate competence. The 2013 curriculum change in the assessment in accordance with Minister of Education and Culture

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regulations No. 23 of 2016 on Basic and Secondary Education Assessment Standards include the scope, objectives, benefits, principles, mechanisms, procedures and instruments of assessment of learning outcomes of learners used as a basis for assessment of learning outcomes of learners in primary and secondary education.

Thus, it is understood that the 2013 curriculum is a set of plans and arrangements concerning the objectives, content and lesson materials used as a guide in learning activities.

(b) Characteristics of 2013 Curriculum

Each curriculum has its own characteristics, as is the 2013 Curriculum designed by the government. The 2013 curriculum is designed with the following characteristics (Ministry of Education and Culture, 2013):

- 1) Develop a balance between development of spiritual and social attitudes, curiosity, creativities, cooperation with intellectual and psychomotor abilities;
- 2) Schools are part of a society that provides a planned learning experience in which students apply what is learned in school to the society and utilize the society as a learning resource;
- 3) Develop the attitudes, knowledge, skills, and then apply them in various situations in schools and society;
- 4) Give sufficient time freely to develop the attitudes, knowledge, and skills;

- 5) Competence is expressed in the form of grade core competencies further detail in the basic competencies of lesson.
- 6) Basic competence class becomes organizing elements of basic competence, where all the basic competencies and the learning process is developed to achieve competency that is stated in core competencies;
- 7) Basic competence is developed based on the accumulative principle, reinforced and enriched between the lesson and education level (horizontal and vertical organization).

C. Objectives of the 2013 curriculum

The 2013 curriculum aims to prepare Indonesians to have the ability as individuals and citizens who are faithful, productive, creative, innovative, and affective and able to contribute to the life of society, nation, state and civilization (Ministry of Education and Culture 2013). Thus, it can be concluded that, the 2013 curriculum aims to establish and improve human resources as a model of development of the nation and state of Indonesia and increase healthy competition among education units about the quality of education to be achieved.

The 2013 Curriculum requires the use of authentic assessment. In the paradigmatic, authentic assessment requires an authentic instruction and authentic learning. It is believed that authentic assessment is able to provide information about the ability learners holistically and validly. The

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instruments used for assessment of attitudes, knowledge, and skills competency are as follows:

a. Assessment of attitudes competency

Teachers assess the attitudes competence through observation, self-assessment, peer assessment (peer evaluation) by learners and journals. The instrument uses for observation, self-assessment, and assessment of learners among participants is a checklist or rating scale that is accompanied by the rubric.

b. Assessment of knowledge competency

Teachers assess the competence of knowledge through a written test, an oral test, and assignments.

c. Assessment of skills competency

Teachers assess skill competency through performance assessment; the assessment requires students to demonstrate a particular competency using practice tests, projects, and portfolio assessment. The instrument used is in the form of a checklist or rating scale equipped with a rubric.

The revised 2013 curriculum assessment instrument under Minister of Education and Culture regulations no. 23 are grouped into three namely:

- 1) Assessment instruments used by educators in the form of assessment in the form of tests, observations, assignments, individuals or groups, and other forms in accordance with the

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characteristics of competence and the level of development of learners.

- 2) Assessment instrument used by the education unit in the form of a final assessment and/or a school exam meets the substance, construction, and language requirements, and has evidence of empirical validity.
- 3) The assessment instruments used by the government in the UN form meet the requirements of substance, construction, language, and have evidence of empirical validity and produce comparable scores between schools, inter-regions, and years.

Therefore, it can be concluded the concept and assessment strategy in the 2013 revision curriculum that is in the 2013 curriculum there are three main components of attitude, skills, and knowledge assessment. The assessment is conducted not only on the assessment of learning, but also the assessment for learning and assessment as learning by taking into account the principles, instruments and mechanisms of assessment procedures in the revised 2013 curriculum.

D. Assessment mechanism in the 2013 curriculum

Assessment mechanisms and procedures in the revised 2013 curriculum lie in assessments of learning outcomes at primary and secondary education levels carried out by educators, education units, government and or independent institutions. Assessment of learning outcomes is carried out in the form of authentic assessments, self-assessments, project appraisals, daily tests, midterm

tests, end of semester tests, competency level exams, competency level quality exams, school exams and national exams (Minister of Education and Culture regulations, 2016).

Minister of Education and Culture regulations No. 53 of 2015 concerning the implementation of assessment of learning outcomes by Education Units in Primary and Secondary Education stipulates that:

- 1) Education unit level prepares assessment planning
- 2) The minimum criteria completeness that must be achieved by students is determined by the education unit
- 3) Assessment is carried out in the form of final assessment and school examination
- 4) Final assessment includes final semester assessment and yearly assessment
- 5) The results of the attitude assessment are reported in the form of a predicate and or description,
- 6) The results of the assessment of knowledge and skills are reported in the form of grades, predicates and descriptions of achievement of subject competencies,
- 7) Reports on the results of the education assessment at the end of the semester, and the end of the year shall be stipulated in the teacher council meeting based on the assessment results by educators and the results of the assessment by the Education Unit. Class increases and or student graduation are determined through teacher council meetings.

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The assessment mechanism in the 2013 curriculum is basically the steps that must be carried out by the teacher in carrying out the assessment. Assessment measures in the 2013 curriculum are carried out through the planning stage, determination of minimum criterion completeness, final assessment. Learning outcomes of students include assessments of attitude reported in the form of descriptions while assessments of knowledge and skills are reported in the form of grades, predicates and descriptions.

Based on the description above, it can be concluded that the implementation mechanism of the 2013 curriculum assessment is carried out by educators, education units, government and or independent institutions.

2.3. Related Studies

This study is conducted by the researcher by searching and reading literature or research on learning assessment, both in terms of theory and reality based on the results of previous studies. As one of the practical sciences in education, research on the implementation of learning assessment has been carried out primarily by researchers in universities, and so far, there have been few studies or writings on this issue in the context of English education in schools. Below are some related studies on learning assessment conducted in school context.

Aji, Aziz Setyo Purnama (2017) conducted a study entitled *Implementasi Penilaian Autentik Dalam Kurikulum 2013 di Kelas VB SDN Wonosari I*. It was found that the teacher describes the assessment of knowledge and skills based on basic competencies that are the strengths of students and describes attitude

competencies based on journal notes. This study is related to the current study in term of its focus on the assessment of knowledge and skills in the 2013 curriculum.

