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THE IMPLEMENTATION OF AUTHENTIC ASSESSMENT IN ASSESSING WRITING SKILL AT SENIOR HIGH SCHOOL PEKANBARU



BY

YUSTIKA PRATIWI

SIN. 11714202496

UIN SUSKA RIAU

**FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
PEKANBARU
1443 H / 2022 M**

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**THE IMPLEMENTATION OF AUTHENTIC ASSESSMENT
IN ASSESSING WRITING SKILL AT SENIOR
HIGH SCHOOL PEKANBARU**

A Thesis

Submitted as partial fulfillment of the Requirements
for Bachelor Degree of English Education
(S. Pd)



BY

YUSTIKA PRATIWI

SIN. 1171420496

UIN SUSKA RIAU
DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
PEKANBARU
1443 H / 2022 M



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SUPERVISOR APPROVAL

The thesis entitled "*The Implementation of Authentic Assessment in Assesing Writing Skill at Senior High School Pekanbaru*" is written by Yustika Pratiwi, SIN. 11714202496. It has been accepted and approved to be examined in the final examination by the Examination Committee of Undergraduate Degree in the Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau as one of the requirements for Undergraduate Degree (S.Pd.) in English Education Department.

Pekanbaru, Ramadhan 17th, 1443 H
May, 18th, 2022 M

The Chairperson of English
 Education Department


Dr. Faurina Anastasia, M.Hum.
 NIP. 198106112008012017

Supervisor


Dr. Nur Aisyah Zulkifli, M.Pd.
 NIP. 198506192009122008

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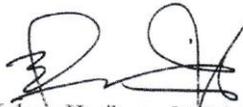
EXAMINER APPROVAL

The thesis entitled *The Implementation of Authentic Assessment in Assessing Writing Skill at Senior High School Pekanbaru* was written by Yustika Pratiwi, SIN. 11714202496. It has been examined and approved by the final examination committee of Undergraduate Degree at Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau on Dzulqaidah 7th, 1443 H/June 7th, 2022 M. It is submitted as one of the requirements for Bachelor Degree (S.Pd) at Department of English Education.

Pekanbaru, Dzulqaidah 7th, 1443 H
June 7th, 2022 M

Examination Committee

Examiner I



Dr.H. Kalayo Hasibuan, M.Ed. Tesol
NIP. 19651028 199703 1001

Examiner II



Riri Fauzana, M.Sc
NIK. 130 117 075

Examiner III



Cut Raudhatul Miski, M.Pd
NIP. 19790109 20090 12011

Examiner IV



Mainar Fitri, M.Pd
NIP. 19810519 201411 2001

Dean
Faculty of Education and Teacher Training

Dr. H. Kadar, M. Ag
NIP. 19650521 199402 1001



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STATEMENT OF AUTHENTICITY

I hereby,

Name : Yustika Pratiwi
 Student Number : 11714202496
 Phone Number : 082287121714
 e-mail : Yustikapratiwi04@gmail.com
 Department : English Education
 Faculty : Education and Teacher Training
 University : State Islamic University Sultan Syarif Kasim Riau

Certify that this skripsi entitled **“The Implementation of Authentic assessment in Assessing Writing Skill at Senior High School Pekanbaru”** is certainly my own work and it does not consist of other people work. I am entirely responsible for the content of this *skripsi*. Others’ opinion finding include in this *skripsi* are quoted in accordance with ethical standards.

Pekanbaru, July 11th, 2022



Yustika Pratiwi

1171402496



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ACKNOWLEDGMENT



In the name of Allah, the most Gracious and Merciful, praise belongs to Allah Almighty. By his guidance and blessing, the researcher has accomplished the final research paper entitled “sdnfsdffdsf sdjsadsds sadadada asasa”. It is a scientific writing to fulfill one of the academic requirements to finish the bachelor degree (S. Pd) at Department of English Education Faculty of Education and Teacher Training State Islamic University of Sultan Syarif Kasim Riau. Then, shalawat and salam always be presented to the last messenger of Allah, Prophet Muhammad SAW who has inspired and lightened many people up all around the world.

Appreciation and sincere thanks to my beloved parents, **Rusmadi and Darsiah**, who has devoted all love and affection as well as moral and material attention. May Allah SWT always bestow grace, health, and blessings in the world and in the hereafter for the kindness that has given to the researcher. Thank you so much Dad, Mom. Please keep becoming my inspiration (optional).

The researcher would like to show her gratitude to all beloved people that have encouraged. Motivated even helped the researcher in finishing the paper. They are:

1. Prof. Dr. Hairunas, M. Ag., the Rector of State Islamic University of Sultan Syarif Kasim Riau. Dr. Hj, Helmiati, M. Ag., as Vice Rector I, Dr. H. Mas’ud Zein, M. Pd., as Vice Rector II, Edi Erwan, S. Pt., M. Sc., Ph. D, as Vice Rector III, and all staff. Thanks for the kindness and the encouragement.

Dr. H. Kadar, M. Ag., the Dean of Faculty of Education and Teacher Training, State Islamic University of Sultan Syarif Kasim Riau. Dr. H. Zarkasih, M. Ag., as the Vice Dean I, Dr. Zubaidah Amir, MZ, M. Pd., as the Vice Dean II, Dr. Amirah Diniaty, M. Pd. Kons., as the Vice Dean III, and all the staff. Thanks for the kindness and the encouragement.



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Dr. Faurina Anastasia, S.S., M. Hum., the Head of Department of English Education, who has given me correction, suggestion, support, advice, and guidance in completing the thesis.

Dr. Nur Aisyah Zulkifli, M. Pd., the Secretary of Department of English Education, for her guidance to the students.

Roswati, M. Pd, the Academic Supervisor for his guidance to the students.

Dr. Nur Aisyah Zulkifli, M. Pd., my beloved supervisors who has given me correction, suggestions, support, advice, and guidance in accomplishing this thesis.

The Headmaster of Senior High School 12 Pekanbaru Hj. Ermita, S.Pd. MM., my beloved English teacher, Siti Rohana, S.Pd and all staffs who have helped me in accomplishing this research.

8. My beloved siblings Eka Afrida Ningsih, S.Pd and Ade Setiawan who always be on my side to give support in every condition even in the hardest time.
9. My beloved all of my family, thank you for always giving support.
10. My best friends Azwinatul Hikmah, Sari Ramadhani, Maya Ariska, and Yeni Efrianti who always give me a lot of love and support. Thank you for making my university life full of happiness.
11. My best people, Novi Hamdani who always besides me, be a good listener, always support me anytime and as my mood booster in my life

Finally, the researcher realize that this thesis is still far from perfections.

Therefore, constructive comments, critiques and suggestions are appreciated very much.

Pekanbaru, July 11th, 2022

Yustika Pratiwi
11714202496



ABSTRACT

Yustika Pratiwi (2022): The Implementation of Authentic Assessment in Assesing Writing Skill at Senior High School Pekanbaru

In the curriculum 2013, authentic assesment is the process of gathering information by teachers about the development and learning is carried out by students through various techniques that are able to express, prove, or show appropriately that the learning objectives and abilities have been completely mastered and achieved. This research aimed to find out implementation of authentic assessment in assesing writing skill at SMA Negeri 12 Pekanbaru. This research focused on the process of the auththentic assessment in assessing students' writing skill and to find out the problem of the teachers in implementing authentic assesment. This research used descriptive with qualitative approach. This research was held on March 11, 2022 at Department of English Education UIN SUSKA Riau. The samples were selected by using Purposive Sampling technique. The number of informants in this reserach were three teachers. In addition observation, interview, and documentation were used to gather the data. The result of this research found that the teachers used four steps out of six steps in assessing student writing skill. It means she did not do two last steps, reviewing students writing process and conference writing result because she did not have enough time to do it. Furthermore the results of the interview it was found three problem faced by the teacher in implementing authentic assessment first lack of time. Second, complex assessment procedures and last, student understanding about material.

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ABSTRAK

Yustika Pratiwi (2022): Penerapan Penilaian Otentik dalam Menilai Keterampilan Menulis di SMA Pekanbaru

Dalam kurikulum 2013, penilaian autentik adalah proses pengumpulan informasi oleh guru tentang perkembangan dan pembelajaran yang dilakukan oleh siswa melalui berbagai teknik yang mampu mengungkapkan, membuktikan, atau menunjukkan secara tepat bahwa tujuan dan kemampuan pembelajaran telah dikuasai secara tuntas dan tercapai. Penelitian ini untuk mengetahui penerapan penilaian otentik dalam menilai keterampilan menulis di SMA Negeri 12 Pekanbaru. Penelitian ini difokuskan pada proses penilaian autentik dalam menilai keterampilan menulis siswa dan untuk mengetahui permasalahan guru dalam menerapkan penilaian autentik. Penelitian ini menggunakan deskriptif dengan pendekatan kualitatif. Penelitian ini dilaksanakan pada tanggal 11 Maret 2022 di Jurusan Pendidikan Bahasa Inggris UIN SUSKA Riau. Sampel dipilih dengan menggunakan teknik Purposive Sampling. Jumlah informan dalam penelitian ini adalah tiga orang guru. Selain itu, observasi, wawancara, dan dokumentasi digunakan untuk mengumpulkan data. Hasil penelitian ini menemukan bahwa guru menggunakan empat langkah dari enam langkah dalam menilai keterampilan menulis siswa. Artinya dia tidak melakukan dua langkah terakhir, meninjau proses penulisan siswa dan hasil penulisan konferensi karena dia tidak punya cukup waktu untuk melakukannya. Selanjutnya hasil wawancara ditemukan tiga kendala yang dihadapi guru dalam melaksanakan penilaian otentik pertama kurangnya waktu. Kedua, prosedur penilaian yang kompleks dan terakhir, pemahaman siswa tentang materi.

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ملخص

يوستيكا براتويي، (٢٠٢٢): تطبيق التقييم الموثوق في تقييم مهارة الكتابة في المدرسة الثانوية بكنبارو

في منهج ٢٠١٣، التقييم الحقيقي هو عملية جمع المعلومات من قبل المعلمين حول التطوير والتعلم الذي ينفذه التلاميذ من خلال تقنيات مختلفة قادرة على التعزيز أو إثبات أو إظهار بدقة أن الأهداف وقدرات التعلم قد تم إتقانها وتحقيقها بشكل كامل. يهدف هذا البحث إلى معرفة تطبيق التقييم الموثوق في تقييم مهارة الكتابة في المدرسة الثانوية الحكومية بكنبارو. يركز هذا البحث على عملية التقييم الصحيحة في تقييم مهارة الكتابة لدى التلاميذ ومعرفة مشاكل المعلم في تنفيذ التقييم الصحيح. يستخدم هذا البحث المدخل الوصفي النوعي. تم إجراء هذا البحث في ١١ مارس ٢٠٢٢ في قسم تعليم اللغة الإنجليزية، بجامعة السلطان الشريف قاسم الإسلامية الحكومية رباو. تم اختيار العينات باستخدام أسلوب أخذ العينات الهادفة. بلغ عدد المخبرين في هذا البحث ثلاثة معلمين. بالإضافة إلى ذلك، تم استخدام الملاحظة والمقابلة والتوثيق لجمع البيانات. ووجدت نتائج هذا البحث أن المعلم استخدم أربع خطوات من أصل ست في تقييم مهارة الكتابة لدى التلاميذ. هذا يعني أنه لا يقوم بالخطوتين الأخيرتين، وهما مراجعة عملية كتابة التلاميذ ونتائج كتابة المؤتمر، لأنه ليس لديه الوقت الكافي للقيام بذلك. علاوة على ذلك، وجدت نتائج المقابلة ثلاث معوقات واجهها المعلم في إجراء تقييم حقيقي، أولاً ضيق الوقت، وثانياً، إجراء تقييم معقد، وأخيراً فهم التلاميذ للمادة.

