THE IMPLEMENTATION OF AUTHENTIC ASSESSMENT SKILLS BY ENGLISH TEACHERS IN ENGLISH INSTRUCTION BASED ON CURRICULUM 2013 IN ACADEMIC YEAR 2016/2017

A THESIS

Submitted as a Partial Requirements

For Writing the Thesis

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DEDICATION

This thesis is dedicated to:

1. My beloved parents
2. My beloved sister and brother
3. My beloved friends
4. My beloved almamater

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MOTTO

So, Verily, With Every Difficulty, There is Relief:

Verily, With Every Difficulty There is a Relief.

(Q.S. Al-Insyirah: 5-6)

There are no problems, only challenges
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I hereby sincerely state that the thesis titled "The Implementation of Authentic Assessment Skills By English Teachers in English Instruction Based on Curriculum 2013 Academic Year 2016/2017" is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

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TABLE OF CONTENT

CHAPTER I INTRODUCTION

A. Background of the Study ................................................................. 1
B. Identification of the Problem ............................................................. 8
C. Problem Statement ......................................................................... 8
D. Objective of the Study .................................................................... 8
E. Limitation of the Study ................................................................... 8
F. Benefits of the Study ...................................................................... 9
G. Key Terms....................................................................................... 11

CHAPTER II THEORITICAL FRAMEWORK

A. Curriculum 2013 ..............................................................................12
B. The Concept of Authentic Assessment in Curriculum 2013 ..........13
   1. The Definition of Authentic Assessment .................................13
   2. The Type of Authentic Assessment .........................................15
      a. Performance Assessment ....................................................15
      b. Portfolio Assessment .........................................................16
      c. Project Assessment ..........................................................18
   3. Mechanism and Procedure of Assessment .........................19
   4. Technique and Instrument of Authentic Assessment ...........21
      a. Attitude Assessment .........................................................21
      b. Knowledge Assessment ...................................................22
c. Skill Assessment .................................................................23

C. The Technique of Scoring Authentic Assessment .......................24
1. Rubrics ............................................................................24
2. Rating Scale ....................................................................27
3. Checklist ...........................................................................28

D. The Benefits of Using Authentic Assessment ..........................28
1. Authentic Assessments are Direct Measures ............................28
2. Authentic Assessments Capture Constructive Nature of Learning .............................................................................29
3. Authentic Assessments Integrate Teaching,
   Learning and Assessment .................................................29
4. Authentic Assessments Provide Multiple Paths to
   Demonstration .....................................................................29

E. The Difficulties in Implementing Authentic Assessment ...........31
1. Purpose ............................................................................31
2. Fairness ............................................................................31
3. Grading ............................................................................33

F. Previous Study ..................................................................35

CHAPTER III METHODOLOGY OF RESEARCH

A. Research Design ................................................................37
B. Setting of Research ............................................................37
1. Place of Research .............................................................37
2. Time of Research .............................................................37
C. Data and Source of Data .................................................................37
D. Research Instrument .........................................................................39
E. Technique Collecting Data ................................................................39
F. Data Analysis ....................................................................................41
G. Trustworthiness of the Data ...............................................................42
   1. Triangulation ..................................................................................42
   2. Member Checking ...........................................................................43

CHAPTER IV FINDING AND DISCUSSION ........................................... 69
A. Research Finding ................................................................................69
   1. The Implementation of Authentic Assessment .............................. 69
       a. MAN Karanganom ................................................................. 70
       b. MAN Klaten .............................................................................82
   2. The Difficulties Faced by The English Teachers in The
      Implementation of Authentic Assessment ................................. 93
       a. MAN Karanganom ................................................................. 95
       b. MAN Klaten .............................................................................97
B. Discussion ..........................................................................................100
   1. The Implementation of Authentic Assessment ............................ 100
       a. Document of authentic assessment ........................................ 100
       b. The Strategy of Implementation of Authentic Assessment .......102
       c. The Activities of Implementation Authentic Assessment ....... 104
   2. The Teachers Difficulties in The Implementation of Authentic
      Assessment ....................................................................................106

xi
LIST OF TABLE

Table 2.1 The description of attitude assessment ........................................ 34
Table 2.2 The Range of Knowledge Score ................................................. 35
Table 2.3 Example of Skill Competence Report-Card Score ....................... 36
Table 2.8 Summarizes The Issues Arising From The Research Problems ....... 72
LIST OF APPENDICES

Appendix 01. The Letter of Permission ......................................................... 118
Appendix 02. List of the Students ................................................................. 119
Appendix 03. Transcript Field Note ............................................................... 120
Appendix 04. Transcript interview with the teacher ................................. 121
Appendix 05. Syllabus of the English Subject for the Tenth Grade in Curriculum 2013 in academic year 2016/2017 .......................................................... 122
Appendix 06. Lesson Plan from the English Teacher for the Tenth Grade in Curriculum 2013 in academic year 2016/2017 ..................................................... 123
Appendix 07. Material for English Subject ................................................. 124
Appendix 08. photograph ........................................................................ 125
ABSTRACT


Advisor : Dra.Hj. Woro Retnaningsih, M.Pd.
Keyword : Curriculum 2013, assessment, authentic assessment, and dificultief of assessment.

This study aims at describing “*The Implementation of Authentic Assessment By The English Teacher in English Instruction Based on Curriculum 2016/2017.*” This research is descriptive qualitative research. The subject of the research is the teacher of MAN Klaten and MAN Karangnom Klaten. The object of this research is to know how the teachers implementing the curriculum 2013 and also what are the difficulties faced by teacher in the implementation of authentic assessment.

The method of collecting data are observation, interview and documentation. The data are analyzed descriptively by using the principle assessment in the 2013 curriculum and the theory of authentic assessment by O’Malley and Douglas Brown. From the finding it can be said that the teacher using the curriculum 2013 to create the teaching learning process. Also the teachers faced some problem in the implementation of authentic assessment. For example for the implementation of curriculum 2013, the teacher also uses all the
document based on curriculum 2013, lessen plan, syllabus, and other. The teacher faced problem in covering the material also manage the time for make the assessment.

The research finding is describe in line with the problem statement. The authentic assessment is implemented through performance assessment for speaking and portfolio for writing. The techniques used by the teacher is different, but both of knowledge and skill, those techniques is integrated in the performance of the students. So, it can be said that the techniques used by the teacher is appropriate with the principle assessment in the 2013 curriculum and also appropriate with O’Malley theory. The researcher also finds the techniques that the teacher used to score the students’ abilities. The teacher uses rubric score. An ideal rubric score should covers the aspects, criteria, and scores. The rubric score used by the teacher in assessing the skills is different both knowledge and skill but, both of them is parallel.
CHAPTER I
INTRODUCTION

The intent of this introductory chapter is to provide brief and comprehensible background of the research. This chapter covers the description of the background of the study, the research questions, objectives of the study, the limitation of the study, the benefit of the study, and keywords.

A. Background of the Study

Indonesia is a country in which English is taught as foreign language (EFL context). Although daily conversation among Indonesia mostly requirement are needs to fulfill in applying for strategic position at works in the country. Thus, the government accommodates the need for English mastery in the national curriculum. Undang – Undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional state that elementary school curriculum includes language as one of the subject taught in school.

The elaboration of article 37 in Penjelasan atas Undang – Undang Republik Indonesia Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional(2003) further elaborates that the language teaching covers Bahasa Indononesi (Indonesian), Bahasa Daerah (Local Language), end the last is Bahasa Asing (Foreign Language) under consideration that; (1) Indonesian is the national language of the country, (2) local language are the mother
tongues of learners, (3) Foreign language especially English are international that are important to be used in facing global era (p. 33).

English become important in many side. Most of scientific references are written in English; almost all fields of life require English especially in relation with foreigners. Therefore, the education, culture, politics, economics, cannot be far from English. In English, there are four skills that should be mastered. They are listening, speaking, writing, and reading. The use of a specific curriculum influences an education’s condition in a country.

In Indonesia, the curriculum implemented also influences the condition of education in Indonesia. Curriculum is a basic of teaching-learning process. So every teaching-learning process has to follow the curriculum. It is the set of courses, coursework, and content offered at school or university. Because of that, every teacher has to understand and follow the current curriculum before planning and developing a kind of teaching-learning process and the materials for the teaching-learning process. Most of the Indonesian students have not acquired the English language skills as required by the curriculum, although the process of teaching-learning has been done for a long time. In order to solve this problem, the Indonesian curriculum has been made an evolution from 1945 until now.
Indonesia had changed some of the curriculum. The latest is the curriculum KKNI. It will become a big problem because before the implementation of KKNI, Indonesia faced many problems in the implementation of curriculum 2013. At the turn of the curriculum, not be separated from their pros and cons. In the implementation, curriculum has differences from the previous curriculum. Especially at this time can be seen very prominent difference between the curriculum in 2006 (SBC) with the curriculum in 2013. Curriculum 2013 is often also referred to as character-based curriculum. Curriculum 2013 itself is a curriculum that emphasizes understanding, skills, and character education, where students are in demand to understand the material and active in learning.

Curriculum 2013 was designed to prepare the Indonesian who has the ability to live, both as individuals and citizens, who have a belief, productive, creative, innovative and effective. This objective will be achieved if the Government and the entire community, especially teachers as a practice learning agent, implement Curriculum 2013 in the best manner. Meanwhile, a lot of indicators reveal that the efforts to improve the quality of our education until now, including curriculum development, has not been able to improve the quality of education significantly. One of the factors that caused them was the weakness of the implementation of the education quality improvement efforts. It is undeniable that every turn of the school curriculum is always change, due to the unpreparedness of the educational institution in implementing the new curriculum, unpreparedness human and
other resources, lack of socialization, and the attitude of rejecting the curriculum.