Another related study was conducted by Sri Indy Astuti entitled *Implementasi Penilaian Autentik Berbasis Kurikulum 2013 di SDN Mangkubumen Kidul No. 16 Surakarta*. It was found that the implementation of the assessment is carried out by the teacher in accordance with the planning and guidelines for evaluating attitudes, knowledge and skills. This is similar to the research conducted by Elok Gita Yuliasuti published in the *Economic Education Journal*, Vol. 10, No. 1, 2017 about *Implementasi Penilaian Autentik Kurikulum 2013 Mata Pelajaran Ekonomi SMAN 1 Mojosari Mojokerto*. The results of the study show that the Economics subjects at SMAN 1 Mojosari had implemented an authentic assessment of the 2013 curriculum which was already maximum and relevant to the 2013 curriculum reference. Both of these studies discussed findings about the existence of guidelines for authentic assessment. This is relevant to this study which aims to see the extent to which the application of authentic assessment in schools.

Research by Nurmutiya about *Pelaksanaan Penilaian Autentik Kurikulum 2013 pada Pembelajaran Tematik SD Gugus Markisa Kota Banda Aceh tahun 2017* found that the same thing that teacher's understanding of authentic assessment is good. This can be seen from differences of opinion from the understanding, forms of assessment, techniques and authentic assessment instruments as well as teachers carry out authentic assessments in thematic learning that includes the assessment of attitudes, knowledge and skills. And the

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last research conducted by Kurniasari, Rizky Ika (2017) about *Analisis Penilaian Autentik Berdasarkan Kurikulum 2013 pada Siswa Kelas 1B Sekolah Dasar Negeri Purwantoro I Kota Malang* found the same thing, that is, that teachers carry out authentic assessments in thematic learning which include competency assessments of attitudes, knowledge, and skills. Attitude competency assessment was carried out through observation techniques, self-assessment and journals, while knowledge competency assessment was carried out through written test techniques, oral tests and assignments. Skills competency assessment was carried out through practical test techniques, projects and portfolios. Findings also reveal that factors supporting the implementation of authentic assessment are the ways of teachers' teaching, teachers' creativity and students' characteristics. The next finding is on the inhibiting factors for authentic assessment, namely time and completeness of the assessment instruments. The last finding is that the solution carried out in the implementation of authentic assessment is by conducting training on authentic assessment.

In contrast with the above research which show different research results, the thesis written by Desy Safitri and Maria Oktaviana 2017 about *Implementasi Penilaian Autentik Kurikulum 2013 (Studi Kasus Guru IPS di SMP Labschool Jakarta)* reveals that Social Sciences teachers at the Jakarta Labschool Middle School faced problems in implementing the 2013 curriculum authentic assessment. The problems faced from the assessment process were found three domains, namely attitudes, knowledge and skills. In addition, large number of students, the assessment forms, the time of taking scores were also found to be problems needs to be addressed. It is important to note that in addressing the

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problems, the government needs to improve in the socialization of the 2013 curriculum implementation as well as rectifying the mindset and paradigm.

This research is the same as research conducted by researchers that there are factors that influence the implementation of the 2013 curriculum authentic assessment. The research conducted by Abdullah entitled *Implementasi Penilaian Autentik Kurikulum 2013 pada Pembelajaran Pendidikan Agama Islam di Madrasah Tsanawiyah Negeri 2 Palangka Raya* also revealed obstacles faced by teachers. The results of his research show that the implementation of the 2013 curriculum authentic evaluation conducted by Islamic education teachers in MTSN 2 Palangka Raya was not running optimally. The obstacles faced by Islamic education teachers in implementing authentic assessment are general and specific constraints. A common obstacle was the unavailability of books to support learning. While the specific obstacle was the inability of teachers in assessment applications. The second was non-technical constraints, namely the inability of teachers to understand authentic assessment. This is similar to the thesis by Herindiate Tangke Sombolinggi about *Implementasi Penilaian Autentik Kurikulum 2013 Sekolah Dasar negeri 4 Malimongan Kota Palopo*, which shows that the teacher is aware of an authentic assessment in the 2013 curriculum but has not comprehended its breadth and depth. This is marked by the readiness of the teacher to make rubrics and assessment instruments for each technique that are used in carrying out authentic assessment. The teacher carried out an authentic assessment as a whole but the teacher did not use varied authentic assessment techniques. The supporting factors for the implementation of authentic assessment are motivation, the existence of teacher's books, students' readiness in learning,

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understanding and mastery of the teacher. The limiting factor is the limited time in assessing, too many learning tools that must be arranged, the lack of teachers' understanding and the number of students in one class that exceeds the maximum number.

In Paidi's thesis about *Implementasi Manajemen Penilaian Autentik Kurikulum 2013 Mata Pelajaran Pendidikan Agama Islam di SMP Negeri 4 Klaten Tahun Pelajaran 2016/2017*, it was found that authentic assessment in SMP Negeri 4 Klaten was not implemented optimally, because teachers did not use assessment instruments from each research technique. The results achieved in authentic assessment are that all students achieved KKM which is 75 for attitude competency. If there are those who did not meet the KKM, a remedial was held. Factors that supported authentic assessment in SMP Negeri 4 Klaten lied in teachers who have participated in training, collaboration between teachers and infrastructure. As for the inhibiting factors was infrastructure facilities especially in grade 8 and assessment sheets from schools that were not equipped with assessment instruments.

Another related study is by Nurlian Augustin Ningrum. In her research, the obstacles faced by Biology teachers were difficulties in making instruments, difficulties in filling out the assessment format, and difficulty in assessing student attitudes objectively. There are several factors that cause teachers to experience obstacles when carrying out authentic assessments, namely the number of students who are not ideal, the lack of understanding of the procedures for authentic assessment, inadequate training and dissemination of authentic assessment, and less supportive infrastructure.

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Furthermore, the results of an authentic assessment study by Budiarti Gahara entitled *Implementasi Penilaian Autentik Pada Pembelajaran Pendidikan Agama Islam Kurikulum 2013* show that: (1) an authentic assessment plan was conducted by the teacher by making an integrated authentic assessment program covering an annual program, a semester program, and a learning implementation plan; (2) authentic assessments performed vary including, tests, peer assessments, self-assessments, project assessments, and portfolios; (3) the obstacle to implementing authentic assessment is that it requires careful selection of the various assessment techniques; (4) efforts were made in overcoming obstacles by providing guidance to teachers from schools, the Ministry of Religion and the Office of Education and Culture; (5) the success of authentic assessment is seen in the integrated competencies of attitude, knowledge, and skills of students so that the characters of students' competencies that are formed are productive, creative, skilled, knowledgeable and morally noble.