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Authentic assessment is an activity to assess students ability, performance, and knowledge that emphasizes what should be assessed, both process and results with various assessment instruments. Authentic assessment is more often expressed as a performance based assessment, alternative assessment or performance assessment Nurhadi (2003). It 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 or show precisely that the learning objectives have been truly mastered and achieved.

The aim of authentic assessment is to measure knowledge and skills in various contexts to reflect the real-world life as a meaningful learning. Authentic assessment is a form of assessment in which students are asked to perform real-world tasks which demonstrate meaningful application of essential knowledge and skills (Mueller 2005). Authentic assessment encourages students to perform real-world tasks to demonstrate meaningful application of essential knowledge and skills. What the students have acquired in the learning, they have to perform it in the real-situation.

Furthermore, teachers are required to assess students' skills using performance, project, and portfolio assessments. Performance assessment is an assessment which is conducted by observing student's activities in doing particular activity. Portfolio assessment is defined as a continuous assessment



process based on a set of information that shows the development of students competence in a given period of time. While project assessment is an integrated unit of works which cannot be finished at a given time; it requires the students to do a series of tasks resulting on specific product or data.

According to Mueller (2005), there are three reasons to use authentic assessment. First, authentic assessments are direct measures. Students are aimed to be able to use the acquired knowledge and skills in the real-world. It will provide the most direct evidence. Second, authentic assessments capture the constructive nature of the learning. Students cannot only ask to repeat back information they have received, they must also be asked to demonstrate that they have accurately constructed meaning about what they have been taught. Third, authentic assessments provide multiple paths to demonstrate the learning. Students may use various ways to demonstrate the knowledge and skills they have acquired. It is recommended that multiple and varied assessments to be used.

Moreover, the implementation of authentic assessment in the classroom is important. With authentic assessment students are involved in tasks useful, important, and authentic meaningful (Hart, 1994). Tasks that given can be in the form of imitation of the problems faced by an adult or professional in his field. Some previous research show the importance of assessment authentic in learning. Azim and Khan (2012) stated that implementation of authentic assessment methods highly appreciated by students. Authentic assessment puts a lot of emphasis on students' subconscious ability.

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There are many researches reported about the implementation of authentic assessment. Trisanti (2014) found that teacher still had limited understanding about 2013 Curriculum. Teacher also thought that the implementation of authentic assessment did not run effectively because of the complex procedure and the class condition. Al Fama (2005), in his research stated that the teachers' knowledge and their experience influenced the implementation of the assesment. The teacher who had sufficient knowledge of the nature and types of authentic assessment implemented it properly. Besides, authentic assessment could provide feedback on a student's learning a encourage further development. It could improve students' knowledge, deep understanding, problem-solving skills, social skills, and attitudes which could be used in the simulation of a real-world situation. Although this study has depicted the implementation of authentic assessment on the site, it only focuses on one English productive skill.

According to the curriculum 2013, authentic assesment is the process of gathering information by teachers about the development and learning is carried out by students through various techniques that are able to express, prove, or show appropriately that the learning objectives and abilities (competencies) have been completely mastered and achieved.

Practically, based on a preliminary study at one of Senior High School in Pekanbaru, authentic assessment has not been carried out properly. From the observation, the results of the assessment carried out by the teacher in assessing writing are still not able to provide an overview of student development. It was found that authentic assessment takes a long time in the process so that it reduces

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students' time to learn and the teacher cannot add material completely. Limitation of time between learning and assessing process at once also made teachers having difficulty to master the whole class since the students' quantity. It related to applying an authentic assessment to be limited in the classroom. Whereas, an assessment must be performed in the learning process at one time. Furthermore, implementing this does not run well because of the whole class and complex procedure and limited understanding of teachers about the 2013 Curriculum, according to Trisanti. As regard, the English teachers' perspective has not performed good management yet in classroom activities. This case engages them to adjust the quality of teaching in the educational process based on a scientific process in the authentic assessment.

Beside, assessing writing is a complex task for teachers. It was found that there are some problems faced by the teachers in assessing students' writing. One of which is that teachers doesn't have enough time to correct the students' writing. Therefore, the authentic assessment is difficult to be implemented. It was recommended that teachers have to be aware of these problems because teachers' judgement on students' writing can become a crucial feedback for students to know how well they can do on writing. Two important components in the assessment of writing are the nature of task, or prompt and the scoring criteria or rubric. Djiwandono (2010) and O'Malley and Pierce (2010) stated that a writing prompt defines the task for the students' writing assessment. Furthermore, O'Malley and Pierce (1996) state that writing assessment can be used most effectively with instruction when the criteria for scoring written products are clear

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to the students and when the students see an obvious relationship between what they have written and the scores they have received. It presents some guidelines for constructing writing tasks, and some examples of different types of scoring criteria. Furthermore, it also provided student's development level of writing and the processes the writer uses in it.

Considering the phenomena above, the researcher is interested in conducting the research about implementation of authentic assessment especially on writing skill. This research was conducted under the title "**THE IMPLEMENTATION OF AUTHENTIC ASSESSMENT IN ASSESSING WRITING SKILL AT SMA NEGERI 12 PEKANBARU**".

B. Identification of the problem

Based on the background, the problems faced in carrying out authentic assessments were in the teacher. The process of implementing authentic assessment in teaching English curriculum 2013 was still not running effectively. English teachers seem to have some difficulties in applying authentic assessment. Likewise, assessment methods were quite complex and take a long time so that teachers are confused and shift their focus from teaching to mostly assessing. Above all, managing the classroom assessment activities and scoring the results of the students' tasks and giving students feedback were complicated duties to do since the time allotted was only limited. So, Authentic assessment was very important because it will be reflected in their classroom practice which include conducting authentic assessment. For this reason, it is crucial to know the process of authentic assessment in assessing students' english writing skill based on 2013

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curriculum and the problem faced by the teachers in implementing of authentic assessment.

C. Limitation of the Study

After describing identification of the problems above, it is need the limit and focus the problem of this study . This research is focused on the implementation of authentic assessment in assessing students writing skill and teachers' problem in implementing authentic assessment.

D. Formulation of the Study

Based on the limitation of the problems stated above, the researcher formulates the problems as follows:

- (1) How is the process of the authentic assessment in assessing students' writing skill at Senior High School Pekanbaru?
- (2) What are the problem faced by the teachers in implementing of authentic assessment at Senior High School Pekanbaru?

E. Objective of the Study

In objective of the research, the researcher wants to:

- To investigate the process of the authentic assessment in assessing students' writing skill at Senior High School Pekanbaru.
- To find out the problem of the teachers encountered in implementing authentic assessment at Senior High School Pekanbaru.

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F. Significance of the Research

This research has theoretical and practical significance. Theoretically, this study aims to collect various data that can provide an overview of student learning development. The description of student learning progress needs to be known by the teacher so that students can experience the learning process properly. An overview of learning progress is needed throughout the learning process, so this assessment is not carried out at the end of the period.

Practically, This study aims to help teachers to understand authentic assessment. The teacher can evaluate how much ability the teacher gets. Besides, it can be a reference for them in applying authentic assessment and compiling learning steps. Authentic assessment is also useful for measuring skills in content that reflect real-world situations where these skills are used. Authentic assessments that are carried out directly are useful for knowing the results of achieving student performance according to the lessons that have been taught.

G. Defenition of the Key Term

1. Implementation

Implementation is applying the interaction process of students with educators and learning resources in a learning environment that includes teachers and students exchanging information (Hord, 2011). In this study, the connection with authentic is the application of a method continuously carried out by teachers to students at one of Senior High School Pekanbaru.

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2. Authentic Assessment

Authentic assessment is a form of assessment that asks students to show performance in a real-world context that shows the meaningful application of the application of knowledge and skills Mueller (2013). Authentic assessment in this study means the process of collecting written assessment by teachers who can provide an overview or information about the development of students based on 2013 curriculum.

3. Assessing Writing

Assessing writing is the process of gathering of information about student writing skill. The purpose of assessing writing is to provide feedback to student (Nodoushan 2014). Assessing writing in this study means standardized writing tests made by teachers to assessing students' ability based on 2013 curriculum.

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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. Authentic Assessment

Authentic assessment is an assessment that describes students' achievement, motivation, attitudes and learning on using instructional materials for the classroom activities. It is how learners could possibly understand their skills in doing some tasks and teachers could easily measure the best ability of each student in the classroom during learning process. This assessment is very helpful for students, because it requires students' higher-order thinking skills for the learning outcomes. Therefore, in this assessment involved the real-world tasks, it would be more interesting for students, and thus more motivating (O'Malley & Pierce, 1996).

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

Beside, the regulation of the Minister of Education and Culture (2013) stated that an authentic assessment is specifically concerns to measure the learning process of students' behavior, knowledge and skill. Which mean students able to reveal, prove or show the understanding of the lesson that they have learned. Furthermore, the word authentic defines as true, real or actual. The basic skill that

requires in authentic assessment is that learners can demonstrate their understanding, because they are learning the lesson that is related to their own lives and they prove it in a unique way that present their abilities (Arnold, 2019).

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

a. 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 (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.

The characteristics of authentic assessment are: First, 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.

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Performance or product assessment is ensured that the performance or product is a reflection of students' competencies in a real and objective manner. Second, 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.

Third, 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. Fourth, 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. Fifth, 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. Sixth, 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).

Furthermore, Kunandar (2013) stated 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 feedback.

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).

b. Authentic Assessment Types

Many learning assessment tasks and activities can be grouped into authentic assessments as long as the assignments are in accordance with the nature of authentic assessment. O'Malley and Pierce (1996) mention several authentic assessment models, including Performance assessment, portfolio, and project assessment. The following are explanations of several authentic assessment types that have been mentioned:

1. Performance assessment

Performance assessment is a form of assessment that requires students to practice and apply the knowledge they have learned in various contexts according to the desired criteria. Targets for achieving learning outcomes in performance appraisal may include the following aspects: 1) knowledge; 2) practice and application of knowledge; 3) proficiency in various types of communication skills, visuals, works of art, and others; 4)

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product (work); and 5) attitude (related to feelings, attitudes, values, interests, motivations). So in this case performance appraisal can measure competence which includes aspects of knowledge, skills, and attitudes.

Performance Assessment has two basic characteristics, namely (1) practicing the ability to make a product (process) or engage in an activity (deed) and (2) produce a product from the requested performance task. Based on these two characteristics, the assessment can assess the process, product, or (process and product). To determine both the right form of performance depends on the characteristics of the material being assessed and the competencies that are expected to be achieved by students.

The quality of performance assessment is very dependent on the performance tasks given to students. To get a quality performance appraisal, there are seven criteria that must be considered in determining performance tasks, namely: (1) Representative/can be generalized, the performance task given should be able to provide adequate information about the competencies being assessed. To assess one basic competency, several different tasks can be used. These tasks should be comparable and provide information about the competencies assessed so that students are not disadvantaged because they receive different performance tasks. (2) Authentic, performance assignments given to students reflect real life. This performance task is carried out during learning activities in the classroom, in the laboratory or in everyday life. (3) Multidomain, performance tasks given to students measure more than one aspect, namely

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aspects of knowledge, skills, and attitudes in an integrated manner. (4)Can be taught, performance assignments given are related to the material being taught. Educators provide constructive feedback on the work of students, so that the performance tasks given can improve students' understanding of knowledge and skills. (5)Fair, the performance task given does not benefit certain groups based on gender, ethnicity, religion, and socioeconomic status. (6)Possible, the given performance task can be carried out, meaning that it must consider the cost, place, time, and equipment factors. (7)Can be scored, assignments can be scored accurately and reliably by using appropriate scoring guidelines (rubrics).

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

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For instance, the performance assessment built around a complex reasoning task; decision making or problem solving, requires the information from multiple sources. When student sort through the information and draw conclusions, a teacher can observe them on how students reasoning skills in action and provide supportively those who found some difficulties. On the other hand, the students' final presentations were judged based on a rubric and given a score.

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

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

Furthermore, according to Qutaishat and Bataineh (2014) there were three parts of performance assessment strategies: First, tasks of a

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

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2. **Portfolio Assessment.**

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

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

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

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

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

Project assessment.