This fact is also related to the fact that the implementation of Curriculum 2013 which was carried out and started in the academic year of 2013/2014 did not show a good implementation. The indication was based on the fact that among many school subjects, only in three subjects the teachers and learning tools are ready. Those subjects are Mathematics, Indonesian, and History. As to the other subjects, the syllabus, teachers’ books and students’ books are not yet ready. The success in the implementation of a curriculum, including Curriculum 2013, greatly depends on the teachers’ readiness and education institution (schools) in preparing and implementing their learning process and assessment. This is understandable because the quality of the education system is closely related to the quality of teachers.

Teachers have a very strategic role in determining the quality of education, and even other educational resources often lack to fulfill, it means if they are not supported by the presence of qualified teachers. In other words, teachers are at the forefront of the efforts to improve the service quality and outcomes of education. Therefore, the evaluation of the teachers’ readiness on implementing Curriculum 2013, with regard to the planning and implementing of the learning process and assessment is a very urgent problem to be studied.
Basically, assessment for learning cannot be separated from the learning process. Therefore, planning, implementing, and developing the learning assessment tools have to be considered in the characteristics of learning process, and they could be attempt to the characteristics of competence stipulated in the school curriculum. The assessment for learning process and the learning outcomes uses the authentic assessment and not authentic assessment approach. The authentic assessment has been done by the teacher’s ongoing process.

Assessment is a component of a curriculum design. It is an integral part of the teaching and learning process. Teachers assess students’ learning from the beginning until the end of the teaching process. Assessment is an ongoing process that encompasses a much wider domain than tests. It can be in the form of feedback, comments, questions, confirmations, corrections, quizzes, tests, etc. (Brown, 2004: 4). Assessment can be categorized into two big categories, informal and formal assessment. Informal assessment can take a number of forms starting with incidental, unplanned comments and responses, along with coaching, and other impromptu feedback to the students’ performance. Informal assessment is embedded in classroom tasks designed to elicit performance without recording result and making fixed judgments about a student’s competence. Formal assessments, on the other hand, are exercises or procedures specifically designed to tap into a storehouse of skills and knowledge. They are systematic, planned sampling techniques constructed to give teacher and students an appraisal of student
achievement. And tests are included in the formal assessment (Brown, 2004: 5-6).

Based on its function, assessment can be formative or summative. Brown (2004: 6) states that formative assessment is done in the process of forming students’ competence and skills with the goal of helping them to continue that growth process. The key to such formation is the delivery (by the teacher) and internalization (by the students) of appropriate feedback on performance, with an eye toward the future continuation (formation) of learning. For all practical purposes, all kinds of informal assessments are formative in nature. Summative assessment, on the other hand, aims to measure, or summarize, what a student has grasped, and typically occurs at the end of a course or unit of instruction. A summation of what a student has learned implies looking back and taking stock of how well that student has accomplished objectives, but doesn’t necessarily point the way to future progress. Final exams in a course and general proficiency exams are examples of summative assessment an authentic assessment can be done through many types of assignments.

Assessment is directed to measure student’s competence stated in the curriculum. It means that our assessment should be able to measure the students’ moral or religious values, their social attitude, their knowledge, and their skills. Knowledge can easily be measured using tests or traditional assessment, such as multiple choice tests, matching, completion, short answer, etc. Skills can be measured using performance assessment, such as
oral performance. But it is too hard to measure social attitude or moral values. This certainly needs other types of assessment or an alternative way to assess those competences. Brown (2004: 251) states that alternative in assessment gained its popularity when there was a rebellion against the notion that all people and all skills could be measured by traditional tests. Teachers and students were becoming aware of the shortcomings of traditional standardized tests. They proposed to assemble additional measures of students, such as portfolios, journals, observations, self assessments, peer assessments, and other.

Based on Permendikbud No. 81a 2013 about the implementation of Curriculum 2013, teachers are demanded to implement authentic assessment as the method of assessing the students’ competence. Also in permendikbud No 104 authentic assessment is the assessment require the students for show the attitude, use the knowledge and skill when they are getting from the teaching learning process in do the task in real context. The authentic assessment activity includes Test, Observation, Self-Assessment, Peer Assessment, Performance Assessment, Portfolio Assessment, Project Assessment, Product Assessment, and Journal Assessment.

Authentic assessment is the multiple forms of assessment, which reflects students’ learning motivation and attitudes on instructionally-relevant classroom activities (O’Malley and Pierce, 1996). Further, Wiggins (1990) claims that authentic assessment can “directly examine the students performance on worthy intellectual tasks, present students with the task
found in the best instructional activities and real life and determine whether the students can craft polished, thorough and justifiable answers, performance and product”. Authentic assessment provides promoting deeper, more engaged learning that requires students to construct unique responses and focuses student activity on complex higher order thinking skills (University of Wisconsin, 2007).

The use of authentic assessment then will contributes to the improvement of English instruction. The language components of standardized test mainly assess reading and vocabulary knowledge and ignored progress in written and oral language, important components of foreign language-based instructional programs. Virtually all schools administer standardized test once a year, leaving teachers without regular information throughout the school year on what students have learned. Even formal language testing for oral proficiency is typically conducted only once annually (O’Malley and Pierce, 1996). Without additional assessment tailored to the need of language students, teacher is unable to plan the instruction effectively or make accurate decision about student’s needs and progress.

English teachers, based on the curriculum 2013, are required to apply three types of authentic assessment; performance, project and portfolio assessment. Performance assessments test students’ ability to use skills in a variety of authentic contexts. They frequently require students to work collaboratively and to apply skills and concepts to solve complex
problems. Project Assessments, on the other hand, ask students to complete tasks by period of time. Completion of a task is an investigation conducted by the students, ranging from planning, data collection, organization, processing, analysis, and presentation of data. Portfolio assessment is an assessment of the collection of artifacts that show progress and appreciated as the work of the real world. Portfolio assessment can depart from the work of individual learners or produced in groups, requiring learner’s reflection, and be evaluated on several dimensions.

The researchers will conduct this research in two schools, namely MAN Karanganom, and MAN Klaten. Actually the researcher wants to figure out the senior high school in Klaten to get some valid information. The researcher also tries to get some information about this research in SMAN 2 Klaten. Because SMAN 2 Klaten including to the one of the best school in Klaten. But, the researcher found some difficulties to do the research in SMAN 2 Klaten. So, the researcher decided to choose MAN Karanganom and MAN Klaten to object the research. Both of schools have students with a sizeable amount. Form the pre-research the researcher found that both of the schools using curriculum 2013. It’s improve from the statement of the vice principle curriculum in MAN Karanganom and MAN Klaten. They are state that their school uses the curriculum 2013 for teaching learning activity. From the pre research also, the researcher found that the teachers faced some problem on the implementation of curriculum 2013. The teachers also faced some problem in the implementation of
authentic assessment in teaching learning process. The problem includes the teachers match the assessment with the role of curriculum 2013, lack vocabularies from their students, and also the managing class. So, it is the reasons for the researchers want to investigate how the teacher to implementation of authentic assessment in learning English at the school. By this condition, the English teacher is presumably will be able to teach English as well as implementing the authentic assessment effectively. Therefore, the researcher is highly intended to investigate entitled “The Implementation of Authentic Assessment Skills By English Teachers in English Instruction Based on Curriculum 2013 in Academic Year 2016/2017”.

B. Identification of the problem

Based on the background of the study, the researcher find some problems as follows:

1. The implementation of authentic assessment in English instruction based on curriculum 2013 at the tenth grade of MAN Karanganom, and MAN Klaten in academic year 2016/2017
2. The document used by the English teacher in the implementation of authentic assessment
3. The difficulties faced by the English teachers in assess the English skills
4. How the teachers design the assessment in every skills
5. The difficulties in implementing authentic assessment in English instruction based on curriculum 2013 at the tenth grade of MAN Karanganom, and MAN Klaten in academic year 2016/2017.

C. Problem Statement

1. How is the implementation of authentic assessment in English instruction based on curriculum 2013 at the tenth grade of MAN Karanganom, and MAN Klaten in academic year 2016/2017?

2. What are the difficulties faced by English teachers in implementing authentic assessment in English instruction based on curriculum 2013 at the tenth grade of MAN Karanganom, and MAN Klaten in academic year 2016/2017?

3. Objective of the Study

1. To describe the implementation of authentic assessment in English instruction based on curriculum 2013 at the tenth grade of MAN Karanganom, and MAN Klaten in academic year 2016/2017.

2. To figure out the difficulties faced by English teachers in implementing authentic assessment in English instruction based on curriculum 2013 at the tenth grade of MAN Karanganom, and MAN Klaten in academic year 2016/2017.

4. Limitation of the Study

This study specifically investigated the implementation of authentic assessment in English instruction at MAN Karanganom, and MAN Klaten. The description of the research finding focused more on the English teacher.
instructional activities in implementing authentic assessment to the tenth graders of the school. Particularly, the objects of the study will only what are the difficulties and the problem faced by the English teachers MAN Karanganom and MAN Klaten. By limiting the study, the researcher hopes to be able to provide more analytic data that served better informative sources to other parties related to this research.

5. **Benefits of the Study**

Regarding the government’s requirement of the implementation of authentic assessment, this study will provides scientific and practical benefit to the implementation of curriculum 2013. Particularly, the research finding will provide some advantages for English teachers, the curriculum coordinator, and further researcher.