As has been observed in SDN Ploso I Pacitan in a study by Efi Tri Astuti on *Problematika Implementasi Penilaian Autentik Kurikulum 2013 Dalam Pembelajaran Pendidikan Agama Islam di SD Negeri Ploso I Pacitan*, the implementation of authentic assessment of Islamic Education was not effective. This is constrained by the teacher's lack of awareness in the assessment process. A study by Nela Ambarwati, Wijianto (2017) entitled *Analisis Penggunaan Penilaian Autentik Dalam Pendidikan Pembelajaran Pendidikan Pancasila dan Kewarganegaraan pada Kurikulum 2013 Revisi Kelas X di SMA Negeri 1 Kartasura Tahun Pelajaran 2016/2017* shows that: (1) Authentic assessment used in Pancasila and Civic Education learning for 10th grade students at SMA N

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1. Kartasura was not done according to the procedures in the 2013 revised curriculum. Authentic assessment procedures include the planning, implementation, and analysis and reporting of the assessment; (2) The teachers' constraints in the authentic assessment used in Pancasila and Civic Education learning for 10th grade students at SMA N 1 Kartasura were known from the authentic assessment procedure which includes assessment planning, assessment implementation, and analysis as well as assessment reporting; (3) Teachers' effort to deal with the assessment planning constraints are asking to other more competent teachers and make an assessment instrument according to the teacher's ability but to measure the competence of learners authentically. To deal with the constraints in implementation of assessment, it is important to limit the components of attitudes to be assessed at each meeting and to divide the time before all groups presentation. While to deal with and reporting of the assessment constraints, the solutions are making short and clear description, and use the best time to quickly recap the value and classify it into each aspect, both knowledge, attitude, as well as skills.

Journal Bhinneka Tunggal Ika Vol.3 No.2 November 2016). A study by Ari Astriyandi, Umi Chotimah, Emil El Faisal (2017) on *Kemampuan Guru Menerapkan Penilaian Autentik Dalam pembelajaran PPKn (Studi Kasus di SMA Negeri 1 Indralaya* shows that teachers' competencies in applying authentic assessment on PPKn studying at SMA negeri 1 Indralaya was not good enough. This is supported by the percentage of applying authentic assessment, 46.8%, which is in the category of 'not good enough'. Besides, there was no appropriateness between the essay test and the subject matter and there was no

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rubric for affective and psychomotoric assessment. Syaiful Arif (2014) in his research about *Penerapan Penilaian Autentik Pada Mata Pelajaran PAI di SMPN 1 Pamekasan* found that: (1) the application of authentic assessment in PAI subjects at SMPN 1 Pamekasan was quite good. Authentic assessment is done by evaluating inputs, processes, and evaluating outputs. The assessment instruments used were tests, observations, and assignments; (2) the supporting factors for authentic assessment are teacher professionalism, student readiness, school principal leadership pattern, creation of a conducive learning environment, the existence of a worship laboratory, and the existence of extracurricular activities. The inhibiting factors for the application of authentic assessment are the lack of socialization in the 2013 curriculum, the allocation of PAI learning time is only 3 hours during the week, the number of students in one class is quite large, and the sub optimal participation of parents of students; and (3) the results of the application of authentic assessment in the PAI subjects at SMPN 1 Pamekasan are quite good, i.e. 80 and the spiritual or social attitude is also quite good.

The last study is by Vera Sisca WPS, Retni S Budiarti, Gardjito (2016) entitled *Analisis Hambatan Guru Biologi Pada Implementasi Kurikulum 2013 di Kelas X MIA SMA Negeri Berakreditasi A Se-Kota Jambi*. Results of the study showed that the obstacles experienced by Biology subject teachers include: (1) teachers' inability to carry out learning and guide students to be active in learning activities with the scientific approach; (2) lack of teachers' creativity in applying methods, models, and media that promote active learning; (3) fewer active students due to diversity of students, imagination, creative, knowledge, attitudes / behaviors towards different subjects; (4) limited time, energy, and teachers

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resources to carry out all forms and assessment techniques in the 2013 Curriculum; and (5) students' difficulty to digest and understand the contents or messages conveyed in the book.

The above previous studies described techniques for applying authentic assessment and factors that support and affect the implementation of authentic assessment. Research conducted by Paidi on Implementasi Manajemen Penilaian Autentik Kurikulum 2013 Mata Pelajaran Pendidikan Agama Islam di SMP Negeri 4 Klaten Tahun Pelajaran 2016/2017 said that the results of his research found that teachers did not use assessment instruments. The research conducted by Paidi is in line with research conducted by other researchers on English teachers' understanding of the 2013 curriculum authentic assessment. From this understanding, it shows how the implementation of authentic assessment based on the 2013 curriculum was carried out by teachers and the factors that influence it. Gaps between previous research and research conducted by researchers examining the implementation of authentic assessment at the level of high school Economics and Biology subjects research have not been addressed in the implementation of authentic assessment by teachers of English subjects. The second gap is on teachers' understanding, forms, techniques, and instruments of assessment. While this study adds to teachers' understanding elements viewed from their understanding of the characteristics, difference in authentic assessment in the 2013 curriculum and in the previous curriculum, and the benefits felt by the teachers with the 2013 curriculum authentic evaluation.

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2.4. Conceptual Framework

By integrating theories and research finding discussed above, in this study the authentic assessment in language teaching can be conceptualized into the following theoretical framework.

A. The theoretical framework of basic understanding of authentic assessment

Teachers' basic understanding of authentic assessment was explored through a test which covers the following key aspects:

1. Definition of authentic assessment.
2. The difference of authentic assessment in the 2013 curriculum and in KTSP.
3. Types of authentic assessment.
4. Authentic assessment characteristics
5. The benefit of authentic assessment
6. Skill technique assessment
7. Cognitive technique assessment

This test was used to find out the basic understanding of the teachers towards authentic assessment in the 2013 curriculum. The results were formulated with a Likert scale as follows:

0 – 20	: SKB (Sangat Kurang Baik)
21 – 40	: KB (Kurang Baik)
41 - 60	: CB (Cukup Baik)
61 – 80	: B(Baik)
81 – 100	: SB (Sangat Baik)

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B. The framework of implementation in Authentic Assessment

The following framework illustrates the implementation of authentic assessment based on theories and studies previously discussed. It presents the implementation of authentic assessment during the core activities and in the closing period of learning activities. In the closing period, the teachers demonstrated how authentic assessment was carried out in accordance with the 2013 curriculum.