Phillips (2000) stated project assessment is a combination of works that cannot be completed in one time. A project assessment needs students to conduct a set of assignment that would be result as product or data in detail. By applying project tasks in the English class, students will be promote in improving their social skills, motoric and intellectual. Nevertheless, they should not be expected to do tasks in a second or foreign language that they could not try in their first language. Teachers' awareness should be increased, for instance, in the literacy skills that the children have, how much opportunity they have had to practice such motor skills as cutting, folding, coloring, and so on.

According to Garza (2011) there are three types of projects: (a) The structured project which has been settled orderly to. (b) Support students' activity in the classroom. The teacher sets up the instruction and questions clearly to be identified. The unstructured project which is more flexible to explore (c) Students' idea regarding the goal of the study. The semi-structured project which students are instructed to (d) Do the project based on the guidance, but they could expand their knowledge to reach the goal.

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

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

Designing and Scoring Authentic Assessment

Based on Rukmini & Saputri (2017) there are seven steps in designing authentic assessment. First, create a group of work in order to conduct this assessment. Second, consider the authentic assessments' aims. Third, organize the best approach on authentic assessment. Fourth, collect some examples of authentic assessment. Fifth, develop a new authentic assessment or adapt the previous authentic assessment. Sixth, try out the authentic assessment that has been organized. Last, review the assessment.

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

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

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

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

2. Assessing Writing

a. Authentic Assessment in Writing

There are two considerations in assessing writing, first is task or what the writer will respond to and second is scoring or how the writing will be evaluated. Plenty of scholars have been interested in how different task characteristics affect the writing test performance and evaluating the writing samples by the raters from multiple different background. In addition, these considerations may guide teachers and administrators to design their own assessments or adopt the available tests.

a. Task Features

Weigle offers two task dimensions for writing assessment. These are the features of the writing task itself and the features of the test. The features of the writing task is what test takers or students actually respond to. Meanwhile the features of the test incorporate administrative and logistical considerations.

Subject matter, discourse mode, and stimulus material are considered to be several important features of the test task. Subject

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matter is inseparable from discourse mode or other topic variables, but there are two wide classification of subject matter. First, personal topics include describing themselves, a family, hobby and any others. Second, nonpersonal topics comprise argument essays with regard to certain issues or any others. Some researchers argue that nonpersonal topics may be easier for administrators to score. On the other hand, the personal topics of writing may provide broad responses from the test takers and be accessible to them.

Discourse mode indicates the writing type which the students or test takers are supposed to produce. According to Hout, the discourse mode may be in the structure of genre (essay, letter, etc.), rhetorical task (narrative, descriptive or exposition text), exposition patters (comparison/contrast, process, etc.) or cognitive demands. And the last of the essential features the test task is stimulus material. Stimulus material refers to using pictures, graphs, or other texts to base the writing task. Hughes states that visual materials which used as the base for writing task is to make sure that its only writing that is being assessed and not content knowledge

In designing a writing test, the administrators may consider some logistical or administrative matters, such as time allocation, test instructions. The administrators need to make sure that the time allotment is adequate for the test takers to do the writing test task. And according to Bachman and Palmer, there are several guidelines in design instructions of

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the test: (1) they should be understandable enough for the test takers; (2) they should be adequate to read in order to save the time administration; and (3) they should be detailed so the test takers will exactly know what is expected of them.

b. Scoring Features

In scoring writing assessment, there are two essential considerations. First, selecting or designing scoring rubric or a rating scale. The scoring procedures are important since administrators will make decision and inferences about the writer using the available score. Second, choosing and training people, machines as addition, to assess the responses. Weigle adds in training the raters, make sure that they use the scale precisely and constantly.

b. Characteristic of Writing Assessment

In curriculum 2013, the assessment is shifted from scientific approach into authentic assessment which means measuring students' competencies based on the process and the result. The addition of process into the authentic assessment is in line with one of the characteristics of scientific approach itself, uniting three domains; attitude, knowledge, and skills. 2013 Curriculum emphasizes on three types of authentic assessment obligated to teacher to conduct. Related to performance assessment, American Educational Research Association defines it as product and behavior-based measurement designing to connect obtained skill or knowledge in learning process to real-life context (Quansah, 2018).

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A teacher can only know the students' writing competence by checking their work in detail. It is reported in some of the literature that writing is the most challenging skill for students in EFL context. Writing is the most difficult skill to be assessed in the context of EFL students. Which imply that a set time in writing test makes students unable to focus on what needed skill for writing. Thus, portfolio assessment seems suitable for writing skill. Portfolio assessment is applicable for assessing foreign language. Portfolios show students' work from the beginning to the end and give both of them the chance to evaluate how much progress their writing progress. Portfolio is the result of students' work which consists of skill and knowledge gained from the learning process. In short, portfolios are the collection of students' works in any forms which consist of students' reflection about their strengths or weaknesses. The teacher to use observation, interview, and portfolio to obtain a full background of students about their ability. The instances of authentic assessment are writing essay, writing report, proposal design, and portfolio.

Portfolios can be defined as a collection of students' writing sheet for a specific theme in a specific period of time. Portfolios are traditionally defined as a leather case, which contains a professional's works, including blueprints, photos, manuscripts, case studies, and plays. Portfolio assessment shows and emphasizes on authenticity, diversity, and complex scoring under more than one setting, one genre, and one source of support. In the portfolio process, feedback, particularly internal, plays a crucial role in closing the learning gaps that exist between students' current and desired levels of performances.

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In the portfolio concept, students have not carried by time but initiated and designed by the teacher. In some cases, students are even asked to submit interim drafts at regular intervals following a rigid schedule. This kind of portfolio activity gives students minimum ownership to their portfolio, meanwhile ownership enhances students' confidence, motivation and agency in their learning development. That progress continuity from both teacher and students is the most powerful value of portfolio assessment. Most portfolio-based studies take place in one-off settings, namely a six-week period, one semester or one academic year. In order to maintain portfolio sustainability, students are encouraged to plan, monitor, and evaluate their learning through internal feedback relating to self-set goals and external criteria.

Unlike other skills, writing cannot be assessed by using a conventional method like a multiple choice or true-false item test. A teacher can only know the students' writing competence by checking their work in detail. Accordingly, an authentic assessment is seen as the most appropriate method in assessing students writing skill.

The following are the steps in assessing students writing by using authentic assessment proposed by O'Malley and Pierce (1996):

- 1) selecting topic that is appropriate for the students
- 2) selecting rubrics students can use
- 3) sharing rubrics with the students
- 4) identifying bench-mark papers
- 5) reviewing how students write not just what they write
- 6) having a conference with the students on their writing results.

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3. The Implementation of Authentic Assessment

In simple terms the implementation of learning can be interpreted as implementation or application in learning. Broadly speaking, the implementation of learning is an action or implementation of a carefully and detailed plan in carrying out the learning process. There are various opinions of experts who put forward the meaning of implementation. This needs to be explained so that the understanding of implementation can be synchronized from the research concept to a policy or regulation which is the main focus of this research. Because implementation is an important activity of the entire planning process. The meaning of the implementation can be seen in several opinions below.

Implementation of learning is a process of putting into practice a new idea, program or set of activities for people to achieve or expect change (Jihad 2012). It is also the implementation of learning is the application of the interaction process of students with educators and learning resources in a learning environment that includes teachers and students exchanging information (Hamzah 2016)

Implementation refers to actions to achieve the goals that have been set in a decision (Mulyadi, 2015). This action seeks to change these decisions into operational patterns and seeks to achieve changes big or small as previously decided. Implementation is essentially an effort to understand what should happen after the program is implemented. Naditya et al (2013) stated, "the basis of implementation is referring to actions to achieve the goals that have

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been set in a decision". Meanwhile, Wahyu (2015) Sstated that an implementation study is a study to find out the implementation process, the main purpose of the implementation process itself is to provide feedback on the implementation of policies and also to find out whether the implementation process is in accordance with the plans or standards that have been set, then to know the obstacles and problems that arise in the implementation process.

From some of the definitions above, it can be said that the implementation of learning is the process of applying in learning to implement new ideas, programs or a series of activities with the expectation that there will be changes in the person being taught.

The hardest of English teaching is applying the English knowledge, scoring, or performance to promote them in the learning process. Mostly, if the language is used passively, the learning process will not be satisfactory in language learning. In that case, the need to apply authentic materials in language subjects is the most essential. So, the learning process prioritizes the realistic activities “real-world” in the classroom. These statements comforted by Richards, comparing and producing the future in English learning wisely and are actually the students’ needs. In consequence, authentic materials behavior for students in upgrading the English learning component. It is for teachers in teaching English excessively.

In other words, it can be called “authentic” if there is a fundamental to decide the assessment. As pointed out by Guliker, the genuineness of

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assessment has integrated with a real task, physical and social contexts, the scores, and criteria of it. Additional information, in modeling authentic assessment required the preparation or plan well. The objective of systematization orders is to achieve this model. According to Mueller (cited in Idham) explained that likes determining the standard, selecting the authentic task, deciding the students' performance criteria, and making a scoring rubric.

a. Authentic Assessment Based on 2013 Curriculum

Curriculum 2013 is a curriculum that is simplified and thematic-integrated. It is expected that learners get a better competency of attitude, skill, and knowledge. Curriculum 2013 must be applied as good as possible if we want to modernize and develop our education. The teaching method used is scientific approach with authentic assessment. In scientific approach there are five principal learning experiences, they are: (1) observing, (2) questioning, (3) experimenting, (4) associating, and (5) communicating.

Basically authentic assessment has relevancy to scientific approach. It fits the demand of Curriculum 2013 that is able to describe the progress of learners' learning outcomes in observing, associating, experimenting, networking, etc. The success of Curriculum 2013 is not only students who understand and master the material taught by the teacher but also lies in the assessment process conducted by the teacher.

The development of Curriculum 2013, including the evaluation tools used, becomes a decisive direction of education. Authentic assessment has

its own paradigm in implementing Curriculum 2013. This is of course closely related to the condition and situation exists in educational world. To implement proper authentic assessment, it is needed to review the Curriculum 2013 assessment and the teachers' ability to carry out that assessment. Various obstacles need to be solved to obtain alternative solutions appropriately. The most important findings in the form of data and facts on the reality are the teachers should be given the opportunity to improve their information technology skills so that authentic assessment can be effective and efficient.

b. Teacher Problem in Applying Writing Assessment

Two problems found by teachers in the implementation of authentic assessment for writing. The first, limitation of time between learning and assessing process at once. Second, the complex procedure of assessment. The difference between techniques and instruments conducted to assess various aspects of implementing this. Therefore, teachers' preparation is necessary for real assessment.

In the beginning, limitation of time between learning and assessing process at once Aliningsih & Sofwan (2015). This situation made teachers having difficulty to master the whole class since the students' quantity. It related to applying an authentic assessment to be limited in the classroom. Whereas, an assessment must be performed in the learning process at one time. The claim appeared in student capability and learning style differences. For confronting the student who gains a late response in

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understanding the materials. It evolved into the learningteaching process ineffective.

Second, the complex procedure of assessment Trisanti (2014). The circumstance caused many aspects to assess, like behavior, attitudes, and knowledge. These were assessed based on each indicator of those aspects. It composed the teachers to be complicated in scoring the students. Then, they noticed the basic competence and rubric of each topic, subtopic, and criteria. For that reason, the teachers have a hazard in applying the authentic assessments with appropriate procedures.

The effective strategies on implementing authentic assessment

- a. Make sure students know the criteria for good writing. We can expect students to produce good writing only if they understand what good writing is. For example, a student writing a personal narrative needs to know that personal narratives express the writer's thoughts and opinions, often incorporate personal anecdotes or experiences, and are usually written in a less formal style than an essay. In an assesment situation, it is only fair that students know how their work will be judged. Knowing the criteria for good writing will also help students evaluate and revise their own writing before it is submitted for teacher evaluation. When you give students the criteria, discuss what is expected of them.