1. **Theoretically**

This research hoped to give theoretical contribution to the development of teachers in assessing English lesson based on 2013 curriculum. How the assessment forms is developed in assessing English lesson that was made by teachers based on curriculum 2013. This research also presents about the difficulties of curriculum 2013 faced by English teachers in the implementation of authentic assessment skills in English instruction in academic year 2016/2017
2. Practically

The researcher expected to give benefits for teachers, students, schools, and other researcher. The benefits are:

a. For English Teachers

This research provided an essential data for English teacher of MAN Karanganom, and MAN Klaten to evaluate their assessment program. The comprehensive theoretical review will enrich the teacher’s insight about authentic assessment. Further, the research findings assisted her to diagnose the strength and weaknesses of her activities in implementing the assessment. Specifically, she can decide what appropriate type of assessment to be applied, how scoring technique to be used as well as how to manage the students’ activities in the learning process effectively. Moreover, the detail description about the implementation of authentic assessment to assess student’s English competence at MAN Karanganom, and MAN Klaten. Exemplify the implementation of classroom assessment in Indonesia.

b. For the Curriculum Coordinator

The curriculum coordinator of MAN Karanganom, and MAN Klaten got some significant information about the implementation of authentic assessment method based on curriculum 2013. The data of teachers’ difficulties can be used as a consideration to develop the management of curriculum 2013 in the school.
c. For Further Researchers

Finally, this research was expected to contribute as the beneficial theories concerning the implementation of curriculum 2013. Further researchers can use the research finding as the basic data to conduct more analytical research about the implementation of authentic assessment method.

6. **Key term**

1. **Curriculum 2013**

   Curriculum 2013 is a new curriculum issued by Kemendikbud 104 2014. Curriculum 2013 itself is a curriculum that emphasizes understanding, skills, and character education, where students are in demand to understand the material and active in learning.

2. **Assessment**

   Assessment is a component of a curriculum design. It is an integral part of the teaching and learning process. Teachers assess students’ learning from the beginning until the end of the teaching process. Assessment is an ongoing process that encompasses a much wider domain than tests. It can be in the form of feedback, comments, questions, confirmations, corrections, quizzes, tests, etc.

3. **Authentic assessment**

   Authentic assessment is the multiple forms of assessment, which reflects students’ learning motivation and attitudes on instructionally-relevant classroom activities.
CHAPTER II
THEORITICAL FRAMEWORK

This chapter explains the related theories on which this case study is built. It discusses four major points; curriculum 2013, the concept of assessment in curriculum 2013, and authentic assessment.

A. Curriculum 2013

In an educational system, curriculum is considered as an important element which will determine the success of the educational process. Because curriculum as a preparation for availability material of education in Indonesia. Undang-undang Nomor 20 Tahun 2003 about the National Education System stated that curriculum is a set of plans and management of learning objectives, contents and learning materials as well as the method used as a guideline toward the implementation of learning instruction to achieve certain educational goals. Considering its importance, a curriculum should necessarily be updated along with the development of culture, science and technology. Therefore, in 2013, the government published a new curriculum called Curriculum 2013 or K-13.

K-13 is in fact the extension of SBC in several components. The main purpose of this curriculum is to shape the individuals who are faithful in God, good in characters, confident, successful in learning, responsible citizens and positive contributors to the civilization (Ministry of Education and Cultures, 2012). The goal of curriculum 2013 is to create skill-full
Indonesian people who are individually devout, productive, creative, innovative and affective as well as are able to significantly contribute to the development of the society, nation, country and world (Permendikbud No. 70 Tentang Kerangka Dasar dan Struktur Kurikulum SMA). Curriculum 2013 brings the values of (1) thought-curriculum in the form of process which is developed as instructional activities at school, classroom and society (2) learned-curriculum in which students learn what is suitable with their background, characteristics and their competence (Permendikbud No. 70 Tentang Kerangka Dasar dan Struktur Kurikulum SMA).

K-13 is a curriculum of values that occupied by character building. The values can be tracked from the Core Competences, abbreviated with KI-1 until KI-4. KI-1 is designed for spiritual competence, KI-2 for social competence, KI-3 refers to knowledge competence and KI-4 is for learning process through with the KI-3, KI-2 and KI-1 can be observed. The learning paradigm encompass direct and indirect learning model, and indirect learning model refers to KI-1 and KI-2. These two competences have no specific learning materials as it is integrated into cognitive and psychomotor domains. This formulation is aimed at reducing or eliminating verbalism in learning. Basic Competence which is abbreviated with KD is the reference for teachers to develop achievement indicators.

For English, there is a slight different perspective for teachers to interpret competences as many of them are derived from psychomotor domains, specific competences derived from language system (linguistic
competence, sociolinguistic competence, discourse competence and strategic competence), macro-skills (productive; speaking and writing, and receptive skills; listening and reading) and micro-skills or the elements of language (grammar, vocabulary, pronunciation and spelling). All these should not be addressed in isolation and covered in integrative manners in all KI and KD. As a consequence, according to Wachidah (2013, cited in Hapsari, 2013), there were numerous incorrect interpretations to the previous curriculum framework such as the policy of one Lesson Plan which covered one KD whereas in English curriculum, one KD is supposed to cover the four skills. K-13 revises these mistakes and in the teaching process these four skills will be integrated as the notion of the competence refers to the notion of communicative competence. Hapsari’s (2013) outlines that K-13 is designed to revise or to correct the mistakes of the competence in the previous curriculum. While the previous curriculum combined the ideas of competence, performance and genre-based approach for English subject, this current curriculum has the key words like spiritual and social competence (deal with affective domains), together with cognitive and psychomotor competence through scientific approach and authentic assessment in all subjects.

B. The Concept Of Authentic Assessment In Curriculum 2013

Assessment plays crucial roles in instructional programs. Because of assessment is the important point of evaluate in teaching learning activity. It can make statement that what the teachers successes in teaching
process. It influences the course planning, implementation, and evaluation process. Assessment is a process of collecting information through measurement which describes and interprets the evidences of the assessment result. In curriculum 2013, the assessment is based on core competence (KI) in every subject which has been standardized in the syllabus. The core competence is described into basic competence from which the indicator is developed. Particularly, the core competence is formulated as follows:

1. Core Competence - 1 (KI-1): moral/spiritual values

   Religious attitude, it is means that every materials must be consist about attitude which has relationship with their religion. In Indonesia the students must can “menaggapi dan mengamalkan ajaran agama yang dianutnya”. While based on competency in KI-1:

   “Mensyukuri kesempatan dapat mempelajari bahasa inggris sebagai bahasa pengantar komunikasi internasional”.

2. Core Competence - 2 (KI-2): social attitudes

   Social attitude, it is means that has relationship about the situation of student’s life as society, citizen, and nation. In the implementation the students must have social attitude. As quotation below:

   “menghargai perilaku (jujur, disiplin, tanggungjawab, peduli, santun, rasa ingintahu, percayaadiri, toleran, motivasi internal, pola hidup sehat dan ramah lingkungan) dalam melakukan komunikasi fungsional”.

   For based competency:
“menghargai perilaku santun dan peduli dalam melaksanakan komunikasi antar pribadi dengan guru dan teman, menghargai perilaku jujur, disiplin, dan menghargai perilaku tanggungjawab”.

3. Core Competence - 3 (KI-3) : knowledge and science

Knowledge competency, it is means that a things that related with knowledge and language content. In this curriculum the students must have knowledge competency in all materials. As quotation below:

“memahami pengetahuan (factual, konseptual, dan procedural) dalam ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan keagamaan, kebangsaan, kenegaraan, dan peradaban terkait fenomena dan kejadian yang tampak mata serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah”.

There are based competencies in KI-3:

“menganalisis fungsi social struktur teks dan unsur kebahasaan pada teks narrative sederhana “terbentuk legenda rakyat” sesuai dengan konteks penggunaanya.

4. Core Competence - 4 (KI-1) : skills

Competency have related with skills, also have ability to do something. The students must can have competency in skills. As quotation below:

“mencoba, mengolah, dan menyaji berbagai hal dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat)
1. The Definition Of Authentic Assessment

Assessment is directed to measure student’s competence stated in the curriculum. It means that our assessment should be able to measure the students’ moral or religious values, their social attitude, their knowledge, and their skills. Knowledge can easily be measured using tests or traditional assessment, such as multiple choice tests, matching, completion, short answer, etc. Skills can be measured using performance assessment, such as oral performance. But it is too hard to measure social attitude or moral values. This certainly needs other types of assessment or an alternative way to assess those competences. Brown (2004: 251) states that alternative in assessment gained its popularity when there was a rebellion against the notion that all people and all skills could be measured by traditional tests. Assessment is an integral part of teaching
and learning process since assessment encompasses the success of teaching and learning. Assessment aims to educate and improve students’ performance (Wiggins, 1989). Thus, assessment is not only as a means to measure the students’ outcome through conducting several tests. On the other hand, it has to help students to perform well in the assessment process. Accordingly, authentic assessment is considered as the most effective way in assessing students’ performance in the classroom as it ability to assess the whole process of learning rather than just testing students’ knowledge at the end of the course.

According to O’Malley & Pierce (1996) authentic assessment is the multiple forms of assessment, which reflects students’ learning motivation and attitudes on instructionally-relevant classroom activities. Authentic assessment can also be thought of as assessments that re-quire “students to actively accomplish complex and significant tasks, while bringing to bear prior knowledge, recent learning and relevant skills to solve realistic or authentic problems.” (Herman: 1992). Another more detail definition was written by Winograd and Perkins (1996, p.153): Authentic assessment is continuous assessment in the context of meaningful learning environment and reflects actual and worthwhile learning experiences that can be documented through observation, anecdotal records, journal, logs, work sample, conferences, portfolios, writing, discussion, experiments, presentation, exhibits project and other methods. It may include individual as well as group tasks. The emphasis
is on self reflection, understanding and growth rather than on responses based only on the recall of isolated facts. Based on some of the experts’ theories, authentic assessment can be defined as multiple forms of assessment which required students to be actively accomplishing complex tasks that reflect actual learning experience with relevant skill to solve realistic problem.

Particularly, based on Permendikbud No.81a Tahun 2013 about the implementation of Curriculum 2013, authentic assessment is an assessment which significantly focuses on measuring student’s learning process dealing with their behavior, knowledge and skill. And also in permendikbud No. 104 state that the authentic used to measuring the student in attitude, knowledge, and skill using the Tes, Observation, Self-Assessment, Peer Assessment, Performance Assessment, Portfolio Assessment, Project Assessment, Product Assessment, and Journal Assessment.