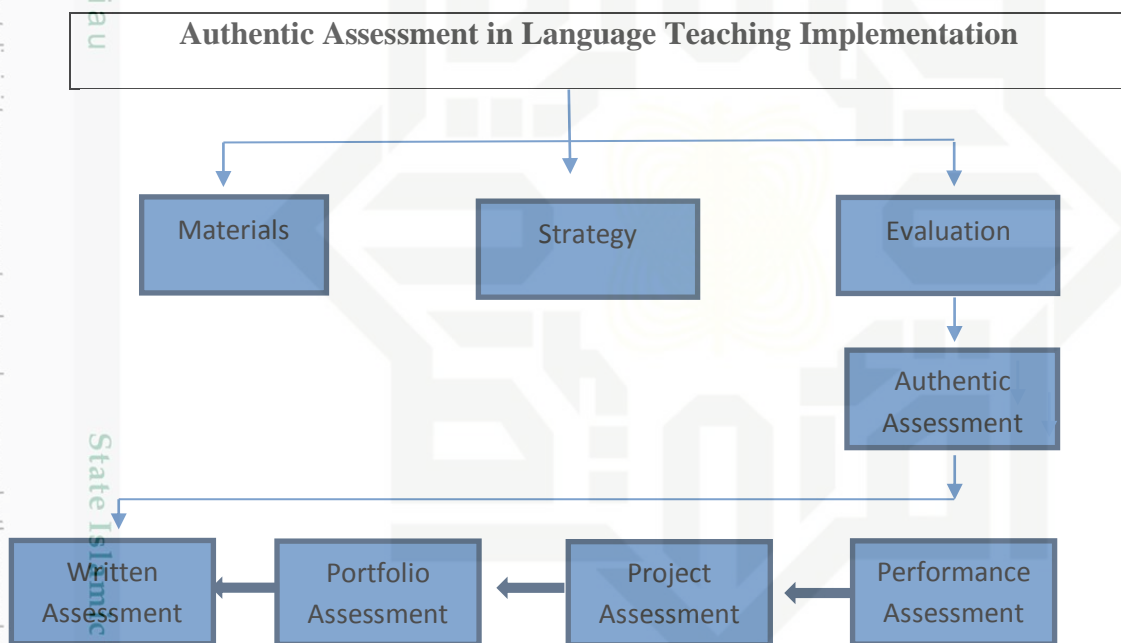


Figure 2.1 Theoretical frameworks of the authentic assessment implementation

C. The factors influencing the implementation of Authentic Assessment

To find out the factors that influence the application of authentic assessment is done through interviews with participants.

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CHAPTER III

RESEARCH METHOD

3.1. The Research Design

This study used a single-case design (Yin, 2003 in Gustafsson, 2017). The learning process is the main thing of concern to teachers in implementing their tasks in the classroom. The researcher chose case study which was confirmed to be focused and dealt with relevant research questions. A single case study is one of the several approaches that the researcher can analyze the data within each situation and across different situation (Yin, 2003 in Gustafsson, 2017). It is based on qualitative material and pre-reviewed which means that two or more experts in the relevant topic area have evaluated them. To answer the research question, the researcher did some research among cases to see the implementation of the authentic assessment in teaching English at SMAN 2 Bangko subdistrict Rokan Hilir regency, and to examine the factors influencing the implementation of authentic assessment of the 2013 curriculum in the process teaching and learning English.

There were two justifications for using the case study approach. First, this paper was expected to understand deeply about the experience of teachers' basic understanding in implementing authentic assessment in teaching English and to explore the factors influencing the implementation of authentic assessment. Therefore, a case study approach was considered suitable. Second, this study was expected to reveal the real situations by using a classroom based case study to examine the implementation of authentic assessment in English classroom. This

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study was also intended to investigate the supporting and obstructing factors in implementation of authentic assessment.

Based on the data sources, this research is a qualitative research since the data gathered and presented are in the form of verbal words, not in the form of numbers. In conducting the study, the researcher used a qualitative approach, which means the data were analyzed qualitatively. According to Cresswell (1994), a qualitative study is explained as inquiry process of accepting a social and human difficulty, based on building a complex, holistic picture, formed with words, conveying detailed views of informants, and organized in a natural setting. Qualitative research observes the patterns of meaning which emerge from analyses of data that are often presented in the participant' own words.

3.2. The Research Site

This research was conducted in SMAN 2 Bangko Rokan Hilir regency. This school was chosen for two reasons. First, teachers in this school have implemented the 2013 curriculum since 2014 when the policy of the new curriculum was set by Ministry of National Education. It was expected that authentic assessment has already been considered. Second, it is easy to conduct because its location is in downtown. It would be also efficient due to limited budget and time-management the researcher has. So, these made easier for the researcher to conduct the data collection, consultation with supervisor, and coordination with related parties since this was an unfunded research project from any institution or organization.

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3.3. The Participants

It was stated by Miles and Huberman (2009) that a discussion about participants and site might include four aspects namely the setting (where the research take place), the actors (who will be observed and interviewed), the event (what the actors will observed and interviewed doing), and the process (the evolving nature of events undertaken by the actors within the setting).

Sampling is the technique to identify, select, and get access to the informants and the sources of the data. The informants chosen in this research were assumed to have potential information to answer this study's research questions. In this study, the researcher selected informants who were considered to know the information about the implementation of authentic assessment in teaching English in depth. The participants were English teachers who teach and implement the 2013 curriculum in the school. In addition, the the principal and the vice principal were also informants. There are three English teachers at SMAN 2 Bangko subdistrict Rokan Hilir regency. These three English teachers are civil servants and professional teachers and non civil servant teacher. They are different in age and status. They are 56, 50 and 30 years old. Two of them are certified teachers.

3.4. Data Collection Technique

In this research, the data is collected by using qualitative approach. The qualitative data describes the condition, situation and responses of the English teachers' activity during teaching-learning process. In this qualitative study, the researcher used observation, interview, and documentation as techniques to collect

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data. Bogdan and Taylor (1993) define qualitative methodology as a research procedure that produces descriptive data in the form of written or verbal words from people and observable behavior. The data that was used in this study served to explore authentic assessment in the implementation of the 2013 curriculum by English teachers at SMAN 2 Bangko subdistrict Rokan Hilir regency. In this study, documentation from teachers were regarded as those who had directly experienced or were experiencing the experience, (lesson plan, photos, etc) interview (unstructured interview to know the teachers deep understanding on implementation authentic assessment) and the researcher's observation were the method of collecting data of this study (to look the teachers application on doing authentic assessment in English classroom).