Let students help develop the criteria. If it is feasible in your classroom, have students get involved in determining the criteria you and they will use for evaluating a piece of writing. This will give students a sense of

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ownership and will help them to see why a given piece of writing does or does not meet the criteria.

Explain to students how their writing will be scored. Students should know how you will be scoring their work and how to interpret the scores. For example, a student who receives an 80 on a composition should know what the score means and on what criteria it was based.

Evaluate the writing process, not just the final product. Writing is a process of steps, from the idea to the finished manuscript. Students will improve their writing as they improve their ability to complete each step in the process. An assesment of student writing that includes review and discussion of each step will help students understand what works in their writing and why it works.

- e. Provide opportunities for feedback. Whenever possible, give students feedback about their writing to help them understand their strengths and weaknesses and identify what parts or aspects of their writing need to be improved. Providing frequent feedback can also be valuable in helping to identify patterns of growth, providing direction for a student's individual development, and helping students improve their abilities to assess their own work and respond to the writing of others. Feedback may be provided in writing or in conversation during a conference with the student. Different kinds of feedback may also be provided through peer assesment. Encourage self- and peer assesment. Students can develop a clear sense of their abilities by evaluating their own writing. For example, you might

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have students evaluate their own work, assign their own scores, and write brief notes explaining why they think their scores are accurate. Then, after you score each article, you and the students can discuss why your scores might differ. Peer assesment can also be a valuable too throughout the writing process. Students can discuss their ideas with their partners, and partners can act as the audience during each stage of the writing Students can also work in groups of three or four to hold writing conferences. Find a way to tune into these conferences without becoming an instant authority in the conversation.

g. Incorporate assesment into the instructional process. Instead of viewing assesment as a final judgment, work to make assesment, teaching, and learning all part of a continuous cycle. Encourage students to revise, expand, and rewrite at all points in the cycle and for reasons other than receiving a score or a grade.

h. Review the writing models and critical comments on pages three through eight. These models can help you establish standards of comparison for the assignments you will evaluate.

B. Relevant Research

Dewi Kurniatun (2014) did the research about The Implementation of Authentic Assessment in Scoring Writing task for the Student of 8th Grade at SMP N 1 Surakarta. This research found that there are three kinds of the ways the teacher's assess of writing skill in authentic assesment through; classroom task, homework task, and written test by student worksheet and teacher

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Instruction. The ways the teacher assesses of writing skill are by using aspects of authenticity. They are: classroom task and written test. For the first semester of 8th grade, the student learns simple short functional texts, such as: announcement and congratulating cards. Then, for long functional text the student learns are: descriptive text and recount text. To score the students writing tasks, a teacher should use rubric score. An ideal rubric score should cover the aspects, criteria, and the score.

Furthermore, research was done by Anisatul Khusna (2021) about The Implementation of Online Authentic Assessment of Writing Skill at SMA Boarding Al-Irsyad Al-Islamiyyah Purwekerto. The result of the research showed that there were two kinds of online writing assessment which were carried out by the English teacher, writing a personal blog and writing a personal email. The implementation of online authentic assessment of writing skill was clear but there were some suggestions regarding the time allocation, giving feedbacks, and the rubrics of the assessment. And another result was found that the implementation of online authentic assessment of writing skill fulfilled the principles of the criteria and characteristics of authentic assessment and online assessment.

Moreover, reserach was done by Suarimbawa et.al (2017) was about An Analysis of Authentic Assessment Implementation Based on Curriculum 2013 in SMP Negeri 4 Singaraja. The result shows that (1) the conformity of authentic assessment preparation based on Curriculum 2013 by the teachers in is 53.97% which category is sufficient. (2) Conformity of authentic

assessment implementations by the teachers is 44.4% which category is sufficient. (3) Obstacles experienced by teachers are in terms of students' number and lack of time in the authentic assessments implementation. In conclusion, authentic assessments implementation already measured the competence of knowledge, attitudes and skills of the students according to Curriculum 2013.

Beside, research was done by Nurhasanah (2020) was about The Application of authentic assessment for students' writing skill (*A Case Study at Tenth Grade of MAN 1 Kota Tangerang*). The result show that: Findings of the research: the teachers implement the authentic assessment on student writing skill including three aspects – affective, cognitive, and skill. For affective aspects: the teachers used observation and journal techniques, however, they do not use them for students' writing. Cognitive aspects: written test and assignment techniques, however, they are not published for audiences' purposes. Skill aspects: project assessment, however, this aspect is similar to cognitive aspects. In general, the teachers know the application of an authentic assessment of writing skill based on the 2013 Curriculum, although they have not yet applied optimally. Nevertheless, the teachers have challenges in applying authentic assessment in learning activities, in such: having limited time and large class.

Than, research was done by Windi Arianda et.al (2004) The Effectiveness of Authentic Assessment in Assessing Students' Writing Skill. The result of the research showed that portfolio is an effective kind of

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authentic assessment in writing assessment for students. It provides a good supervisory system. It allows students to not make the same mistakes over and over. It also enhances students to have more practice on writing. The more students practice their writing skill, the more satisfying the outcome will be.

Based on the relevant research, it can be concluded that there are some gaps about this research topic, such as participants, the lack of research that focuses on the process of authentic assessment to assessing students writing skill based on 2013 curriculum and the problem faced by the teachers in implementing of authentic assessment. All the research above is about implementing authentic assessment only. However, different from the two studies above, this study tries to explore the implementation of online authentic assessment. The lack of research that delve deeply into the process of authentic assessment to assessing students english writing skill based on 2013 curriculum and the problems faced by teachers in implementing authentic assessment makes researchers want to do this research.

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C. Conceptual Framework

According to O'Malley and Pierce (1996), there are some steps in assessing students writing by using authentic assessment:

Implementation Authentic Assessment in writing

The Implementation of Authentic Assessment in Assessing Students Writing Skill

Steps in assessing students writing skill using authentic assessment (O'maley & Pierce, 2017)

Teacher Problem in Implementing Authentic Assessment (Trisanti 2014)

1. Selecting appropriate topic
2. Selecting rubric
3. Sharing Rubric
4. Identifying Papers
5. Reviewing students' writing process
6. Conference writing result

1. Lack of Time
2. Complex Assessment Procedures
3. Students understanding

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BAB III

RESEARCH METHOD

A. Research Design

This study used descriptive research with qualitative approach. Creswell (2012) stated that qualitative research is best suited to address a research problem in which you do not know the variables and need to explore. Brumfit and Rosamon, (1995) stated that descriptive qualitative research will aim at providing as accurate an account as possible of what current practice is, how learners do teach, what classroom do look like, at a particular moment a particular place. Descriptive qualitative research is determining and describing the way of things from a event (Gay, 2005).

This study to investigate the process of authentic assessment and to find the problem faced by the teachers in implementing authentic assessment. The researcher collects the information to analyze the research question and the researcher use a frame of reference to gain a better understanding of this study based on document, responses to the interview and observation. Thus, descriptive qualitative is the most appropriate type of research to describe how the teacher carries out the implementation of authentic assessment to assess students writing skill based on 2013.

B. Subject and Object of the Research

The subject of this research were English teachers at SMA Negeri 12 Pekanbaru and the object of this research was the implementation of authentic assessment in writing.

C. Location and Time of the Research

The location of this research was at SMA Negeri 12 Pekanbaru. It is located at Jl. Garuda Sakti, Simpang Baru, Tampan, Pekanbaru, Riau. This research was conducted on March until May 2022.

D. Participant of the Research

This research involved the English teachers of SMA Negeri 12 Pekanbaru. It aimed to reveal the specific data based on the statements of the problems in the research. The population in this study was selected based on the generalization area consisting of objects or subjects with certain qualities and characteristics determined by the researcher to be studied and then conclusions were drawn. Furthermore the selected population was the totality of each element to be studied which had the same characteristics.

The participants of this study are three teachers who are willing and ready to be interviewed three. This research used purposive sampling. The purposive sampling techniques, also called judgment sampling, is the deliberate choice of a participant due to the qualities the participant possesses. In purposive sampling, researcher intentionally select individuals and sites to learn of understand the core idea being explored in qualitative data. Purposive sampling in this study was used to collect information from participants who were available and easily accessible by the researcher.

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E. Technique of Data Collection

This study use three types of technique in collecting the data. Three types of techniques in collecting the data are interview, observation, and document.

Interview

The interview used to find out the general description of the implementation of authentic assessment of 2013 curriculum, and problem by the teachers in implementing authentic assessment. The interview employed in this study was semi-structured since further discussion and questioning could go further than what was listed in the interview questions. As stated by Sugiyono (2011) a common practice in semi-structured interviews is to lead with open-ended questions, which are questions that can't be answered with a simple "yes" or "no." Based on the answers, the interviewer will ask follow-up questions to draw out more specific evidence about the candidate's assets. Interview were conducted to the English teacher in class XII at SMA Negeri 12 Pekanbaru.

Observation

This study uses observation to see directly the teaching and learning activities in the classroom especially on how the teachers are implementing the authentic assessment based on 2013 curriculum. Observations should have been made several times, but for some reasons the researcher only observed twice because of school rules regarding COVID-19 which did not allow excessive interaction. In addition, the

hours of teaching and learning activities have been reduced from before, so it is difficult for researcher to determine the right time for observation. Researcher decided to be non-participative observers who were not actively involved in the teaching and learning process to keep the class activities naturally.

Documentation

This study used documentation to explain information about references used by the teachers in carrying the assessment. The documentation that the researcher obtained from the observation process was interviews, field notes and files from the school. The documents are lesson plans and student assignments.

F. Technique of Data Analysis

After collecting the data, the researcher analyzed the data using the qualitative method. The qualitative research has descriptive characteristics. Therefore, the writer used the qualitative descriptive analyzing method. The qualitative descriptive try to description and interpretation the result of data. In this research, the researcher was used 3 step:

The first was data reduction. The data from classroom observations were analyzed by using report, categorization, and interpretation. Firstly, field note was used as a report after conducting every observation. Things which were written on field notes were date, time, place, and explanation of the activities during the teaching and learning process. Field note was also used as proof of an observation and a tool to recall what had been observed. And a

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quick interview after each observation also was needed to clarify some events which had happened. Then data from interview were collected and transcribed into written format. Furthermore, data of documents were collected into some parts of the data need. Then the gained data were coded and categorized to each indicator of the related theories. Such categorization was beneficial to analyze whether or not the data was

The second was data display. Data display are designed to assemble organized information into an immediately accessible, compact form so that the can see what is happen in and either draw justifiable conclusion. It means, researcher was led of complex data into simple or selective form, so it will easy to understand.

The last stage was conclusion drawing or verifying. After, regularities, patterns, explanations, possible configuration, causal flows and propositions.

The next was drawn by looking reviews field note record data and comparing the data.

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CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

This study aimed to investigate the process of the authentic assessment in assessing students' writing skill and to find out the problem of the teachers encountered in implementing authentic assessment. This study conducted at SMA Negeri 12 Pekanbaru on march. Based on the finding of observation the teacher conducted professional development on the authentic assessment and collected examples of them.

(1) The implementation consisted of three parts, namely designing the authentic assessment, implementing it, scoring students' product and giving feedback to the students. It was found that the teachers used four steps out of six steps in assessing student writing skill. It means she did not do two last steps, reviewing students writing process and conference writing result because she did not have enough time to do it. Consequently, there were several criteria that had not been covered in the teachers' scoring rubric.

(2) While the results of the interview it was found three problem faced by the teacher in implementing authentic assessment first lack of time. Second, complex assessment procedures and last, student understanding about material. Particularly, it was found that every type of the authentic assessments had different problems in the process of its enactment. In implementing the portfolio assessment encountered by the teachers was mostly dealing with complicated binder management. Moreover, the teachers

of SMA Negeri 12 Pekanbaru also have other problems dealing with the class size. The large student number limited the assessment methods available for them and the number of assessment that could be conducted. Because of the excessive number of students in their classes, it was quite difficult for the teachers to manage the performance tasks. The allotted time was inadequate to cover all students to perform in one meeting.