This assessment measures, monitors and evaluates all aspects of the learning outcomes including cognitive, affective, and psychomotor domain. In implementing the authentic assessment, teacher should apply some criteria which related to the activities of constructing knowledge, observing, trying new concept and student’s achievement outside the school. This kind of assessment is highly relevance with the implementation of curriculum 2013 as its ability to describe the progress of student’s performance such as in observing, reasoning, trying and net-
working. The tendency of authentic assessment in the use of contextual and complex tasks enables students to show their more-authentic competences.

2. The Type Of Authentic Assessment

According to Feuer& Fulton (1993), there are numerous types of authentic assessment used in classroom today. Teacher can select from a number of option to meet specific purposes or adapt approaches to meet instructional and student’s needs. However, Curriculum 2013 demands teachers to apply three types of authentic assessment. Those are performance assessment, portfolio assessment, and project assessment.

a. Performance Assessment

Performance assessment is assessment tasks that require students to construct a response create a product or demonstrate application of knowledge. Performance assessment: requires students to create a product or demonstrate a process, or both and uses clearly define criteria to evaluate the quality of student’s work. It demand students to do something with their knowledge, such as make something, produce a report or demonstrate a process.

According to Permendikbud No.104 Tahun 2013, performance assessment is assessment which is conducted by observing student’s activities in doing something. The assessment is used to measure the competence which insists student to perform
certain task: role-playing, singing, reading poetry, etc. The implementation of performance assessment should consider the following aspects. Students can perform the right stages in performing their competence. The aspect that will be measured should be complete and proper. Teacher should consider the special skills in finishing the tasks.

b. Portfolio Assessment

Portfolio assessment is a purposeful collection of student’s work that is intended to show progress over time (O’Malley and Pierce, 1996). The portfolio may include samples of student’s works, usually selected by the students, or by the students and the teacher to represent learning based on the instructional objectives. Portfolio assessment can also be defined as a continuous assessment process based on a set of information that shows the development of students competence in a certain period of time (Permendikbud No. 81a Tahun 2013). Basically, portfolio assessment assesses student’s works individually in a certain time toward certain subject. At the end of the period, the students submit the work which will be scored by the teacher.

Based on the information of the students’ progress, teacher and student do some improvement. As the result, portfolio can indicate the student’s progress through their work such as writing
letter, composing poem or designing an advertisement. Practically, teachers as the assessor who apply the portfolio assessment should consider the some aspects in implementing this assessment at school. The work of the portfolio has to be originally created by the student. The teacher and the students should belief, and respect each other so that the teaching learning process runs smoothly.

Teachers should keep the confidentiality of the student’s work and the result of the portfolio assessment and do not publish it to unrelated parties to avoid the negative impact of the learning process. Both teacher and students should have the same set of portfolio so that students are courage to improve their progress. The students work should contain information and evidences that will motivate them to learn. The portfolio also should reflect the learning objectives which are in line with the curriculum. Finally, portfolio assessment is inherent part of learning process and will be beneficial for teacher to diagnose the students’ strength and weaknesses.

According to Gotlieb (1995), there are three types of portfolio assessment: showcase portfolio, collection portfolio, and assessment portfolio. The showcase of portfolio is typically used to display student’s best work to parents and school administrators. As showcase pieces, entries in the portfolio are carefully selected illustrate students achievement in the classroom. The limitation of
the showcase portfolio is that, in showing only students’ best work; they tend to leave out the path by which students arrived.

The collection of portfolio is literally contains all of a student’s work that shows how a student’s deal with daily class assignments. These are also called working folders and may include rough draft, sketches, work-in progress, and final products. These types of portfolio may contain evidence of both process and product and has the advantages of containing everything produced by the students throughout the year.

However, it becomes rather unwisely for assessment purposes because it has not been carefully planned and organized for a specific focus. Assessment portfolios are focused reflection of specific learning goals that contain systematic collection of student’s work, student’s self-assessment, and teacher assessment. The content are often selected to show growth over time. Each entry in the portfolio has been selected with both student and teacher input and is evaluated based on criteria specified by both students and students. There are some steps in implementing portfolio assessment in the classroom activities.

a) Teacher should explain to students that portfolio will give benefits for both teacher and students themselves. It’s
collection of works will be assessed by the teacher and will inform students their ability, skill and interest as well.

b) Together with the students, teacher decides the samples of portfolio tasks which one student’ tasks can be different from others.

c) The tasks are collected and organized into a special folder.

d) Every task is identified based on the date of submission so that teacher can trace the students’ progress during time.

e) Teacher determines the criteria of scoring with students.

f) Teacher may ask students to check their own work and in the same time help them how to assess and to improve the task.

g) If students show low score on the assessment, teacher may give them opportunity to improve their works in a particular time.

h) Finally, each of students work is collected into one file as the portfolio assessment archive.

c. Project Assessment

The heterogeneous ability, needs, and interest in a classroom somehow bring problems for teacher to decide a task which will fit each of the students in the classroom. Therefore, a project is considered as an effective way to solve the problem. Project works is an integrated unit of works which cannot be finished at a time
(Philips, 1999). Project requires the students to do a series of task which will result on specific product or data.

Project is believed to be effectively reflecting the learning process. It is not only focus on the final product but also consider the students effort in developing the product. Moreover, a series of work which are being done by the students indicates students’ improvement since it fosters them to develop their skills. Project is not necessarily being done at school. Some projects may result better when it is done outside the school. This kind of work is known as take home task. Take-home task can be done by students after they consult to the teacher related to the work they do (Pavlou, 2003).

Students may complete a project on specific topic and or exhibit their work. Project can include displays or models of buildings or objects appropriate to an instructional setting, role-plays, simulation, artistic creation, videotaped segment, charts, graphs, tables, etc. A project may be conducted individually or in small group and is often presented through an oral or written report. Project presented orally can be reviewed by a panel of judges rating the content presented, its organization and or the language used. Teachers often ask students to develop a presentation on a particular historic period and to generate drawing and written product appropriate to the period. This approach may be effective when
English language learners are taught to communicate step by step procedure or project description that are supported by diagrams.

3. Mechanism And Procedure Of Assessment

The evaluation of study in elementary school until senior high school to do by educator (teacher), unit of educator, government, and autonomy institution. The result of the study doing in authentic assessment, self assessment, project assessment, daily assessment, mid-term test, assessing students’ competencies, and final exam. Mid-Term test is conducted after students complete 8-9 weeks of instructional activities. Final test is done in the end of the semester which assesses the whole indicators represented in all basic competencies in a particular semester. Meanwhile, assignment can be given to students as individual or group task in the form of homework, projects and portfolios.

Teacher assessments student is learning achievement periodically to monitor students’ progress as well as to improve the effectiveness of the classroom instruction. The procedure of assessment is described as follows:

a. Preparation
   a) Analyzing competencies in the syllabus to design the assessment criteria
   b) Designing the criteria of assessment
   c) Developing indicators
d) Deciding the appropriate technique of assessment based on the indicators
e) Developing instrument and scoring guide

b. Implementation
a) Exploring students learning experience to figure out students proficiency level
b) Administering the assessment through test non test
c. Processing
a) analyzing the result of assessment to find out students difficulties and progress during learning to determine the follow up actions
b) returning the assessment’ result back to students with positive feedback
c) giving remedial or enrichment to students as well as improving teaching and learning activities
d. Reporting
a) Reporting the assessment result The report of knowledge and skill competence is in the form of score and/or description of students’ achievement while the report of attitude and religious competence are in the form of attitude description.
4. Technique and instrument of authentic assessment

The assessment result is necessarily to be proceeding every semester and archived into report-card. The score in the report-card indicates students’ ability in achieving all competencies within a semester. The report card will covers attitude assessment, knowledge assessment and skill assessment.

a. Attitude assessment

The Attitude (social and spiritual) in the report-card comprises attitude toward subject and attitude among subjects. Teacher assesses students’ attitude toward subject based on the result of teacher observation, self-assessment, peer assessment and journal. It is scored qualitatively by predicate of very good, good, fair, and poor. Classroom teachers assess students’ attitude among subject comprehensively after discussing with all subject teachers. The assessment of attitude toward subject is obtained from the result of observation, self assessment, pair assessment, and teacher journal. The observation score is based on the observation toward the certain attitude during learning process of one basic competence. The complete description of spiritual and social score state in permendikbud No 104 p. 11 as follows:
Table 2.1 the description of attitude assessment

<table>
<thead>
<tr>
<th>Predicate</th>
<th>Statement</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>SB</td>
<td>very good</td>
<td>80 – 90</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>70 – 79</td>
</tr>
<tr>
<td>C</td>
<td>Fair</td>
<td>60 – 69</td>
</tr>
<tr>
<td>K</td>
<td>Poor</td>
<td>&lt;=60</td>
</tr>
</tbody>
</table>

From the table above, it means that score 80-90 is very good. And then for score 70-79 is good. And for the score 60-69 is enough. And the last score is less from 60; it means that the students get bad / poor score. So, may be the teachers must be give them motivation to be better than before.

b. Knowledge Assessment

The assessment of knowledge competence implements written test, oral test and assignment. It consists of daily, mid-term test and final test score. Daily score is obtained from written test, oral test and assignments which are administered at the end instruction of one basic competence. The knowledge score is gathered from the average score of daily, mid-term test and final test score. In the report-card, the knowledge score is stated quantitatively by the scale of 1-4 (multiplication of 0.33), with 2 decimal. The range of knowledge score permendikbud No 104 p. 12 in table 2.1
Table 2.2 The Range of Knowledge Score