3.4.1 Non-Participant observation

Data gathering technique used in this research was non-participant observation. It is as the main technique used by anthropologist in doing research. The information gathering involves active looking, improving memory, informal interviewing, writing detailed field notes, and perhaps most importantly, patience. Non-participant observation is the procedure allowing the researcher to learn about the activities of the people under study in the natural setting through observing and participating in those activities. Therefore, for the data for this qualitative research, classroom observation was used to observe how the teachers implemented their understanding of authentic assessment during teaching takes place. Creswell (2009, p.181) states "qualitative observation is those in which the researcher takes field notes on the people's behavior and activities or individual at

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the research site". Here, the researcher recorded and engaged in roles varying from a non-participant.

Observation was conducted both directly and indirectly by means of video recording instrument. The researcher took some notes in the observation sheet based on the indicators of authentic assessment. The data collection for the classroom observation was done from August 13 to September 23, 2019. Before the teachers started teaching in the class, they were directed and instructed to apply authentic assessment in their classroom teaching as had been declared and demanded in the 2013 curriculum applied at SMAN 2 Bangko subdistrict Rokan Hilir regency.

3.4.2 Interview

For the data collection, all English teachers from selected school were also interviewed by the researcher. The three teachers from the school were interviewed during their free time to collect the data about their basic understanding of the authentic assessment, their experience in implementing authentic assessment, and the factors influencing the implementation of authentic assessment. Interview was conducted by using interview guidelines which was arranged by using indicators of the implementation of authentic assessment.

The key ideas to find out the teacher's basic understanding of authentic assessment in implementing the 2013 curriculum are as follows:

1. Definition of authentic assessment.
2. The difference between authentic assessment in the 2013 curriculum and KTSP.

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3. Types of authentic assessment.
4. Authentic assessment characteristic.
5. The benefit of authentic assessment.
6. Skills assessment technique.
7. Cognitive assessment technique.

On the other hand, the connection between the research questions and interview questions is displayed in table 3.1 below.

Table 3.1

The table of interview guideline of the factors influence the implementation of authentic assessment.

No	Research Question	Framework	Interview Guidelines
1.	What are the factors influencing authentic assessment in the implementation of the 2013 curriculum for teaching English at SMAN 2 Bangko subdistrict Rokan Hilir regency?	To know what factors influencing authentic assessment in implementation of the 2013 curriculum for teaching English at SMAN 2 Bangko subdistrict Rokan Hilir regency.	<ol style="list-style-type: none"> 1. Menurut pandangan bapak/ibu, waktu untuk melaksanakan kegiatan penilaian autentik didalam kelas penerapannya sudah mendukung keterlaksanaan penilaian? 2. Bagaimana mana seharusnya peranan guru dalam melaksanakan penilaian autentik ini dalam pembelajaran? 3. Menurut bapak/ibu, penilaian autentik yang dilaksanakan dalam pembelajaran memberikan hambatan dalam pelaksanaannya? 4. Menurut bapak/ibu, sosialisasi kurikulum 2013 dari pemerintah terhadap guru seperti apa? 5. Menurut pandangan

			bapak/ibu, pelatihan kurikulum 2013 tentang penilaian autentik sudah cukup dengan waktu yang tersedia? Bisa dijelaskan?
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Therefore, interview was considered the most suitable method used by the researcher to gain in-depth information for the research which cannot be achieved using a questionnaire. In this research, semi structured interview was employed.

The data collection for the interview was done from 3rd to 17th September 2019 to three teachers in different times since they were free to have an interview. This interview was conducted after the classroom observations were already completed. This was to ensure that the data were consistent and keep the accurateness and avoid the bias of the intended data for this qualitative study.

3.4.3. Documentation

Another data gathering technique used in this study was document analysis. This technique was used to verify and enhance data from the interviews, particularly concerning the numbers of teachers of the selected school in Rokan Hilir. The researcher used the video recorder as audio visual equipment to record the classroom observation and teachers' interviews.

3.5. Data Analysis Technique

The collected data has meaning. Therefore, it is necessary to analyze the data in a certain way. According to Bogdan and Bikken (1982) "data analysis is the process of systematically finding and managing interviews, field notes, and other materials collected by researchers. Analysis activities are carried out by analyzing data, arranging, dividing into manageable units, synthesizing, finding

patterns of finding what is meaningful, and what will be systematically examined and reported.

Data analysis is very important in the scientific method because the analysis of the data obtained can be meaningful and useful in solving problems in research. Furthermore, the collected data is analyzed using the descriptive analysis.

Data analysis was conducted after the data have been collected. The following procedures were applied to analyze the data:

a. Transcribing

Data gathered from interviews were recorded in Indonesia Language. In organizing this, careful assessment on the transcription result, by re-listening to the recording of each conversation while reading the record. The recorded interviews were interpreted by the investigator into English (Raihani,2006). The transcript was transcribed in verbatim style and sent to the participants of interview to do the member checking step.

b. Identify themes (Coding)

After transcribing all data from interview and observation fieldnote, the second step was the inductive coding based on the investigator's research theme. Then, the researcher categorized the data according to theme. Priority coding method was used in identifying the theme of the data, in which, some code related to the theme was given at some parts of the data transcription based on the themes that have been designed.

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c. Categorizing

The next step was categorizing all the data into groups in order. The data that were not useful for the study were reduced. The researcher categorized the main theme and the sub-theme of the entire themes related to the study. After categorizing the theme, the overview of the case was drawn.

d. Interpreting

After categorizing the data, the next step was interpreting the data. Based on the group of themes that have been categorized. The researcher started to interpret the data to make the conclusion of the study.

Because the data was considered not enough or complete at the beginning, the researcher conducted again the observation and the interview to collect the needed data to achieve the purpose of the study. The process of collecting and analyzing the data was done continuously until the researcher collected the satisfied data to answer all the research questions and achieve the purposes of the study.

Table 3.2 The Process of Coding

CODING	CATEGORIZING	INTERPRETING
Teacher distributed the test sheets. Teacher asked students to write down their name in the paper. The teacher sat on the table while looking the student's activities. The teacher walked around while observing.	The activities during the lesson	Teacher A in the learning process directly provides an assessment to students without delivered the material that has been learned. Teacher A did not mention the learning objectives of the lesson. Even though at the beginning of learning students should be told what were the learning

The teacher sat back to her chair.		objectives and what were the steps of the activities.
------------------------------------	--	---

3.6. Ethical Consideration

In social science, ethical issues were essential for doing any research. Wellington in Absor (2016) argued that ethic is an important aspect in all form of research. Bryman (2016) “supports this point by stating ethnical issues can not be ignored as they relate to the integrity of a piece of research and of the discipline that are involved”. Therefore, this research was conducted in such an ethnical way.