B. SUGGESTION

Based on the discussion and conclusions, the researcher provides suggestions in the following ways: The teacher should manage the time to be more efficient. It can get the indicators of achievement, competencies that students have, and need of students in the classroom. Then the teacher provides the topic that can develop students' competencies in writing. Besides that, they do a lot of preparation in implementing assessment techniques on students' writing skill.

However, the students can develop their abilities by more practice to write the text. Then increase their vocabulary by memorized and try to write it little by little as they want and also try to more active during the learning process, express their thoughts in writing. Therefore, This result of this research, it would be helped by the next researcher as the source to conduct the next research with the similar problem and technique.

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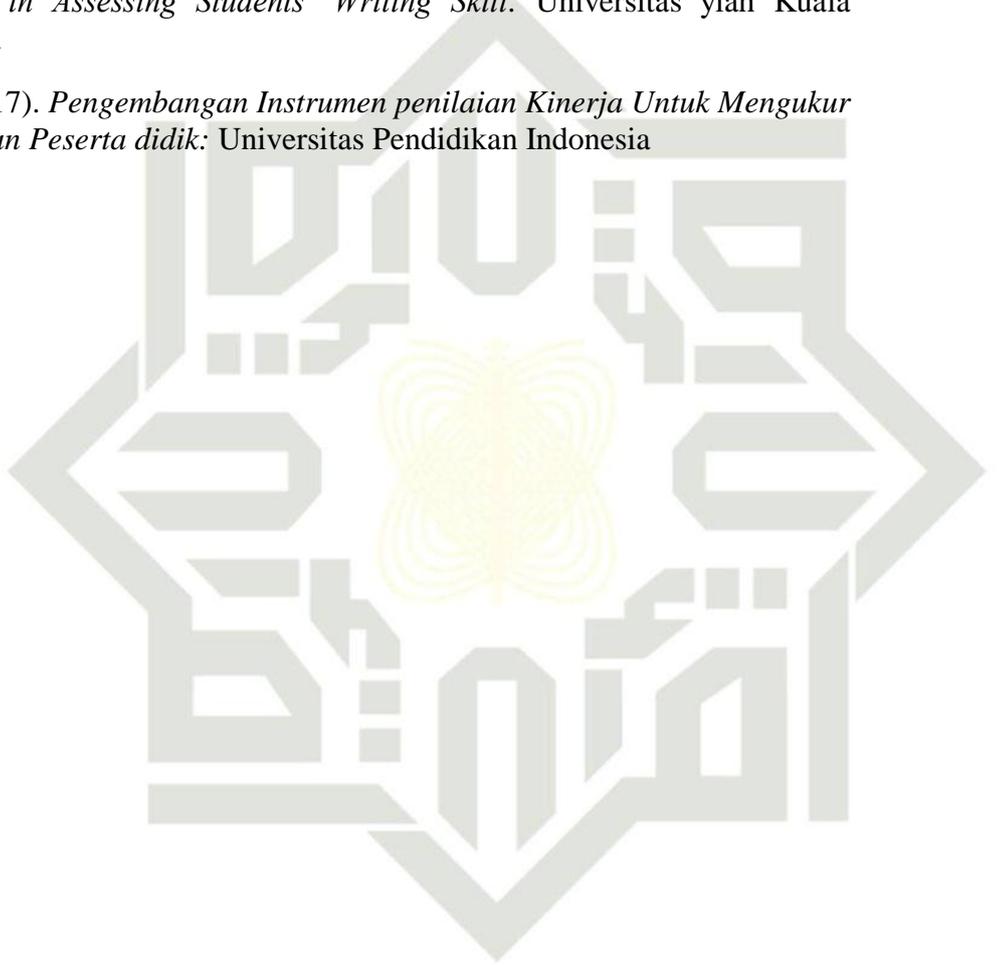
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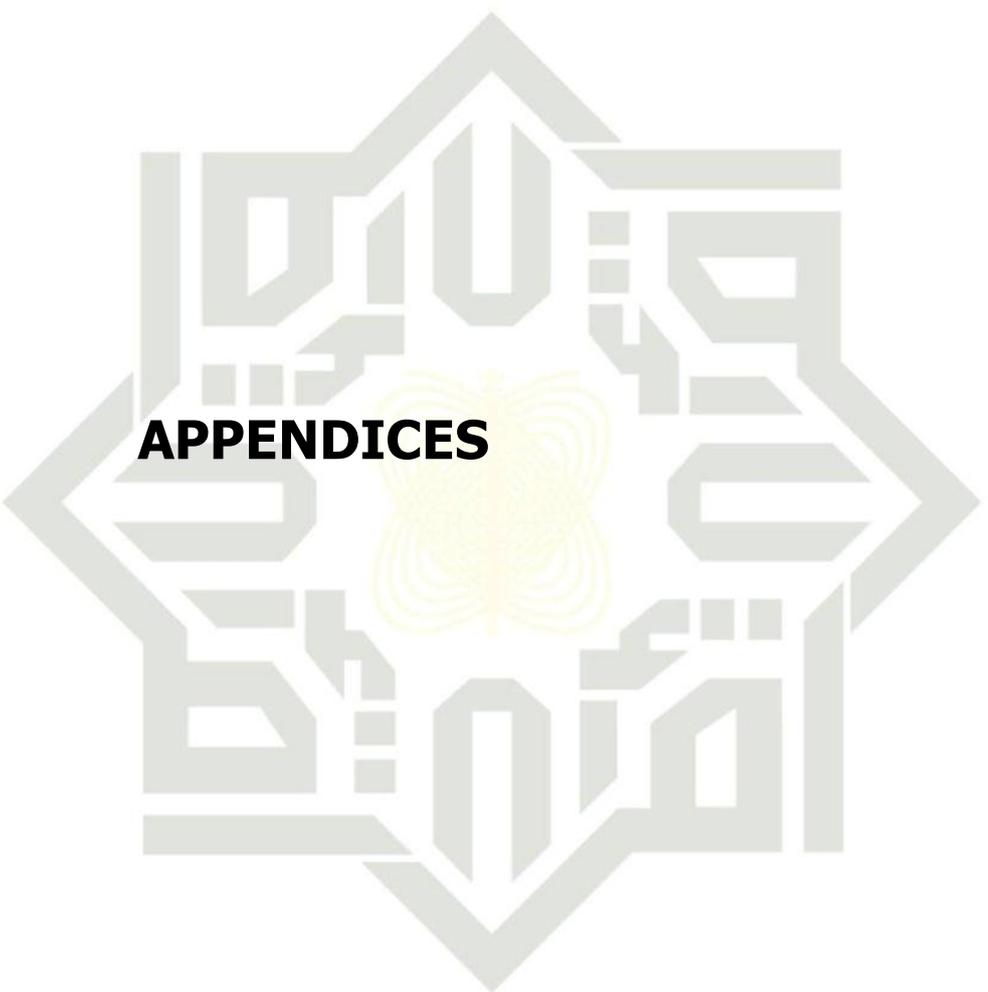


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APPENDICES

UIN SUSKA RIAU

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UIN SUSKA RIAU



Interview Protocol

List of questions

- 1) As we know that, the Ministry of Education and Culture have published several regulations deal with the implementation of 2013 Curriculum. Which regulations did you/ this school use as the references in designing and implementing authentic assessment?
- 2) Was there any other guidance that used by the school as a reference in designing and implementing authentic assessment?
- 3) In practice, did you always conduct the authentic assessment based on the lesson plan which you have written? Or was there any modification and adaptation in its implementation?
- 4) Did you always implement authentic assessment in the form of performance, project and portfolio to measure the students' English productive skills in the end of every chapter (basic competence)?
- 5) Did you give an understanding to your students about how they would be scored (the scoring rubric) before you do the performance, portfolio and project assessment?
- 6) In practice, was there any criterion which has not been covered in your scoring rubric? If yes, what would you do? Did you adapt the criterion in your rubric or still use the exits scoring rubric?

Portfolio Assessment

- a) How did you give the time allotment for performance assessment?
- b) How did you document the students' portfolio?

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- c) Did the students note their portfolio result?
- d) What kinds of identity did the students need in their portfolio?
- e) How did you give feedback to your students?
- f) What difficulties did you face in implementing performance assessment?
- g) What were the solutions that you have been done to overcome those difficulties?

Daftar Pertanyaan

1. Seperti yang kita ketahui bahwa Kementerian Pendidikan dan Kebudayaan telah menerbitkan beberapa peraturan yang berkaitan dengan pelaksanaan Kurikulum 2013. Peraturan apa yang sekolah ini gunakan sebagai acuan dalam merancang dan melaksanakan penilaian autentik?
2. Apakah ada pedoman lain yang digunakan oleh sekolah sebagai acuan dalam merancang dan melaksanakan penilaian autentik?
3. Apakah ibu ada mengacu pada satu pedoman tentang menilai keterampilan menulis siswa?
4. Apakah ibu tahu tentang langkah-langkah dalam menilai keterampilan menulis siswa menggunakan penilaian otentik berdasarkan O'maley and Pierce?
5. Bagaimana biasanya ibu menilai keterampilan menulis siswa?
6. Dalam praktiknya, apakah Anda selalu melakukan penilaian autentik berdasarkan RPP yang Anda tulis? Atau ada modifikasi dan adaptasi dalam implementasinya?



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7. Apakah Anda selalu menerapkan penilaian otentik dalam bentuk performance, project dan portfolio untuk mengukur kemampuan produktif bahasa Inggris siswa di akhir setiap bab (kompetensi dasar)?
8. Apakah Anda memberikan pemahaman kepada siswa Anda tentang bagaimana mereka akan dinilai (rubrik penilaian) sebelum Anda melakukan penilaian kinerja, portofolio dan proyek?
9. Dalam praktiknya, apakah ada kriteria yang belum tercakup dalam rubrik penilaian Anda? Jika ya, apa yang akan Anda lakukan? Apakah Anda menyesuaikan kriteria di rubrik Anda atau masih menggunakan rubrik penilaian keluar?

Penilaian Portofolio

- a) Bagaimana Anda memberikan alokasi waktu untuk penilaian kinerja?
- b) Bagaimana Anda mendokumentasikan portofolio siswa?
- c) Apakah siswa mencatat hasil portofolio mereka?
- d) Identitas seperti apa yang dibutuhkan siswa dalam portofolio mereka?
- e) Bagaimana Anda memberikan umpan balik kepada siswa Anda?
- f) Kesulitan apa yang Anda hadapi dalam melaksanakan penilaian kinerja?
- g) Apa solusi yang telah Anda lakukan untuk mengatasi kesulitan tersebut?