<table>
<thead>
<tr>
<th>Predicate</th>
<th>Range Score</th>
<th>Predicate</th>
<th>Range Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>3.67 – 4.00</td>
<td>C+</td>
<td>2.01 – 2, 33</td>
</tr>
<tr>
<td>A-</td>
<td>3.34 – 3.66</td>
<td>C</td>
<td>1.67 – 2.00</td>
</tr>
<tr>
<td>B+</td>
<td>3.01 – 3.33</td>
<td>C-</td>
<td>1.34 – 1.66</td>
</tr>
<tr>
<td>B</td>
<td>2.67 – 3.00</td>
<td>D+</td>
<td>1.01 – 1.33</td>
</tr>
<tr>
<td>B+</td>
<td>2.34 – 2.66</td>
<td>D</td>
<td>≤ 1.00</td>
</tr>
</tbody>
</table>

The calculation of knowledge score is as follows:

1. The score of UH, UTS and UAS is 0 – 100
2. The report-card score is the conversion of the average score of NH, UTS and UAS by the calculation of $\frac{\text{mean of UH, UTS, UAS}}{100} \times 4$

3. Skill Assessment

The assessment of skill competence consists of performance, project and portfolio assessment. The students’ score is gathered in the end instruction of one basic competence. The score of skill competence is gained from the mean score of performance, project and portfolio assessment. In the report-card, skill competences are scored exactly the same as knowledge competence. The score processing of skill competence are as follows:
a) The score of performance, project and portfolio uses the scale of 0-100

b) The report-card score is the conversion of the average score of performance, project and portfolios, by the calculation of:

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Perf</th>
<th>Project</th>
<th>Portfolio</th>
<th>Report Card Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Andi</td>
<td>78</td>
<td>82</td>
<td>80</td>
<td>80</td>
</tr>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3.2</td>
</tr>
</tbody>
</table>

Accordingly, it can be conclude that curriculum 2013 applies two types of assessment, conventional test and authentic assessment. For this reasons, some teachers feel difficult when make assessment. So, it is clear that this study will investigate the problem faced by English teacher in the implementation of authentic assessment in English instruction based on curriculum 2013.

C. The Technique Of Scoring Authentic Assessment

The scoring of authentic assessment should always be defined before the exercises and assessment procedures are developed. According to Nitko (2001) rubrics, checklist, and rating scales are the most frequently technique used in scoring authentic assessment.
1. Rubrics

Rubric is scoring guide, consisting of specific pre-established performance criteria, used in evaluating student work on authentic assessments (Mertler, 2001). Rubrics are typically the specific form of scoring instrument used when evaluating student performances or products resulting from an authentic task. There are two types of rubrics: holistic and analytic. A holistic rubric requires the teacher to score the overall process or product as a whole, without judging the component parts separately. In contrast, with an analytic rubric, the teacher scores separate, individual parts of the product or performance first, and then sums the individual scores to obtain a total score (Nitko, 2001).

Holistic rubrics are customarily utilized when errors in some part of the process can be tolerated provided the overall quality is high (Chase, 1999). Nitko (2001) further states that uses of holistic rubrics is probably more appropriate when performance tasks require students to create some sort of response and where there is no definitive correct answer. The focus of a score reported using a holistic rubric is on the overall quality, proficiency, or understanding of the specific content and skills-it involves assessment on an undimensional level (Mertler, 2001). Use of holistic rubrics can result in a somewhat quicker scoring process than use of analytic rubrics (Nitko, 2001).
This is basically due to the fact that the teacher is required to read through or otherwise examine the student product or performance only once, in order to get an "overall" sense of what the student was able to accomplish (Mertler, 2001). Since assessment of the overall authentic is the key, holistic rubrics are also typically used when the purpose of the performance assessment is summative in nature. At most, only limited feedback is provided to the student as a result of scoring performance tasks in this manner.

Analytic rubrics are usually preferred when a fairly focused type of response is required (Nitko, 2001); that is, for performance tasks in which there may be one or two acceptable responses and creativity is not an essential feature of the students' responses. Furthermore, analytic rubrics result initially in several scores, followed by a summed total score—their use represents assessment on a multidimensional level (Mertler, 2001). As previously mentioned, the use of analytic rubrics can cause the scoring process to be substantially slower, mainly because assessing several different skills or characteristics individually requires a teacher to examine the product several times. Both their construction and use can be quite time-consuming.

A general rule of thumb is that an individual's work should be examined a separate time for each of the specific performance tasks or scoring criteria (Mertler, 2001). However, the advantage to the use of analytic rubrics is quite substantial. The degree of feedback offered to
students-and to teachers-is significant. Students receive specific feedback on their performance with respect to each of the individual scoring criteriasomething that does not happen when using holistic rubrics (Nitko, 2001). It is possible to then create a "profile" of specific student strengths and weaknesses (Mertler, 2001). Prior to designing a specific rubric, a teacher must decide whether the performance or product will be scored holistically or analytically (Airasian, 2000).

Regardless of which type of rubric is selected, specific performance criteria and observable indicators must be identified as an initial step to development. The decision regarding the use of a holistic or analytic approach to scoring has several possible implications. The most important of these is that teachers must consider first how they intend to use the results. If an overall, summative score is desired, a holistic scoring approach would be more desirable. In contrast, if formative feedback is the goal, an analytic scoring rubric should be used. It is important to note that one type of rubric is not inherently better than the other-you must find a format that works best for your purposes (Montgomery, 2001).

Other implications include the time requirements, the nature of the task itself, and the specific performance criteria being observed. The various levels of student performance can be defined using either quantitative or qualitative labels. In some instances, teachers might want to utilize both quantitative and qualitative labels. If a rubric
contains four levels of proficiency or understanding on a continuum, quantitative labels would typically range from "1" to "4." When using qualitative labels, teachers have much more flexibility, and can be more creative. A common type of qualitative scale might include the following labels: master, expert, apprentice, and novice. Nearly any type of qualitative scale will suffice, provided it "fits" with the task. One potentially frustrating aspect of scoring student work with rubrics is the issue of somehow converting them to "grades."

2. Rating scales

The types of a rating scale. Although there are many varieties of rating scales, three varieties – numerical rating scales, graphic rating scales, and descriptive graphic scale- when used to their full advantage, serve the teacher well for most purposes (Nitko, 2001). To use a numerical scale, teacher must mentally translate judgment of quality or degree of achievement into numbers. The teacher of the technical drawing course lists 10 achievement dimensions again which he evaluate each drawing. He rates student’s achievement of each dimension on a scale of 0-10 and then adds up the ratings.

Teachers should notice that providing students with “numbers” is not sufficient. They need to make verbal comment to give the students feedback necessary to make improvement. In addition, teachers may give the students the list of criteria and ask them to edit their own
work before turning in their assignment. Moreover, teacher will increase objectivity and consistency in result from numerical rating scales if they provide a short verbal description of the quality of each number. Graphic rating scale uses an unbroken line to represent the particular achievement dimension on which teacher rate students’ performance or product.

Verbal labels describing levels of quality define different parts of the line. This guides teachers in deciding which ratings to assign to students. On a graphic rating scale, teacher can any points along the line, not just the define points. Thus the graphic rating scale does not force teachers’ rating into discrete categories or into being a whole number, as does the numerical rating method.

3. Checklist

Checklist consists of a list of specific behaviors, characteristic or activities or a place for marking whether each is present or absent. Teacher may use a checklist for assessing procedures students use, products students produce, or behaviors students’ exhibit. Students may use checklists to evaluate their own performance. To create checklist, teacher need a thorough understanding of the subject matter as well as the procedures or the product and potential students errors. To create checklist, complete a detail analysis of the procedures teachers are
evaluating or a careful specification of the precise characteristics of the student’s products.

The teacher both of MAN Karanganom and MAN Klaten uses rubric score. An ideal rubric score should cover the aspects, criteria, and scores. The rubric score used by the teacher in assessing the skills is different both knowledge and skill but, both of them is parallel.

D. The Benefits of Using Authentic Assessment

According to Mueller (2004), there are four benefits of implementing authentic assessment in assessing student’s competence. Authentic assessments can measure the student’s performance directly, capture constructive nature of learning, and integrate teaching, learning and assessment. Those four advantages are described as follows:

1. Authentic Assessments are Direct Measures

Students are taught not only to know the content of the disciplines when they graduate but to be able to use the acquired knowledge and skills in the real world. Thus, assessments have to tell if students can apply what they have learned in authentic situations. Doing well on a test of knowledge should be equally inferred that the student could also apply that knowledge. So, teacher should check the ability to apply by asking the student to use what they have learned in some meaningful way. In learning English, for instance, students are
supposed to have good speaking competence if they can converse in English well rather than just achieved good score at the English test.

2. Authentic Assessments Capture Constructive Nature of Learning

Thus, assessments cannot just ask students to repeat back information they have received. Students must also be asked to demonstrate that they have accurately constructed meaning about what they have been taught. Furthermore, students must be given the opportunity to engage in the construction of meaning. Authentic tasks not only serve as assessments but also as vehicles for such learning.

3. Authentic Assessments Integrate Teaching, Learning and Assessment

Authentic assessment, in contrast to more traditional assessment, encourages the integration of teaching, learning and assessing. In the "traditional assessment" model, teaching and learning are often separated from assessment. In the authentic assessment model, the same authentic task used to measure the students' ability to apply the knowledge or skills is used as a vehicle for student learning. For example, when presented with a real-world problem to solve, students are learning in the process of developing a solution, teachers are facilitating the process, and the students' solutions to the problem become an assessment of how well the students can meaningfully apply the concepts.
4. Authentic Assessments Provide Multiple Paths to Demonstration

Students have different strengths and weaknesses in how they learn. Similarly, students are different in how they can best demonstrate what they have learned. Regarding the traditional assessment model, answering multiple-choice questions does not allow for much variability in how students demonstrate the knowledge and skills they have acquired. On the one hand, that is strength of tests because it makes sure everyone is being compared on the same domains in the same manner which increases the consistency and comparability of the measure.