Before taking the data of the research, approval from related institutions were obtained respectively. The Post Graduate Program (PPs) of UIN Sultan Syarif Kasim Riau administers some administration procedures and endorsed formal letters related to local government office to obtain research consent. PPs issued a formal letter sent to Public Service Office located in Pekanbaru and then public Service Office would formally issue the recommendation and sent to the office of PPs UIN.

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CHAPTER V

CONCLUSION AND RECOMMENDATION

There are two parts in this chapter. The first part presents the conclusion of the research. Meanwhile, the second part presents some recommendations for the improvement of authentic assessment in teaching English.

5.1. Conclusions

Based on a study of the results of the research and discussion in the previous chapter, it can be concluded that the English teachers at SMAN 2 of Bangko Subdistrict in Rokan Hilir Regency have good basic understanding on definition, forms, characteristics, benefits, and techniques for cognitive and skill assessment.

The findings on implementation of authentic assessment derived from the classroom observation showed that the three English teachers of SMAN 2 Bangko Subdistrict in Rokan Hilir Regency did not clearly carry out the steps in implementing authentic assessment. These three English teachers immediately gave an assessment to their students without explaining in advance how the steps of assessment would be carried out. Teacher A gave an assessment in the form of multiple-choice test, which is a technique of assessment in the previous curriculum.

Extracted data from the semi-structured interviews revealed that there were three main factors influencing the implementation of authentic assessment. The first was time limitation. The time for the closing activity was just fifteen minutes so it was rather hard for the teachers to implement authentic



assessment. The second factor was the contribution of in-service training and government socialization on authentic assessment. The teachers had already participated in the training twice and three times. The materials that had been given to them were not only about authentic assessment but also other materials about the implementation of the 2013 curriculum. The three English teachers of SMAN 2 of Bangko Subdistrict in Rokan Hilir Regency did not have much time to learn and discuss materials about authentic assessment. The training was only for the duration of six days, which later made the teachers not to gain full understanding of authentic assessment of the 2013 curriculum. The last factor was conducive academic environment and teachers' creativity. The teachers must be more creative in developing the learning process so that the learning process increases students' motivation and, in turn, the assessment process can expectedly be achieved.

5.2 Recommendations

As results of this study have been previously presented, the followings are some recommendations to related authorities dealing with the implementation of authentic assessment in teaching English at SMAN 2 of Bangko Subdistrict in Rokan Hilir Regency. The recommendations are as follow:

1. Teachers must be good at dividing time during the learning process. The time needed to carry out authentic assessment should be very well understood by the teacher. It could be by reducing the time at the start of the activity, and the core activities, so that the time for closing activities

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can be added so as to provide sufficient time for efficient implementation of authentic assessment.

2. For principals or school headmasters, it is recommended to hold trainings that discuss in detail about authentic assessment of the 2013 curriculum for teachers. This is because the training time provided by the government is very short. Besides, there is also training in terms of providing motivation to teachers to increase their enthusiasm in facilitating students' learning process.
3. It is important for the government to have a quality control system for this curriculum implementation. The quality control should begin by providing more continuous training and supports for the teachers to understand and implement the authentic assessment in the 2013 curriculum in schools. If this initiative is implemented, teachers will have the same understanding and skills about the implementation of the authentic assessment of the 2013 curriculum. The trainings should be given more for the teacher continuously to enrich their understanding in implementing authentic assessment.
4. For the other scholars, this research can be used to conduct other research related to the implementation of the authentic assessment and its impact on students' proficiency in learning English. There are various ways from English teachers to conduct authentic assessments. It is expected that study can generate insights for further research related to issues on authentic assessments in curriculum implementation.

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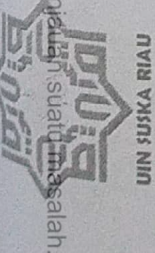
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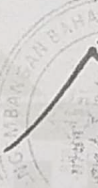
English Proficiency Test

Listening Comprehension : 61
Structure & Written Expressions : 67
Reading Comprehension : 56
Overall Score : 613

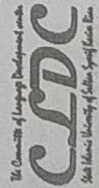
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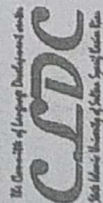
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Alamat : Jalan SMA Bagan Hulu

Email : sman2bangko@gmail.com

NSS : 301091002005

Kode Pos : 28913

Telp(Fax) : (0767) 21181

NPSN : 10403243

NIS : 300050
Akreditasi : A

SURAT KETERANGAN

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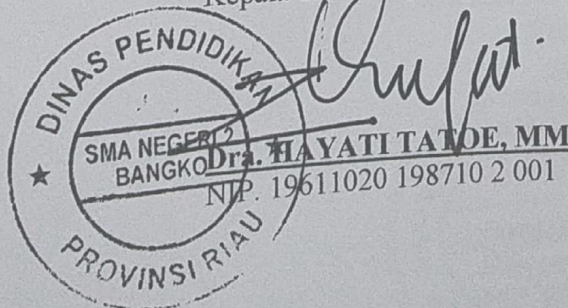
: *"Implementation Of Authentic Assessment
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telah melakukan penelitian di SMA Negeri 2 Bangko Bagansiapiapi Kabupaten Rokan Hilir, dari tanggal 13 Mei 2019 sampai selesai.

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Yth. Kepala SMAN 2 Bangko Kab.
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di-

Tempat

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 Program Studi : PENDIDIKAN AGAMA ISLAM
 Konsentrasi : PENDIDIKAN BAHASA INGGRIS
 Jenjang : S2
 Judul Penelitian : IMPLEMENTATION OF AUTHENTIC ASSESSMENT BASED ON THE 2013 CURRICULUM BY ENGLISH TEACHERS OF SMAN 2 BANGKO SUBDISTRICT ROKAN HILIR REGENCY

Lokasi Penelitian : SMA NEGERI 2 KABUPATEN ROKAN HILIR

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- : S2
- : IMPLEMENTATION OF AUTHENTIC ASSESSMENT BASED ON THE 2013 CURRICULUM BY ENGLISH TEACHERS OF SMAN 2 BANGKO SUBDISTRICT ROKAN HILIR REGENCY
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Pada Tanggal : 29 April 2019



Ditandatangani Secara Elektronik Melalui :
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 NIM : 21790125698
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 KONSENTRASI : Bahasa Inggris
 PEMBIMBING I / PROMOTOR : Drs. H. Promadi, MA, Ph.D
 PEMBIMBING II / CO PROMOTOR : Dr. Bukhori, S.Pd, M.Pd
 JUDUL TESIS/DISERTASI : Implementation of Authentic Assessment Based on the 2013 Curriculum by English Teacher of SMAN 2 Bangko Subdistrict Rokan Hilir Regency.