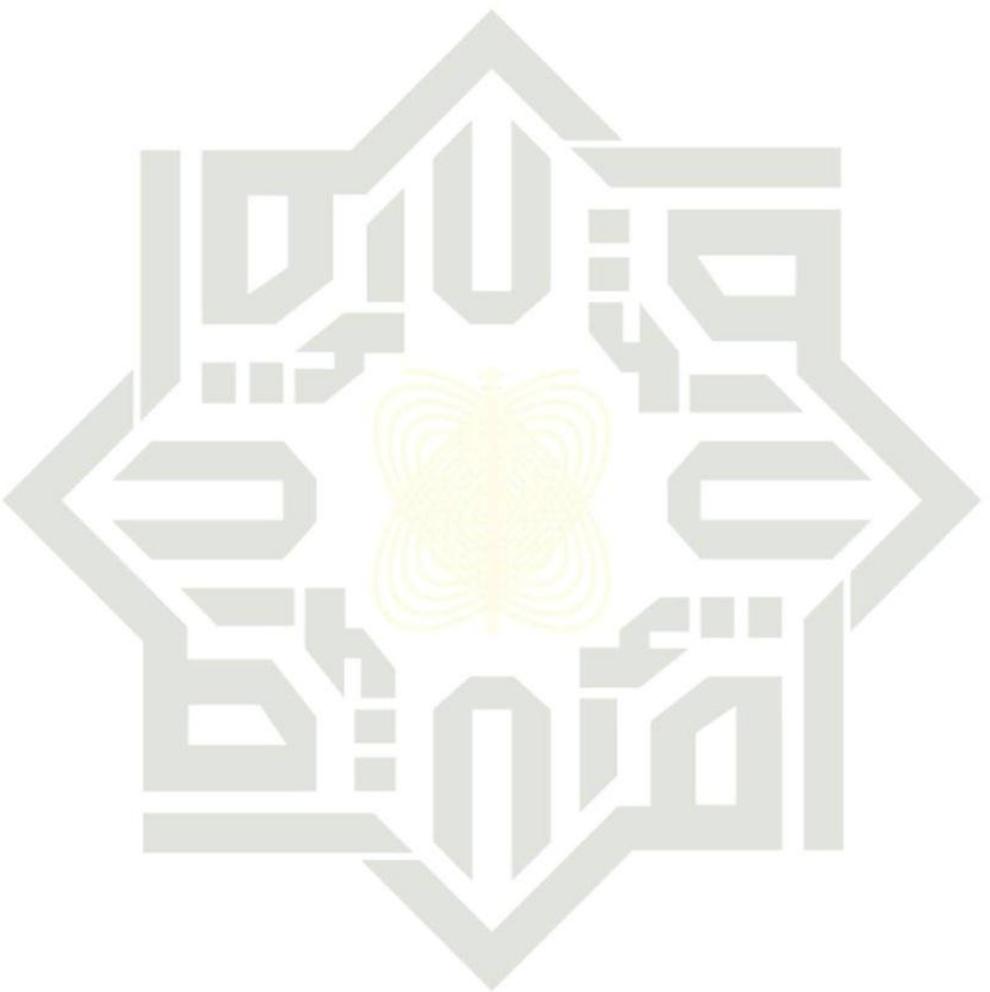
The Rubric for Assessing for Writing Skill

Aspect	Score	Performance Description
Grammar	4	Very few grammatical or agreement inaccuracies
	3	Very few grammatical or agreement inaccuracies but not affect on meaning
	2	Numerous grammatical or agreement inaccuracies
	1	Frequent grammatical or agreement inaccuracies
Vocabulary	4	Effective choice of words and word forms
	3	Few misuse of vocabularies, words form, but not change the meaning
	2	Limited range confusing words and word forms
	1	Very poor knowledge of words, word forms and not understandable
Content (Topic details)	4	The topic is a complete and clear and the details are relating to the topic
	3	The topic is a complete and clear but the details are almost relating to the topic
	2	The topic is a complete and clear but

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		the details are not relating to the topic
	1	The topic is not clear and the details are not relating to the topic



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The classification of Students' Writing score

No	Score	Categories
1	80-100	Very Good
2	66-79	Good
3	56-65	Enough
4	40-55	Less
5	30-39	Fail

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Transcript interview with Teacher(March 11, 2022)

Researcher : Seperti yang kita ketahui bahwa Kementerian Pendidikan dan Kebudayaan telah menerbitkan beberapa peraturan yang berkaitan dengan pelaksanaan Kurikulum 2013. Peraturan apa yang sekolah ini gunakan sebagai acuan dalam merancang dan melaksanakan penilaian autentik?

Teacher : Seperti yang sama sama kita ketahui Pelaksana penilaian autentik ini bermula dari Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia tentang penilaian hasil belajar oleh Pendidik pada Pendidikan Dasar dan Pendidikan Menengah. Dari banyak nya peraturan, salah satu nya adalah Penilaian Autentik yaitu. bentuk penilaian yang menghendaki peserta didik menampilkan sikap, menggunakan pengetahuan dan keterampilan yang diperoleh dari pembelajaran dalam melakukan tugas pada situasi yang sesungguhnya;

Researcher : Apakah ada pedoman lain yang digunakan oleh sekolah sebagai acuan dalam merancang dan melaksanakan penilaian autentik?

Teachers : Sejauh ini kami hanya menggunakan pedoman yang seperti saya sebutkan tadi ya, selebih nya saya hanya mengimprov apa yang kadang tidak sesuai dengan peraturan yang ada. Yang pasti nya tidak melenceng jauh dari peraturan yang ada

Researcher : Apakah Ibu tau tentang langkah-langkah dalam menilai keterampilan menulis siswa menggunakan penilaian otentik berdasarkan O'maley & Pierce?

Teacher : Heeee, yang seperti apa itu. Saya biasanya penilaian tulisan anak seperti pada umum nya, memberikan tugas lalu menilai

Researcher: Emm, sebenarnya sama saja seperti kurikulum bu, jadi dia tu ada 6 langkah, yang pertama memilih topik, memilih rubrik, terus



membagikan rubrik, mengidentifikasi paper, menilai tulisan siswa, dan memberikan feedback

Teacher : Ohh ya sama lah ya kurang lebih saya menilai seperti itu.\

Researcher : Oke, baik bu lanjut pertanyaan selanjutnya. Dalam praktiknya, apakah mam selalu melakukan penilaian autentik berdasarkan RPP yang mam tulis? Atau ada modifikasi dan adaptasi dalam implementasinya?

Teachers : Tentu saja iya ya, saya rasa semua guru yang ada diindonesia mau sekolah itu melaksanakan penilaian autenetik atau menggunakan penilaian yang lain nya, pasti nya selalu berpedoman pada RPP yang dibuat, tapi ya kadang kita tidak bisa memprediksi keadaan atau kadang rencana yang kita buat ternyata tidak sejalan dengan apa yang kita inginkan. Ada saja kendala nya, emm kadang itu ntah datang nya dari murid atau bahkan saya sendiri. Jadi kalau kadang ada sesuatu yang tidak sesuai dengan RPP saya mencoba melakukan yang terbaik pasti nya untuk anak2 murid saya, begitu.

Researcher : Apakah mam selalu menerapkan penilaian otentik dalam bentuk portfolio untuk mengukur kemampuan menulis bahasa Inggris siswa di akhir setiap bab (kompetensi dasar)?

Teachers : Emm jadi kalau penilaian portfolio ini kan penilaian diakhir ya, ee setelah saya menjelaskan materi jika waktu nya cukup saya akan memberikan tugas kepada siswa, tapii kita kan tau ya penilaian autentik ini prosedur nya cukup kompleks atau bisa dibilang proses nya itu panjang jadi ada masa nya itu kadang saya tidak sempat memberikan tugas apalgi dalam bentuk portfolio karena perihal waktu, jadi waktu yang sudah ditetapkan itu hanya cukup untuk menjelaskan materi saja.

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Researcher : Apakah mam memberikan pemahaman kepada siswa Anda tentang bagaimana mereka akan dinilai (rubrik penilaian) sebelum Anda melakukan penilaian portofolio?

Teachers : Seperti yang saya katakan dipertanyaan sebelum nya, emm bukan saya tidak memberikan apa yang seharusnya diberikan, tapi kendala disini ini ada pada waktu, apalagi dimasa pandemi seperti ini ya. Emm ini sudah mulai membaik ya. Sebelum nya murid itu dibagi beberapa sif, nah dalam satu kelas itu dibagi dua, setiap pertemuan hanya 15 menit. Kalau difikir2, waktu 15 menit itu tidak akan cukup memberikan materi yang maksimal apalagi melakukan penilaian berdasarkan RPP gitu ya.

Researcher : O jadi kendala nya itu pada waktu ya mam?

Teachers : Iya, pokok nya masa pamdemi ini ya kita sebagai guru pasti mau memebrikan yang terbaik ya kepada siswa, apalagi sebelum nya online kann, jadi kadang kalau ada tugas itu alhamdulillah sekali ya kalau mereka mau mengumpulkan tugas. Jadi jangan kan memberi tahu rubrik penilaian yang akan dinilai, mereka hadir di meeting zoom atau google meet dan sebagia nya dan mengumpulakn tugas itu sudah lebih dari cukup ya., selain itu kadang siswa ni tak mengerti tak mendengarkan apa yang saya jelaskan, sangking banyak nya materi setiap minggu yang mereka terima, jadi ya begitu lah. Susah ya kalo harus menyingkronkan antara menilai siswa sedangkan kadang materi tu tak selesai dalam satu kali pertemuan.

Researcher : Dalam praktiknya, apakah ada kriteria yang belum tercakup dalam rubrik penilaian mam? Jika ya, apa yang akan Anda lakukan? Apakah Anda menyesuaikan kriteria di rubrik Anda atau masih menggunakan rubrik penilaian keluar?



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Teachers : Pasti nya ada ya, emm Saya menyesuaikan aja ya, kalau saja ada yang tidak tercakup dalam rubrik penialian, saya memodifikasi, yang jelas itu tidak menyulitkan bagi siswa saya.

Penilaian Portofolio

Researcher : Bagaimana mam memberikan alokasi waktu untuk penilaian portofolio ?

Teachers : Diakhir pelajaran, biasa nya ada sesi tanya jawab, dilanjut dengan memberikan tugas, nah saya hanya memberikan waktu yang tersisa dari waktu saat menjelaskan materi. Jadi saya harus pandai2 membagi waktu antara menjelaskan materi dan mengerjakan tugas. Kalau saja waktu itu sudah habis untuk menjelaskan materi maka saya tidak akan memberikan tugas kepada siswa. Atau kadang saya memberikan tugas yang dikerjakan drumah dan memeriksa nya di pertemuan selanjut nya.

Researcher : Bagaimana mam mendokumentasikan portofolio siswa?

Teachers : Saya menilai langsung dilembar kerja siwa, jadi saya tidak punya lembar khusus penilaian.

Researcher : Apakah siswa mencatat hasil portofolio mereka?

Teachers : Emm, biasa nya setelah memeriksa hasil tugas siswa saya akan mengembalikan lagi hasil tugas tersebut kepada siwa.

Researcher : Identitas seperti apa yang dibutuhkan siswa dalam portofolio mereka?

Teachers : Point-point yang bersangkutan dengan tugas yang akan dinilai.

Researcher : Bagaimana mam memberikan umpan balik kepada siswa Anda?

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Teachers

: Biasa nya saya memberikan catatan kecil disetiap lembar jawaban siswa atau diakhir sesi pelajaran saya akan membahas yang tidak dipahami oleh siswa.

Researcher

: Kesulitan apa yang mam hadapi dalam melaksanakan penilaian kinerja?