On the other hand, testing favors those who are better test-takers and does not give students any choice in how they believe they can best demonstrate what they have learned. Thus, it is recommended (Wiggins, 1998) that multiple and varied assessments be used so that 1) a sufficient number of samples are obtained (multiple), and 2) a sufficient variety of measures are used. Variety of measurement can be accomplished by assessing the students through different measures that allows teacher to see them apply what they have learned in different ways and from different perspectives. Typically, teacher will be more confident in the students' grasp of the material if they can do so. But some variety of assessment can also be accomplished within a single measure.
Authentic tasks tend to give the students more freedom in how they will demonstrate what they have learned. By carefully identifying the criteria of good performance on the authentic task ahead of time, the teacher can still make comparable judgments of student performance even though student performance might be expressed quite differently from student to student. For example, the products students create to demonstrate authentic learning on the same task might take different forms (e.g., posters, oral presentations, videos, and websites). Or, even though students might be required to produce the same authentic product, there can be room within the product for different modes of expression. For example, writing a good persuasive essay requires a common set of skills from students, but there is still room for variation in how that essay is constructed.

E. The Difficulties in Implementing Authentic Assessment

Whether authentic assessment is designed by individual teacher or by school districts, a number of difficulties will emerge that need to be addressed concerning the assessment in general and the use of assessment with English language learners. These include the purpose of assessment, fairness and grading (O’Malley and Peirce, 1996).

1. Purpose

The purpose of authentic assessment with English learners can include identification, placement, re-clarification, and monitoring
student’s progress. The first three purpose involve extremely important decisions that affect whether or not English language learners receive special language based instruction, the type of instruction, and the duration over which the instruction continuous. For this reason, the assessment should be conducted accurately and reliably, and multiple assessments should be used to ensure that the decisions made are consistent with all that is known about the students. The decision should be based on the combination of formal language proficiency testing, subject area assessment, and record of classroom performance.

Assessment conducted by individual teachers to monitor student’s progress or to plan instruction can be less formal because high stakes are not involved. Such assessment may not have to meet the highest standard of inter-rater reliability to be useful and could include observation and anecdotal records. Authentic assessments are often used to monitor student’s progress as well as for grading.

2. Fairness

All students taking authentic assessment should have reasonable opportunities to demonstrate their expertise without confronting barriers. English language learners should be provided opportunities to learn and to demonstrate their mastery of material under circumstances that takes into accounts their special needs.
Not all problems with fairness in using multiple choice test with English language learners are solved by shifting to authentic assessment. In fact, some new difficulties might be introduced. One problem is that the performance called for in authentic assessment is often highly language-dependent, either oral or written. English students might be at disadvantage in responding to these types of questions, depending on their level of proficiency in English; a second problem is that the responses involve complex thinking skill. Many of these students have not had the opportunity to learn how to express thinking skills in the English because they are continually exposed to curricula that focuses on basic skills in the English language. Third, authentic assessments are often used to measure student’s knowledge in depth in a particular area.

English students who have limited opportunities for exposure to the full of curriculum might easily find the knowledge and skills that they do poses missed altogether. And finally, the use of authentic assessment might exacerbate the problem mentioned above with culturally unfamiliar content. Authentic measures usually ask a small number of questions about applications of knowledge to a single theme rather than ask a larger number of questions about a broad range of topics. If the content related to the single theme is unfamiliar, students may be unable to respond to any of the questions contained in the assessment.
One of the ways to address the concern about the excessive dependence of performance assessments on language is to provide the students with opportunities to respond in other ways. Students can respond by drawing pictures or diagrams, making semantic map of the structure and concept in textual materials, and giving shorter answer than the conventional extended response call for in some performance assessment. Most concern about content coverage with authentic assessment can be addressed by bringing the assessment into closer alignment with the curriculum. That is, the focus of authentic assessment on higher-order thinking should be addressed by ensuring that the curriculum from the earliest level of instruction onward. This can be accomplished most readily by scaffolding (providing temporary contextual support for meaning, including modeling, visual and hand-on experience) and reducing the language demands of instructional tasks while maintaining the requirements for complex thinking (Chamot and O’Malley, 1987).

3. Grading

Report-card grades are important part of the communication among teachers, students and parents. Grades have two basic purposes in the classroom: to reflect the student’s accomplishment and to motivate students (Stiggins, 1988). While grades can indicate the level or rank order of student’s performance, there are question about the success in serving and incentives for students to exert greater effort.
Teachers always comments that not all students see grades as motivating. Grades are extrinsic motivators and are often contrasted with intrinsic motivation derived from self-determined criteria, as in learning out of interest and self-created goals.

The people with assigning grades are even more evident with group grades. Group grades are typically an attempt to grade the final product of student’s teams who work on a project, essay or presentation. Group grades can undermine motivation because they do not reward individual work or hold individual students accountable. The performance of a single person can lower the group grade, thereby undermining the motivation of high achieving students and rewarding low performers who are fortunate to have high achiever on the team. In this sense, the group grades are due to process outside the control of the high achieving students. Students need to know that they and other students are individually accountable for their work.

In determining final grades from the classroom tests, some teachers average numerical scores on these tests, while other teacher average the grades receives on the tests. The letter approach reduces the impact on the final grades from a single high or low test score. Teachers can also assign different weight to tests, papers, presentation and classroom participation in determining final grades. In sum, not only does each teacher decide what will be evaluated and how much each activity will count, but teacher also determine how the final grade will
be calculated. Because of this variation in grading practices and in criteria used to assign grades on classroom tests, a great deal variation from teacher to teacher in the final grades students receive even given a common set of papers or produce to rate.

Despite the problems identified with grading practices, experience leads us to believe that grades can be useful if they are based on authentic assessment and are assigned following certain guidelines. Grades are requested regularly by parents as a guide to their child’s performance and are useful as an overall indicator of student’s achievement. The introduction of authentic assessment to accompany more innovative forms of instruction expands considerably the alternative that can be used to established classroom grades.

Teachers using authentic assessment evaluate students on representation of classroom performance that include reports, projects, and group, work and so on. With authentic assessment, integrative knowledge and complex thinking can be assessed beyond simple knowledge of isolated pieces of information, and the processes by which students derive answers can be assessed as well. In authentic assessment, student performance is often rated using scoring rubrics that define the knowledge student’s process, how they think, and how they apply their knowledge.
F. Teaching Learning Vocabulary

The teaching of vocabulary is not easy to do. Some people think that vocabulary teaching only wastes the time because vocabulary number is unlimited. The English teachers had better teach English vocabulary first than other aspect of this language, such as grammar, speaking, reading and writing. If students know more vocabulary, it will be easy for them to learn another aspect of English language. Vocabulary is a central of English language acquisition, as according to Celce and Murcia (2001:285) vocabulary learning is a central to language acquisition whether the language is first, second, or foreign. According to Hornby (1995:125), “teaching” is defined as giving instruction to somebody’s knowledge, skill, etc. Based on that explanation, teaching vocabulary is an activity where the teacher gives the students knowledge about vocabulary and how to use it in daily life. Harmer (2001: 155) gives the wide explanation about some technique for teaching vocabulary that is summarized as follows:

1. Demonstration

   The teacher demonstrates the language where he/she wants the students to study by offering them there in action.

2. Explanation

   The teacher explains the construction of language in diagram, using textbook, using board or OHP.
3. Discovery

The students can be encouraged to understand new language form by discovering them in a test or by looking for at grammatical evidence in order to work out grammar rule.

4. Check Question

The teacher can check question to see if students have understood the meaning and use in the text or paragraph.

5. Presentation

The teacher shows the things and does not present words to students, for example, picture, video and also use the mime, action, and gesture to present the words.

Teaching English to Senior High School students are categorized as teaching English to teenager because their average ages are teens. So it is different from teaching English to adult learners. According to Brown (2002:91-92), teenagers have special characteristics. First, the operational thought of the teenagers is increasing. They can solve the problems with logical thinking. Second, attention spans of the teenagers are lengthening. This is as a result of intellectual maturation of the teenagers. Third, the teenagers still need varieties of sensory input. Other characteristics of the teenagers are they have a very high ego and self-image and are very sensitive. The last characteristics of the teenagers are they are more and more becoming adult like, so the teachers have to be careful in teaching them. Teenagers are easy to get bored with the lesson compared with adult
learners. They need colorful pictures and information that are relevant with their world. In teaching the senior high school students we also need the relevant matter that have to be considered. And we have to justify it with the regulation of the ministry of education.