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2.	1/3-2019	Theoretical Framework	Hak Cipta Milik UIN Suska Riau
3.	29/14	Background, RQ, Theodre framework, Reserchi Design, Data	
4.	15/01-2019	- Fading, Disassisi & Conditie	
5.	20/02-2020	Findings & Disassisi	
6.	20/02	Approved	

1.	7/2/19	Problem, Inhibitor, Data Analysis	State Islamic University of Sultan Syarif Kasim Riau
2.	1/3-19	Focus of Problem	
3.	14/8-19	Operational Concept and Instrument, Theory of Implimenty Affective Attent	STC p-15
4.	30/10-19	Sebuahakan bag instrument of kuantif oporal dan kuant	
5.	30/12-200	Teori Hg Domic Wolubus, Instrum TB Baci Uledating, Analisa Dakh, Conditie, Catangan, Inhibitor	
6.	20/2/200	Ace. Approved to be exhibit at the KIRK VOCE	

Catatan :
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 Dr. Bulthori, S.pd.I, M.Pd.

Catatan :
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 BAHASA : Bahasa Inggris
 NO. KARTU : _____

State Islamic University of Sultan Syarif Kasim Riau

TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KETERANGAN
15/Jan/19	The Influence of student's Emotional Intelligence And Self - efficacy Toward Their Reading Comprehension At The first students in University of Pasir Pengaraian	[Signature]	Azi Nurrahman Juthasthi
	The effect of Creative Problem Solving (CPS) strategy on student's Participating And Reading comprehension in Narrative Text And State senior high school's Mangrove Bengkalis Regency	[Signature]	Fhairun Nisa
	A Comparison between The effect of Using Round Robin And Character Studies strategies on Student's Reading Comprehension At MTs Sawah Subdistrikt of North Kampar	[Signature]	Nurhasniha
	The Comparison between Preld O Gram Strategy And Rally table strategy On students' Reading Comprehension At Vocational High School Taruna Satria Pekanbaru	[Signature]	Hilma Srita Jufri

Pekanbaru, 16 Januari 2018
 Direktur

Prof. Dr. Afrizal, M., MA
 NIP. 19591015 198903 1001

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1	2019	The effect of Using Youtube video And Motivation ON The student's		Fakhrun Nisa
2		Listening skill of State Senior High School 2 Payakumbuh		
3				
4		The Implementation of English Camp Community Program in Polytechnic		Tuti Hastuti
5		LP3I Bandung - Pekanbaru Campus		
6				
7		The effect of Collaborative Writing Strategy AND Anxiety ON students' writing Ability At Madrasah TSanawiyah AL- Manaar Pulw Raja	Dr. Nurul	Saleiyah Rusma
8				
9				
10				
11		The Difference on Reading Comprehension Between students with Cognitive AND Metacognitive Strategies At SMAN 04 Bengkalis		Neni Fitriani
12				
13				
14				
15				

Pekanbaru, 4 Juli 2019
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Prof. Dr. H. Afrizal M, MA
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Konsep pendidikan Multikultural Dalam Perspektif Al. Qur'an Pada Surat Al-Hujurat Ayat 11-13		Ali Akbar
Studi Komparasi Pendidikan Akhlak Menurut Ibnu Miskawaih dan Abdullah Nashih Ulwan		Melbi

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JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KETERANGAN
The effect of using Hypnoteaching on the Student Vocabulary Mastery and Their Motivation in Learning Vocabulary at state High school 3 Padang Sidempuan		M. Aulia Harahap
Teacher's strategies to overcome student Difficulties in Listening Comprehension at state of senior High school 1 Hulu Kuantan		Yosi Fernandes
The Use of Reiteration & Collocation in Thesis written by Undergraduated Student's Majoring in english of Islamic University of Riau		Ati Suprianti
The effect of using whatsapp Messenger Group on the student writing Ability and Learning Motivation of English at Riau University		Asri Zulbeni

Pekanbaru, 14 September 2018
 Direktur

Prof. Dr. Afrizal, M., MA
 NIP. 19591015 198903 1001

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 setiap mahasiswa wajib menghadiri minimal 10 kali seminar sebelum menjadi peserta seminar



KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU

NAMA : Elva Diana Sari
 NIM : 21790125698
 PROGRAM : Pasca Sarjana
 PRODI : PAI
 KONSENTRASI : Bahasa Inggris

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NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET	
1	21 Mei 2018	- The Affixiation Analysis on English for Senior High School of Tenth Grade Students		Hilmi Mariris	
2		- An Error Analysis on The Use of Conjunctions in Sentence Case study on the Sixth Semester at english Education Program of STAI Hubbul Wathan Duri Academy Year 2017-2018		M. Rafi	
3		- The effect of using Mnemonic device Towards Student's Memorizing in Reading Text at Second Grade students of MTS Thamrin Yabre Rambah Hilir.		Winda Jannatul	
4		- The Concept of Moral Judgment According to Jean Piaget and it Relevances to Reading comprehension (Study on Book's "The Moral Judgment of the Child").		Neni Fitriani	
5		- An Analysis of Scientific Approach in 2013 Curriculum in Teaching English as a Foreign Language (A book of Ridwan Abdullah Sani in Pembelajaran Scientific untuk Implementasi Kurikulum 2013)		Made Oriana Fitria	
6		- Empowering Teaching Performance in teaching (A study a Book of Muriel Saville - troisse "Introducing second language acquisition")		Fitria Zahara	
7		- The effect Transition Action Details (TAD) Strategy on Student's writing Ability and their Anxiety at MTS Al-Manawar Pulau Raja.		Zakiyah Husna	
8		- The Implementation of Jigsaw Model on Student's Participation and Reading Comprehension in Narrative text at sman 9 Pekanbaru		Atikah Rahmi	
9		- An Analysis of English text book "Pathing to English" through bloom taxonomy.		Melva Nurianti	
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Pekanbaru, 21 Mei 2018
 Direktur,

Prof. Dr. H. Ilyas Husti, M.Ag
 NIP. 19611230 198903 1 002

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PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU**