Teachers

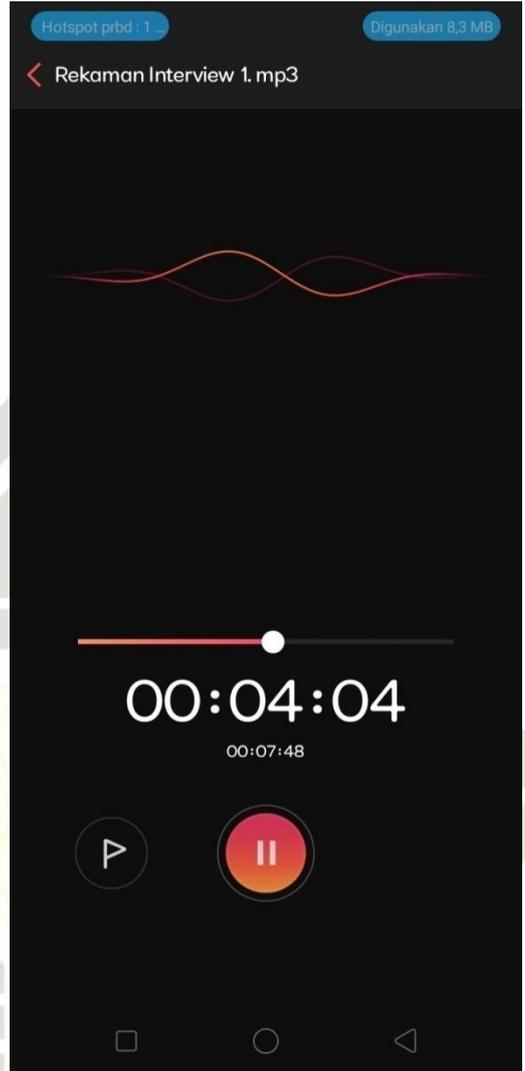
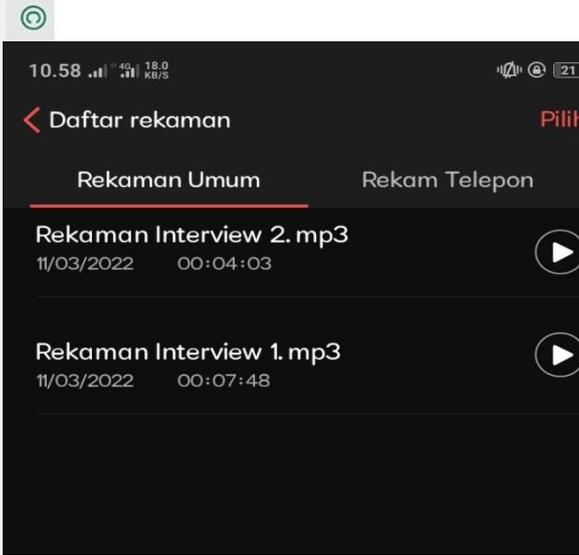
: Emm seperti yang sudah saya katakn tadi. Jadi dsini tu sudah jelas ya permasalahan yang di hadapi itu terletak pada waktu, kan prosedur nya itu kompleks ya, tersusun dari awal sampai akhir itu begini begini begini, nah sedangkan waktu nya itu tidak mencukupi jika saya melakukan dari awal menjelaskan materi smapai membrikan tugas dan harus menjelaskan lagi rubrik penilaian segala macam, itu mustahil jika saya lakukan dalam satu pertemuan,

Researcher

: Apa solusi yang telah mam lakukan untuk mengatasi kesulitan tersebut?

Teachers

: Jadi dsini saya sebagai guru mau yang terbaik untuk siswa maupun untuk sekolah, jadi untuk mempermudah saya biasa nya memberikan rubrik yang simpel aja.



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Link voice recorder:

<https://drive.google.com/file/d/1OMguWOji5iwEyUdkocGyKnP4LOsuA-XR/view?usp=sharing>

https://drive.google.com/file/d/1OKINp3D-ja3ErNG-2k3MLCI3c_ZA18hc/view?usp=sharing



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Field Notes

Researcher : Yustika Pratiwi
 Setting : SMA Negeri 12 Pekanbaru
 Role of Participant : Non-Participant
 Informant : Teacher of XII IPA 2
 Date : Friday, 11 March 2022 & Tuesday, 15 March 2022
 Time : 09.00 – 09.40

Description Field Notes	Reflective Field Notes
<p>At 08.50 the teacher invited the researcher to watch what teaching and learning process. Then, at 09.00 the teacher and the researcher came to the class. There were 19 students in the classroom. The teacher started the lesson and asked the students to focus and pay attention to learn. Before that, the teacher checked the attendance list. Before starting a new lesson, the teacher repeats a little of the previous lesson. And ask some questions. Students are very enthusiastic and answer the teacher's questions aloud.</p> <p>After that the teacher told the material today and wrote it on the blackboard. the material is about procedure text. The teacher explains what procedure text is, explains about the generic structure of procedure text and gives some examples of procedure</p>	<p>The implementation of authentic assessment in assessing writing skill focus on:</p> <ol style="list-style-type: none"> 1) Selecting appropriate topic 2) Selecting Rubric 3) Sharing Rubric 4) Identifying Papers 5) Reviewing students writing process 6) Conference writing result <p>Based on the observation the teacher did not do two last steps, reviewing students writing process and conference writing result. Consequently, there were several criteria that had not been covered in the teachers' scoring rubric. It can be seen that the assessment of students' writing skills was not carried out completely. The teacher did not complete the materials and assignments at the same time, because of the limit time. Assignments that should have been assessed on the same day but due to insufficient time the task was</p>



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text. The teacher also gives spontaneous examples. Some students asked to come forward and give step by step from the title on the blackboard.

Next, the teacher opens a question and answer session and explains a little more about the procedure text from the examples made together on the blackboard. after that. The teacher gives assignments to students to make a text procedure with a free title. Before that the teacher gives rules about making assignments, the teacher explains what points will be assessed. The explanation is an assessment rubric. Because there is not enough time to assess the assignments that have been given. So, the teacher tells the students that the task that has been done is checked at the next meeting.

discussed at the next meeting.

Note : Class Observation (The first meeting)


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Description Field Notes	Reflective Field Notes
<p>At 11.00 the teacher and the researcher came to the class. There were 19 students in the classroom. The teacher started the lesson and asked the students to focus and pay attention to learn. Before that, the teacher checked the attendance list. She has not opened new material, she is still with the previous material, namely the text procedure. Next, the teacher distributes the assignments that have been checked last week. Students see the results of their assignments, some get good score, some get standard score. Next, the teacher asks the students to open the book on page 98 and work until the allotted time. Time runs out students cannot complete their assignments. So the work is done at home.</p>	<p>Based on the second observation, the teacher did not provide feedback to students about the tasks they were doing. The teacher also did not have a portfolio assessment document because the assignments that have been assessed are returned to the students</p>

Note : Class Observation (The second meeting)



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Surga Derwasan XII²

How to make Lemonade

- a. Slice 2 lemon in half squeeze juice out
- b. Take out the seeds
- c. Pour two tablespoons of juice into glass
- d. Add sugar
- e. Add water and stir well
- f. Taste the lemonade. You may want to add more sugar or more lemon to make it taste just right
- g. Put it in ice cubes. A drop food coloring will make pink lemonade

11/3/22

11 March 2022

Junaia Putra XII²

How to operate handphone

- a. Press the button power
- b. Press the number to call
- c. Wait for the hello conversation
- d. Start the conversation
- e. The last, put off the handphone

11/3/22

11/3/22

ZULHANI SAKTAMA XII²

How to Operate printer

1. Open document data using the application software. From the file menu
2. Check that the desired printer is selected in [Printer].
3. Specify the print range and the number of copies to print
4. If necessary, switch the setting window and change the print settings.
5. Click [Print]

11/3/22

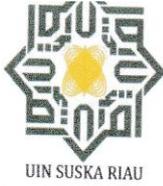
11/3/22

Nandita Amelia Putri XII²

How to Use Camera

1. Handle camera and turn on it
2. Center the object in the LCD and manage the zoom control until you get best view.
3. Take the picture, hold the shutter speed and various other calculations.
4. Then, a light should appear that let you know the camera is set to go
5. After that, press shutter all the way down

11/3/22



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FAKULTAS TARBIYAH DAN KEGURUAN
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FACULTY OF EDUCATION AND TEACHER TRAINING
Jl. H. R. Soebrantas No.155 Km.18 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 561647
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 Sifat : Biasa
 Lamp. : -
 Hal : *Pembimbing Skripsi*

Pekanbaru, 05 Oktober 2021

Kepada
 Yth. Nur Aisyah Zulkifli, M.Pd.

Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau
 Pekanbaru

Assalamu'alaikum warahmatullahi wabarakatuh

Dengan hormat, Fakultas Tarbiyah dan Keguruan UIN Suska Riau menunjuk Saudara sebagai pembimbing skripsi mahasiswa :

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 Judul : THE IMPLEMENTATION OF AUTHENTIC ASSESSMENT IN ONLINE
 LEARNING AT JUNIOR HIGHT SCHOOL 40 PEKANBARU
 Waktu : 6 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

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Wassalam
 an. Dekan
 Wakil Dekan I



Dr. Zarkasih, M.Ag.
 NIP. 19721017199703 1 004

Tembusan :
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UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
FAKULTAS TARBIYAH DAN KEGURUAN
كلية التربية والتعليم
FACULTY OF EDUCATION AND TEACHER TRAINING
Jl. H. R. Soebrantas No.155 Km.18 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 561647
Fax. (0761) 561647 Web www.flk.uinsuska.ac.id E-mail: eflk_uinsuska@yahoo.co.id

Nomor : Un.04/F.II.4/PP.00.9/5786/2022 Pekanbaru, 21 April 2022
Sifat : Biasa
Lamp. : -
Hal : *Pembimbing Skripsi (Perpanjangan)*

Kepada
Yth. Nur Aisyah Zulkifli, M.Pd.

Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau
Pekanbaru

Assalamu 'alaikum warahmatullahi wabarakatuh

Dengan hormat, Fakultas Tarbiyah dan Keguruan UIN Suska Riau menunjuk Saudara sebagai pembimbing skripsi mahasiswa :

Nama : YUSTIKA PRATIWI
NIM : 11714202496
Jurusan : Pendidikan Bahasa Inggris
Judul : The Implementation of Authentic Assessment in Assessing Writing Skill at SMA Negeri 12 Pekanbaru
Waktu : 3 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris dan dengan Redaksi dan Teknik Penulisan Skripsi sebagaimana yang sudah ditentukan. Atas kesediaan Saudara dihaturkan terima kasih.

Wassalam

an. Dekan
Wakil Dekan I



Dr. Zarkasih, M.Ag.
No. 19721017/1997031004

Tembusan :
Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau

Hak Cipta Dilindungi Undang-Undang

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Fax. (0761) 561647 Web. www.ftk.uinsuska.ac.id, E-mail: eftak_uinsuska@yahoo.co.id

Nomor : Un.04/F.II.4/PP.00.9/2146/2022
Sifat : Biasa
Temp. : -
Hal : **Mohon Izin Melakukan PraRiset**

Pekanbaru, 21 Februari 2022

Kepada
Yth. Kepala Sekolah
SMA Negeri 12 Pekanbaru
di
Tempat

Assalamu'alaikum warhmatullahi wabarakatuh

Dekan Fakultas Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

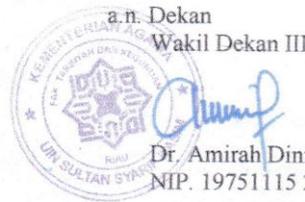
Nama : YUSTIKA PRATIWI
NIM : 11714202496
Semester/Tahun : X (Sepuluh)/ 2022
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan Prariset guna mendapatkan data yang berhubungan dengan penelitiannya di Instansi yang saudara pimpin.