Firstly, Curriculum 2013 is the development of curriculum 2006. The different between them is the addition of character education which not included in 2006 curriculum. In senior high schools, English subject consists of three components. First, the expression ability which concerns in the ability to understand and produce speech and written text and it is realized in four skills, i.e. speaking, listening, reading and writing. Second, it concerns in the comprehension and production ability of various short functional and monolog texts with essays of text types (genre) such as procedure, descriptive, recount, narrative, and report. The last, support of competence i.e. linguistic competence (the use of grammar, vocabulary, phonetic, and structure), socio cultural competence (the use of expression and action language receive in various context communication), strategy competence (the ability to overcome the problem which appears in communication process by using various methods) and building expression competence (the use of instruments of expression competence). Moreover, according to the regulation of ministry of national education, the core competence and basic competence for senior high school grade X in second semester is that they have to perform several vocabulary competencies as shown in the Table 1.
Table 1: Standard Competence and Basic Competence of Vocabulary Skill for Senior High School Students Grade X Semester 2 core competence

<table>
<thead>
<tr>
<th>No</th>
<th>Kompetensi Dasar</th>
<th>Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar</td>
<td>1.1.1 Bersemangat dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.1.2 Serius dalam melaksanakan setiap kegiatan pada belajar pembelajaran Bahasa Inggris.</td>
</tr>
<tr>
<td>2.</td>
<td>3.9. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks narrative sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya.</td>
<td>3.9.1 mengidentifikasi fungsi social, struktur teks, dan unsur bahasa dari teks narrative (k2)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3.9.2 menangkap makna makna dalam teks naratif lisan dan tulis sederhana (k2)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3.9.3 membandingkan perbedaan perbedaan berbagai teks narrative yang ada dalam bahasa inggris, perbedaan teks dalam bahasa inggris dengan yang akan dalam bahasa Indonesia (k2)</td>
</tr>
<tr>
<td>3.</td>
<td>4.15 menangkap makna teks naratif lisan dan tulis berbentuk legenda sederhana</td>
<td>4.15.1 menyusun teks naratif lisan dan tulis sederhana tentang sebuah legenda</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4.15.2 menceritakan kembali teks legenda yang di baca dengan memperhatikan fungsi social, strukturnya dan unsure kebahasaanya.</td>
</tr>
</tbody>
</table>
The table shows that the vocabulary competency can be seen in core competence 3.9. in indicator 3.9.2 and 3.9.3. The indicators state that students should identify the narrative text. All of them need words to identify and words related to vocabulary. It means that if you want to know all of them you should know the vocabulary first. Teaching English vocabulary to Senior High School students needs an extra work and appropriate teaching method which is adjusted to the students’ need. Therefore, the teachers should be creative in finding interesting ways to teach vocabulary.

G. Previous of the Study

The first related study came from SherAzim and Mohammad Khan (2012) they are conducted study about authentic assessment: an instructional tool to enhance students learning. This research underscores the process of using authentic assessment as a learning tool in a school the context of Pakistan.

The second related study came from Bruce, Schmitt, and Allen (2012) investigated about Defining Authentic Classroom Assessment. This study presents a conceptual analysis of authentic as it is used in educational research and training to describe an approach to classroom assessment. Nine distinct components or dimensions of authenticity are identified and only one of those is the realistic nature of the assessment.
Some related investigation about the implementation of authentic assessment has been conducted by other researchers. Amat Jaedun, V. Lilik Hariyanto, Nuryadin, E.R. conducted a research to An *evaluation of the implementation of Curriculum 2013 at the building construction department of vocational high schools in Yogyakarta*. This research aims to determine the readiness of the teachers of the building construction department of vocational high schools (SMK) in Yogyakarta in designing and implementing the teaching and assessment processes of Curriculum 2013 implementation.

Other previous is *Authentic Assessment - a Case Study of Its Implementation in a Lecturer’s Classes in Vietnam* from Nguyen Nhut Linh International Graduate School of Leadership, Philippines. According from the journal, it is describe about the effects of implemented Authentic Assessment on teaching and learning in a college lecturer’s classes in Vietnam. This study thus provides a rare and specific example of how Authentic Assessment can be incorporated into the higher educational system of Vietnam.

And the other previous study also describe about the authentic assessment. *The Effect of Implementation Authentic Assessment Development Result based on ICT Toward Student’s Learning Outcome in Learning Process by 2013 Curriculum* by I Nyoman Jampel , I Wayan Widiana ,Dewa Gede Hendra Divayana, Ganesha University of Education, Bali state that the differences of student’s learning outcome between the
students which is learn through the implementation of authentic assessment development result based on ICT with the students which is learn through conventional assessment at grade V cluster V Sukasada sub district Buleleng regency in the academic year 2013/2014.

Previously, Irma NurKhasanah has investigated about the implementation of 2013 curriculum by the English teacher and its barriers (2015). She specifically investigated to know the implementation of 2013 curriculum by the English teacher and its barriers on the dimensions of teaching learning planning, process, and learning evaluation.

From the related study above, there are some many similarities and differences with the researcher. The similarities of related study are about the curriculum, assessment, and implementation of the curriculum. But, the differences is about how the researcher in this thesis want to describe what are the problem faced by the English teacher in the implementation of authentic assessment in English instruction. So, the researcher can take some information from related the study about the authentic assessment.
CHAPTER III

METHODOLOGY OF RESEARCH

Research Method is a strategy employed in collecting and analyzing data to answer the problem. It is a strategy to solve the problem that is studied. It is elaborated more details in five fields. They are research design, data and source of data. Research instrument, the technique of collecting data, data analysis, and truthworthiness.

A. Research Design

The researcher uses a descriptive qualitative for this research. It is because in doing this research, the researcher collects the data, makes an analysis and finally makes a conclusion. Qualitative research is activity or process understanding phenomenon with nature background, with the hold on the data descriptive so as to produce a holistic understanding (Muhammad, 2011: 30). Qualitative research is a set of research techniques in which data are obtained from relatively group respondents. The most important qualitative research technique are the narrative and the visual research, which is still often neglected. Sugiyono (2014: 1) states that qualitative method is a research method which is used to observe natural object situation. In this method, the researcher as the main point of the research, the technique of collecting data is done by triangulation technique, the analysis of the data is inductive, and the result of the research are emphasized to the meaning and generalization.
Moelong (2002: 2) states that a qualitative research is type of research which does not include any calculation or numeration because the data are produced in the form of words. It is associated with generating and developing an understanding. In same definition, Lexy (2005: 6) says that is a research that produce the procedur analysis and it is not using statistic analysis or other. In this research, the researcher collects the data by observation and interviews the teachers of MAN Karanganom and MAN Klaten.

B. Setting of Research

1. Place of Research

In a qualitative research type, the terms “population” and “sample” are unknown, but the term to be used is “setting” (SuharsiniArikunto, 2010: 28). The setting of this research is at the 10th grade classroom of MAN Karanganom and MAN Klatenin academic year 2016/2017. MAN Karanganom and MAN Klaten are senior high schools in Klaten which has implemented curriculum 2013.

2. Time of Research

The research will conduct from January until April. This research start from the pre-research on January and continue to find some data for this research. To make this time of research clearly, so the researcher write into the table:
From the table above, the researcher do the research in 4 month. January 25, 2017 the researcher ask permission in MAN Karanganom and MAN Klaten. 15 February 2017 the researcher do the interview and also the observation to pre-research, to make the background of the problem. So the researcher can continue the research and her thesis. And the last, the researcher do the research from 9 May 2017 until 22 May 2017.

C. **Data and Source of Data**

Qualitative researches are focused on the quality and the meaning of data. The meaning of data is the subject where the data is taken from. The way in choosing the source of data will determine the quality of the research. It is important to answer and to understand the problem statement of the research.
As a data source, interview with English teacher of MAN Karanganom and MAN Klaten, teaching documents, natural teaching learning process, and learning evaluation are observed by the researcher. Besides, the researcher also did the interview with the teachers as English teachers MAN Karanganom and MAN Klaten, and also the Vice Principal of Curriculum as a supporting data. The subject in this research is the English teacher of 10th grade.

D. Research Instrument

In identifying this research, the researcher needs some instruments to support it. It used for collecting the data. The instruments will make the researcher easier to finish the research. The instruments divided in to main instrument and supporting instrument. The first is the researcher herself who as the main point of the instrument, because the researcher uses qualitative research. It doesn’t need a test as the instrument. Moelong (2004: 163) states that in qualitative research, a researcher is a planner, collector of data, analysis, data interpreter and reporter of research result. In same perspective, Lexy and Moelong (2005:9) state the researcher itself or with people other is the main collected data.Besides, there are some supporting instruments to collect the data which make the researcher easier to analyze and finish the data. The supporting instruments are needed to obtain the information or the data of study.
E. Technique Collecting of Data

Technique collecting of data is the principle of way in research because the main purpose of researcher is getting the data. Without know technique of collecting data, the researcher will not get standard of data (Sugiyono, 2013: 62). Technique of Data Collection Data collection technique is the most strategic step in the research, because the main goal of the research is to obtain the data (Sugiono, 2013: 62). This activity requires a research instrument to obtain the data. In qualitative research, the researcher is the instrument of research. Qualitative researcher as a human instrument, serves to fix the focus of research, selecting informants as a source of data, doing data collection, assessing the quality of data, doing data analysis, interpreting the data and making conclusions on the findings (Sugiono, 2013: 59-60)

Here is the data collection techniques along with the research instruments used in this research:

1. Observation

In this research, the data are collected by doing an observation in the classrooms. According to Arikunto, observation is a technique of data collection which is done by conducting thorough research, as well as systematically recording. In observation activities, the researcher does not involve in teaching learning process which is done by the English teacher and his students. The researcher only observes and monitors. Besides, the researcher makes a recording as well. Recording is useful
to help the researcher in re-observing by herself before taking the conclusion. Research instrument used in the observation is a video recorder and the observation guideline related to the teaching learning process and evaluation process in accordance with 2013 curriculum.

2. Interview

In order to dig information deeply about the data, the researcher also takes an interview. According to Esterberg, interview is a meeting of two persons to exchange information and idea through questions and responses, resulting in communication and joint construction of meaning about a particular topic (Sugiono, 2013: 72), by doing an interview with the English teachers, the more explicit information the researcher gets. It is useful to complete the data about the planning, teaching-learning process, and evaluation teachers done that should be in accordance with 2013 Curriculum. As supporting data, the researcher also did an interview with the headmaster and the vice headmaster of curriculum about the English teachers implementation of 2013 Curriculum. Research instrument used in the interview is an interview guideline and a tape recorder to record the interviews.

3. Study of Documentation

One of the ways to determine the implementation of Curriculum 2013 by teachers is documentation. Documentation is one of qualitative data collection methods by viewing or analyzing documents created by the research subject or by others on the subject (HarisHerdiansyah, 2011:
143). Documents can provide information about the state, rules, discipline, and may provide clues about the style of leadership (Moelong, 2009: 219). The documents in question number one are lesson plan and syllabus. It needs to be analyzed to determine whether the lesson plan is in accordance with the syllabus and the principles of 2013 Curriculum or not.