NAMA : Eva Diana Sari
 NIM : 21790125698
 PROGRAM : Pasca Sarjana (S2)
 PRODI : PAI
 KONSENTRASI : Bahasa Inggris



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1	27 April 2018 / Jum'at	Manajemen Pendidikan Iepribadian Dan Kemasyarakatan Menurut Pemikiran R.H. Ahmad Dahlan		Wessi Susila
2	27 April 2018 / Jum'at	Integrasi Ilmu Pendidikan Islam dan Ilmu Pendidikan Umum menurut Muhammad Natsir		Wadia Delastri
3	27 April 2018 / Jum'at	Kesetaraan Gender Dalam Pendidid kan Perspektif Rahma Elyanusiyah		Mulia Rahmi
4	27 April 2018 / Jum'at	Konsep Insan Pari purna (Insan Kamil) Menurut Pemikiran Imam Al-Ghaali Dan Implikasinya Terhadap Kurikulum 2013		Fatihahat Ma'wa
5	27 April 2018 / Jum'at	Konsep Kepemimpinan Dan Pendidikan Islam Dalam Perspektif Prof. Dr. H. Mahmud Yunus		Nur Ainab
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Pekanbaru, 27 April 20...18
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PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU

Eva Diana Sari
21790125698
Magister (S2)
Pendidikan Agama Islam
Pendidikan Bahasa Inggris

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NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
	20/3/18, Selasa	Konsep Pendidikan Keluarga Berdasarkan Hadist Rasulullah	Nui	Nurtadi
		Nilai-nilai Pendidikan Karakter dalam novel Bulan Terbelah di Langit Amerika Perspektif Pendidikan Islam		Juyun Royne
		Nilai-nilai Pendidikan Agama Islam dalam Pemikiran Syekh Muhammad Arsyad Al-Banjari serta Relevansinya Terhadap Pendidikan Islam		Karyawati
		Metode Pendidikan Akhlak Tinggalkan Kitab Adab Al-Mufrad Karya Imam Bukhari		Heri Kiswanto

Pekanbaru, 20 Maret 2018
Direktur,

Prof. Dr. H. Ilyas Husti, M.Ag
NIP. 19611230 198903 1 002

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: Eva Diana Sari
 : 21790125698
 : Pasca Sarjana (S2)
 : PAI
 : Bahasa Inggris

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1	27 April 2018 / Jum'at	Kesehatan Jiwa dalam membentuk karakter dan Implikasinya Terhadap Pendidikan Islam		Sarina
2	27 April 2018 / Jum'at	Pendidikan karakter Islam Berbasis Nilai-Nilai Kearifan Lokal Melayu Riau		Eun Maria elbra
3	27 April 2018 / Jum'at	Nilai-Nilai Pendidikan Islam Dalam Novel API Tauhid Karya Habiburrahman Al-Syirazi		Veny Fitria
4	27 April 2018 / Jum'at	Konsep Pengajaran Iman dan Islam Sebagai Pembentuk Kepribadian Islam Dan Resensinya dalam Pendidikan Agama Islam (Studi Pemikiran Gadi Gatalba)		Fitria Tri Oktaria
5	27 April 2018 / Jum'at	Konsep Epistemologi Pendidikan Karakter Islami Dalam Perspektif Imam Al-Ghazali Kajian Terhadap Kitab Al-Washaya		Wahyu Nurhalim
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Pekanbaru, 27 April 2018
Direktur,

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PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU**

NAMA : Eva Diana Sari
 NIM : 17300288
 PROGRAM : S.2
 PRODI : Pendidikan Agama Islam
 KONSENTRASI : Bahasa Inggris

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1	Jum'at / 8-12-2017	Pengaruh Pendidikan Lingkungan Hidup terhadap karakter siswa di SMP Negeri Se-kecamatan Pangkalan Kerinci Kab. Pelalawan		Marzaini
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4	Jum'at / 8-12-2017	Strategi Guru Pendidikan Agama Islam Dalam Meningkatkan Kualitas Pembelajaran Di SMA Negeri Se-kecamatan Pangkalan Kerinci Kabupaten Pelalawan	<i>[Signature]</i> 08/12	Husna Khairiyah
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8	Jum'at / 8-12-2017	Peran Guru Pendidikan Agama Islam Dalam Pengembangan Pendidikan Karakter Siswa Di Mts se-kecamatan Dumai Selatan Kota Dumai		Suryani
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11	Jum'at / 8-12-2017	Pengaruh Pelatihan Dan Sumber Belajar Terhadap Keterampilan Mengajar Guru di SMP Negeri se-kecamatan Banjar sei Kijang Kab. Palalawan		Mulyati
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Pekanbaru, 8 Desember 2017
 Direktur,

Prof. Dr. H. Ilyas Husti, M.Ag
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: EVA Diana Sani
 : 21790125698
 : Pasca Sarjana
 : PAI
 : Bahasa Inggris

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NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
12	Mei 2018 / Sabtu	Pengaruh kompetensi kepribadian dan Kompetensi Sosial Guru Pendidikan Agama Islam Terhadap Akhlak Peserta Didic Sekolah Menengah Atas di Kabupaten Kampar		Zaydina Saputra
		Konsep Pendidikan Islam dalam kitab Adab Al - Mu'allimin karya Ibn Sard As - Sahnun tahun 202 H		Salman
		Manajemen Pengembangan Kurikulum PAI di SMP IT kota Pekanbaru		Etrisa
		Manajemen Pendidikan Islam Dalam Pandangan Hamka 1908 - 1981		Anita Promilka
		Implementasi Pendidikan Informal dan non-formal dalam PAI menurut Buya Hamka (telach buku "Lembagattiday" karya Hamka		Dewi Restrian

Pekanbaru, 12 Mei 2018
Direktur,

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NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
12	Mei 2018 / Sabtu	Pengaruh Manajemen Sumber Daya Manusia dan Budaya Organisasi Terhadap Komitmen kerja Guru di MA kec. Tapung Kabupaten Kampar		Maskom Damank
		Manajemen Bimbingan Agama Islam Warga Binaan Lembaga Pemasyarakatan Kelas II A kota Batam		Bimo Sabti Lubis
		Manajemen Pelayanan Bimbingan konseling dalam Mengembangkan Potensi dari Siswa di MAN sekota Pekanbaru		Desh Santi
10		Pengaruh antara Supervisi kepada Sekolah dan Lingkungan kerja terhadap Disiplin Mengajar guru PAI di MTS kec. Tapung Kampar.		Desh Santi
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