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

Ace. Siti Rohana



a.n. Dekan
Wakil Dekan III

Dr. Amirah Diniaty, M.Pd. Kons.
NIP. 19751115 200312 2 001

*Pekanbaru, 23 februan 2022
Diketahui waki kurikulum*

3/2

Hak Cipta Dilindungi Undang-Undang

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FACULTY OF EDUCATION AND TEACHER TRAINING

Alamat : Jl. H. R. Soebrantas Km. 15 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 7077307 Fax. (0761) 21129

**KEGIATAN BIMBINGAN MAHASISWA
SKRIPSI MAHASISWA**

Jenis yang dibimbing : Proposal
a. Seminar usul Penelitian :
b. Penulisan Laporan Penelitian :
Nama Pembimbing : Dr. Nur Aisyah Zulkifli, M.Pd
a. Nomor Induk Pegawai (NIP) : 198506192009122008
Nama Mahasiswa : Yustika Pratiwi
Nomor Induk Mahasiswa : 11714202496
Kegiatan : Bimbingan Proposal

Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
14-09-2021	Consulting Research Topic		
18-09-2021	Consulting Background of The Research		
24-09-2021	Revised Chapter I, II, III		
25-10-2021	Revised Operational Concept		
16-12-2021	ACC		

Pekanbaru, 20 Mei 2021
Pembimbing,

Dr. Nur Aisyah Zulkifli, M.Pd
NIP. 198506192009122008

Hak Cipta Dilindungi Undang-Undang

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FACULTY OF EDUCATION AND TEACHER TRAINING
 Alamat : Jl. H. R. Soebrantas Km. 15 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 7077307 Fax. (0761) 21129

**PENGESAHAN PERBAIKAN
 UJIAN PROPOSAL**

Nama Mahasiswa : Yustika Pratiwi
 Nomor Induk Mahasiswa : 11714202496
 Hari/Tanggal Ujian : 28 December 2021
 Judul Proposal Ujian : The Authentic Assessment and Teacher Problem in Assessing Student Writing Skill Based on 2013 Curriculum
 Isi Proposal : Proposal ini sudah sesuai dengan masukan dan saran yang telah di ujikan dalam ujian proposal

No	NAMA	JABATAN	TANDA TANGAN	
			PENGUJI I	PENGUJI II
1.	Dr.Faurina Anastasia, S.S, M.Hum	PENGUJI I		
2.	Kurnia Budiyanti, M.Pd	PENGUJI II		

Mengetahui
 a.n. Dekan
 Wakil Dekan I



Dr. H. Zarkasih, M. Ag.
 NIP. 197210171997031004

Pekanbaru, 28 December 2021
 Peserta Ujian Proposal

Yustika Pratiwi
 SIN. 11714202496

Hak Cipta Dilindungi Undang-Undang

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 Alamat : Jl. H. R. Soebrantas Km. 15 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 7077307 Fax. (0761) 21129

**LAMPIRAN BERITA ACARA
 UJIAN PROPOSAL**

Nama : YUSTIKA PRATIWI
 Nomor Induk Mahasiswa : 11714202496
 Hari/ Tanggal : Selasa 28 Desember
 Judul Proposal Penelitian : ~~Assesment Skill and Teacher Problem in~~
 The Authentic Assessment in Assessing Student
 Assesing student writing skill based on 2013 curriculum

NO	URAIAN PERBAIKAN
1.	Revisi The title ↳ Add Implementation on your title
2.	Specific problem ↳ Revise the teachers' problem in assessing student writing skill
3.	Theori of Implementation ↳ Theori about the Implementation of authentic Assessment
4.	Research design ↳ changed to descriptive qualitative
5.	Add participant and sample Add Theory.

Penguji I

Dr. Fauziah Anapasha, S.Pd, M.Hum

Pekanbaru, 28 Desember 2021
 Penguji II

Kurnia Budiapanti, M.Pd

Note:
 Dengan harapan Dosen Pembimbing dapat memperhatikan keputusan seminar ini dalam memperbaiki proposal mahasiswa yang dibimbing

Hak Cipta Dilindungi Undang-Undang

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Nomor : Un.04/F.II/PP.00.9/2504/2022
Sifat : Biasa
Jumlah : 1 (Satu) Proposal
Materi : **Mohon Izin Melakukan Riset**

Pekanbaru, 23 Februari 2022 M

Kepada
Yth. Gubernur Riau
Cq. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu
Satu Pintu
Provinsi Riau
Di Pekanbaru

Assalamu'alaikum warahmatullahi wabarakatuh

Rektor Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama : YUSTIKA PRATIWI
NIM : 11714202496
Semester/Tahun : X (Sepuluh)/ 2022
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan judul skripsinya : The Implementation of Authentic Assessment in Assessing Writing Skill at SMA Negeri 12 Pekanbaru

Lokasi Penelitian : SMA Negeri 12 Pekanbaru

Waktu Penelitian : 3 Bulan (23 Februari 2022 s.d 23 Mei 2022)

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.



Adar, M.Ag.
NIP.19650521 199402 1 001

Tempat
Rektor UIN Suska Riau

Hak Cipta Dilindungi Undang-Undang

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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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PEMERINTAH PROVINSI RIAU
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Gedung Menara Lancang Kuning Lantai I dan II Komp. Kantor Gubernur Riau
Jl. Jend. Sudirman No. 460 Telp. (0761) 39064 Fax. (0761) 39117 PEKANBARU
Email : dpmpptsp@riau.go.id

REKOMENDASI

Nomor : 503/DPMPPTSP/NON IZIN-RISET/45552
TENTANG



**PELAKSANAAN KEGIATAN RISET/PRA RISET
DAN PENGUMPULAN DATA UNTUK BAHAN SKRIPSI**

1.04.02.01
Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Permohonan Riset dari : Dekan Fakultas Tarbiyah dan Keguruan UIN SUSKA RIAU, Nomor : Un.04/F.II.00.9/2504/2022 Tanggal 23 Februari 2022, dengan ini memberikan rekomendasi kepada:

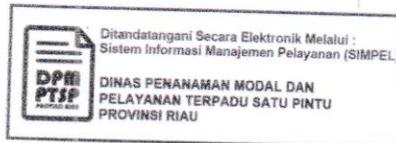
- | | |
|----------------------|--|
| 1. Nama | : YUSTIKA PRATIWI |
| 2. NIM / KTP | : 117142024960 |
| 3. Program Studi | : PENDIDIKAN BAHASA INGGRIS |
| 4. Jenjang | : S1 |
| 5. Alamat | : PEKANBARU |
| 6. Judul Penelitian | : THE IMPLEMENTATION OF AUTHENTIC ASSESSMENT IN ASSESSING WRITING SKILL AT SMA NEGERI 12 PEKANBARU |
| 7. Lokasi Penelitian | : SMA NEGERI 12 PEKANBARU |

Dengan ketentuan sebagai berikut:

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan.
2. Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini diterbitkan.
3. Kepada pihak yang terkait diharapkan dapat memberikan kemudahan serta membantu kelancaran kegiatan Penelitian dan Pengumpulan Data dimaksud.

Demikian rekomendasi ini dibuat untuk dipergunakan sepenuhnya.

Dibuat di : Pekanbaru
Pada Tanggal : 1 Maret 2022



Rekomendasi :

Disampaikan Kepada Yth :

Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
Kepala Dinas Pendidikan Provinsi Riau
Dekan Fakultas Tarbiyah dan Keguruan UIN SUSKA RIAU di Pekanbaru
Yang Bersangkutan

Sultan Syarif Kasim Riau

Hak Cipta Dilindungi Undang-Undang

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b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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PEMERINTAH PROVINSI RIAU
DINAS PENDIDIKAN

JALAN CUT NYAK DIEN NO. 3 TELP. 22552/21553
PEKANBARU

Pekanbaru, 02 Maret 2022

or : 800/Disdik/1.3/2022/ 2800
: Biasa
: Izin Riset / Penelitian

Kepada
Yth. Kepala SMA Negeri 12 Pekanbaru

di-
Tempat

Berkenaan dengan Surat Rekomendasi dari Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau Nomor : 503/DPMPSTP/NON IZIN-RISET/45552 tanggal 1 Maret 2022 Perihal Pelaksanaan Izin Riset, dengan ini disampaikan bahwa:

Nama : YUSTIKA PRATIWI
NIM : 117142024960
Program Studi : PENDIDIKAN BAHASA INGGRIS
Jenjang : S1
Alamat : PEKANBARU
Judul Penelitian : THE IMPLEMENTATION OF AUTHENTIC ASSESSMENT IN ASSESSING WRITING SKILL AT SMA NEGERI 12 PEKANBARU
Lokasi Penelitian : SMA NEGERI 12 PEKANBARU

Dengan ini disampaikan hal-hal sebagai berikut :

1. Untuk dapat memberikan yang bersangkutan berbagai informasi dan data yang diperlukan untuk penelitian.
2. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan dan memaksakan kehendak yang tidak ada hubungan dengan kegiatan ini.
3. Adapun Surat Izin Penelitian ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini dibuat.

Demikian disampaikan, atas perhatian diucapkan terima kasih.

An. KEPALA DINAS PENDIDIKAN
PROVINSI RIAU
SEKRETARIS



TATI LINDAWATI, SH, M.Si
Pembina IV/a
NIP. 19660717 198603 2 002

Disusun:
di Fakultas Tarbiyah dan Keguruan UIN Suska Riau



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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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**PEMERINTAH PROVINSI RIAU
DINAS PENDIDIKAN
SEKOLAH MENENGAH ATAS (SMA) NEGERI 12 PEKANBARU
SEKOLAH RUJUKAN NASIONAL**

Alamat : Jl.Garuda Sakti Km. 3 Kel. Bina Widya, Kec.Bina Widya Kode Pos : 28011
Email : smanduabelas.pekanbaru@gmail.com Telp : (0756) 331111
NSS : 301096008042 NIS : 300420 NPSN : 20444011

Akreditasi : A

SURAT KETERANGAN RISET

Nomor : 070 / SMAN.12 / IV / 2022 / 0375

Berdasarkan Surat Dinas Pendidikan Provinsi Riau Nomor : 800/Disdik/1.3/2022/2808 Tanggal 02 Maret 2022 Tentang Izin Riset / Penelitian. Yang bertanda tangan di bawah ini, Kepala SMA Negeri 12 Pekanbaru, dengan ini menerangkan :

Nama : **YUSTIKA PRATIWI**
NIM : 11714202496
Program Studi : S1 / Pendidikan Bahasa Inggris
Mahasiswa : UIN Suska Riau

Benar telah melaksanakan riset / penelitian di SMA Negeri 12 Pekanbaru, yang dilaksanakan pada tanggal 02 Maret s/d 10 April 2022, data atau hasil dari penelitian tersebut akan dipergunakan untuk bahan pembuatan skripsi yang berjudul :

“THE IMPLEMENTATION OF AUTHENTIC ASSESSMENT IN ASSESSING WRITING SKILL AT SMA NEGERI 12 PEKANBARU“

Demikianlah surat keterangan ini kami berikan untuk dapat diperguan seperlunya.



Kepala Sekolah
A.S.Pd. MM
NIP. 19720821 199802 2 001



UIN SUSKA RIAU

KEMENTERIAN AGAMA
 UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
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FACULTY OF EDUCATION AND TEACHER TRAINING
 Alamat : Jl. H. R. Soebrantas Km. 15 Tampan Pekanbaru Riau 28293 P.O. BOX 1004 Telp. (0761) 7077307 Fax. (0761) 211129

**KEGIATAN BIMBINGAN MAHASISWA
 SKRIPSI MAHASISWA**

1. Jenis yang dibimbing : Skripsi
 - a. Seminar usul Penelitian :
 - b. Penulisan Laporan Penelitian :
2. Nama Pembimbing : Dr. Nur Aisyah Zulkifli, M.Pd
 - a. Nomor Induk Pegawai (NIP) : 198506192009122008
3. Nama Mahasiswa : Yustika Pratiwi
4. Nomor Induk Mahasiswa : 11714202496
5. Kegiatan : Bimbingan Skripsi

No	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
	21-02-2022	Consulting Instrument		
	16-03-2022	Revised Chapter IV		
	23-03-2022	Revised Chapter V		
	12-04-2022	Revised Chapter IV, V		
	18-05-2022	ACC		

Pekanbaru, 20 Mei 2022
 Pembimbing,

Dr. Nur Aisyah Zulkifli, M.Pd
 NIP. 198506192009122008

Hak Cipta Dilindungi Undang-Undang

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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



CURRICULUM VITAE

Yustika Pratiwi was born on 04 February 1999 in Sukajadi, Pujud, Rokan Hilir. She is the third daughter of Mr. Rusmadi and Mrs. Darsiah. She has one sister. Her name Eka Afrida Ningsih, SE and one brother his name Ade Setiawan. She

finished study at SD Negeri 013 Siarang-arang and continue her school at SMP Negeri 09 Pekanbaru.

On September 2017, she continued her study at English Education Department, Faculty of Education and Teacher Training in State Islamic University of Sultan Syarif Kasim Riau. She was doing KKN (Kuliah Kerja Nyata) in Tanjung Mutiara, Danau Singkarak, Sumatra Barat on July-August 2020, and she was doing Teaching Practice (PPL) in SMK Al-Izhar Pekanbaru on September-December 2020.

In finishing her study to fulfill requirements for Undergraduate Degree in English Education Department, she conducted the research on april by the thesis entitled "The Implementation Authentic assessment in Assessing Writing Skill at Senior High School Pekanbaru"

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