F. Data Analysis

Data analysis is a process of managing the sequenced of data, organized the data into a pole, category, and unit of basic explanation (Patton, 1980:268) in Safitri (2014). Further Bogdan and Taylor (1975:79) defines data analysis as a process which details an effort formally to find the theme and to formulate the work hypotheses as suggested by the data and as an effort to give a help the theme and the work hypotheses (Basrowi, 2008:91).

From the definition above, the conclusion is that the data analysis is a process to organize and to arrange the data into a structure, category, and unit of basic explanation so that it can be found the theme and can be formulated by the data. By principles, data analysis of qualitative research is done together with the process of data collecting. The technique of analysis which is used in the qualitative is by using technique of data analysis that suggested by Miles and Huberman (1992:19-20). This technique consists of three events: data reduction, data presentation, and make a conclusion of data (verification of data).
1. Data Reduction

   Reduction of data means process of choosing, centering attention, abstracting and transforming the hard data which is took from field of research. This process is run since the research happened, from the beginning of the research to the end of the research. In the process of data reduction, researcher has to find the real valid data. When the researcher knows the trustworthiness of the data still less, the data will be rechecked to other informant as the source of data.

   Reduction of data is done as a process of selecting, focusing, shortening and abstracting the data collected from the research location. Making a note, summary and coding the data source, and focusing in collecting the data are needed when we are doing research. It means that this process aims to reduce, to shorten, and to reject which one is the problem faced by the English teachers in the implementation of authentic assessment in English instruction based on curriculum 2013 in academic year 2016/2017.

2. Data Display

   Presentation of data is arranged information which gives occasions to get conclusion and do an action. This step is effort to arrange and to reintegrate all of data collection from research’s field. The data is data that has been selected, shorted, and coded in the step of reduction of data. The presentation of data is done by arranging the
information systematically in a description from that explains about the researcher’s conclusion. The researcher’s conclusion is in a logical and systematical sentence so it can be understood by reader.

In this stage, the researcher wishes to present the correlation of organization information in qualitative research, the data taken are in the form of words. The data are presented in the narration of word by the researcher. All the data obtained from the observation, interview, and documentation. It is the way to collect the research data and it helps the researcher do the research. In the observation, the researcher will know about the implementation of authentic assessment based on curriculum 2013 in MAN Karanganom and MAN Klaten. From the interview, the researcher will know about difficulties faced by the English teacher of MAN Karanganom and MAN Klaten in authentic assessment process.

3. Conclusion of Data

After describing the data, the researcher made analysis about the data. The researchers present the data from the data observation and data interview. The researcher presents the data from the teachers in MAN Karanganom and MAN Klaten implementing of authentic assessment based on curriculum 2013. In this part, the researcher concludes the implementation of authentic assessment in curriculum 2013 as follow:
The researcher also presents the data from the difficulties faced by English teachers in MAN Karanganom and MAN Klaten in implementing of authentic assessment based on curriculum 2013. In this part, the researcher concludes the difficulties of implementation of authentic assessment in curriculum 2013 according to O’malley and Pierce (1996) as follow:

<table>
<thead>
<tr>
<th>No</th>
<th>Name of schools</th>
<th>Analysis of difficulties faced by the English teachers in implementation of authentic assessment according to O’malley and Pierce (1996)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Purpose</td>
</tr>
<tr>
<td>1.</td>
<td>MAN Karanganom</td>
<td>√</td>
</tr>
<tr>
<td>2.</td>
<td>MAN Klaten</td>
<td>√</td>
</tr>
</tbody>
</table>

After displaying data, the conclusion of the research can be taking. In this research, conclusion was draw continuously throughout the course of the study. The researcher was like to write up not only what she has seen each day but also her interpretation of those observation. The researcher took conclusion other presenting and analyzing. The researcher reports his or her research finding in detail that shown the new finding different with the other research.
Based on the explanation above, it can be drawn as the diagram below:

Diagram 1.1

Data analysis of interactive model from Miles and Huberman(1994)

G. Truthworthiness of the Data

The valid and reliable data is important to measure that the study provides benefits for the development of the assessment process in English instruction. Fraenkle and Wallen (2000) said that validity refers to the appropriateness, meaningfulness and usefulness of the interference researcher make based on the data collected. For the trustworthiness, the researcher will validate the data by applying triangulation and member checking technique.

1. Triangulation

Thurmond (2001) stated that triangulation is considered as a method to “increase the validity, strength, and interpretative potential of a study, decrease investigator bias and provide multiple perspectives”.
Regarding to the efficiency, the researcher will use two types of triangulation; data source triangulation and methodological triangulation. Data source triangulation involves using different sources of information while methodological triangulation involves the use of multiple qualitative methods. Thus, the triangulation in this study will be done by comparing the data obtained from the interviews, classroom observation and school documents. The data from the sources will be cross-checked with the data from the other sources. Some irrelevant data will be eliminated to focus the objectives that are to answer the research question accurately.

2. Member checking

Member checking can be done during the interview process, at the conclusion of the study or both to increase the credibility and validity of a qualitative study. During an interview, the researcher will restate or summarize information and then question participant to determine accuracy. Member checking is completed by sharing all of the findings with the English teacher and the curriculum coordinator. This allows them to critically analyze the findings and comment on the data. If the teacher and the curriculum coordinator affirm the accuracy and the completeness, the study then can be claimed to have credibility.
CHAPTER IV
RESEARCH FINDING AND DISCUSSION

This chapter discusses the findings and the discussion of the study which deals with The Problem Faced by English Teachers in The Implementation of Authentic Assessment in English Instruction Based on Curriculum 2013 Academic Year 2016/2017. In this study, the problem faced by the English teachers include in the implementation of authentic assessment refers to the activities of assessing students’ English skill competence by using portfolio, performance and project assessment. The findings comprise analytical description about the implementation of assessment in English class and also problem faced in the implementation of authentic assessment. Each points of the finding are described as follows:

A. Research finding

1. The Implementation of Authentic Assessment in Curriculum 2013

The data of this finding are gathered from the observation, the interviews and the available documents of the school. The data collect from two schools, MAN Karanganom and MAN Klaten. From every school, the researcher take two teachers, they are one science teacher and one from social class. This purpose to identify how both of the teachers implemented the assessment in English class based on curriculum 2013. And also what are the teachers faced in implemented of the assessment in English class. The Problem Faced by English
Teachers in The of Authentic Assessment in English Instruction Based on Curriculum 2013 Academic Year 2016/2017 mainly involves the documents, the assessment design and the activities of implementing the assessment. The documents of curriculum 2013 are crucially important since they are utilized as the guidance as well as instruments in applying the authentic assessment. How the teacher design the assessment, moreover, determines the quality of the assessment process at which the ideal assessment result derived from. Furthermore, the activities of implementing authentic assessment direct the students’ learning experiences as this assessment is conducted during the instruction. The implementation curriculum both of the schools as follow:

a. MAN Karanganom

MAN Karanganom is the one of state high school in Klaten. It is located in Karanganom. The students come from different regions and different social backgrounds. So, they have different intelligences, interests, and characteristics. MAN Karanganom has 2 teachers for English subject in the tenth grade. They are teacher M and teacher L. This school also used the curriculum 2013. In the implementation of curriculum 2013, it is explain as follows:
1) Teacher M

Based on the researcher observation and interview, teacher M was implemented of curriculum 2013. So, the researcher hope that she was used the authentic assessment to assess her students in X IPA 3.

a. The first observation, the researcher does on 10 May 2017.

<table>
<thead>
<tr>
<th>No</th>
<th>Activity</th>
<th>Material</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td><strong>a. Opening</strong></td>
<td>Narrative text</td>
</tr>
<tr>
<td></td>
<td>The researcher joins the class. For the first meeting the researcher follows the teacher in the class. And the teacher asks for the students about the researcher and tells about what the researcher do on the class. The researcher does the observation in X IPA 3. The English teaching learning process was about narrative text. The teaching learning process started with saying basmallah and then the teacher give her students warming up about the material</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>b. Core Activity</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Mengamati (observing)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The teacher explains about the narrative text and generic structure of narrative text. All of the explanation was done orally. The teacher just read the text on module and translates the material. From the teaching learning activity, the condition of the class is very crowded because the teacher just focuses on her material.</td>
<td></td>
</tr>
</tbody>
</table>
2. Menanya (*Questioning*)
   The teacher gives them some example about the narrative text in supplementary or the English book. And ask the students to read the story one by one.

3. Mencoba (*Experimenting*)
   The teacher points the students to read the story. And then, the teacher also asks the students to answer the question.

4. Menalar (*associating*)
   The teacher asks the students to make an example about narrative. The teacher guides the students and looks their process.

5. Mengkomunikasikan (*Communicating*)
   The students report their result in front of the class orally.

c. **Closing**
   The last session is the teacher closes the teaching learning activity with saying hamdalah together.

b. In the second observation, on 15 May 2017 the researcher does the observation in same class. The teaching learning process was still about narrative text.

<table>
<thead>
<tr>
<th>No</th>
<th>Activity</th>
<th>Material</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>a. <strong>Opening</strong></td>
<td>Narrative text</td>
</tr>
<tr>
<td></td>
<td>The teaching learning process started with saying basmallah and then the teacher give her students warming up about material last</td>
<td></td>
</tr>
</tbody>
</table>
time. Then the teacher give her students warming up about the material and then the teacher explain about the narrative text and generic structure of narrative text. All of the explanation was done orally. The teacher just read the text on module and translates the material. From the teaching learning activity, the condition of the class is very crowded because the teacher just focuses on her material.

**b. Core Activity**

1. **Mengamati (observing)**
   
   The teacher gives them some example about the narrative text in supplementary or the English book. And ask the students to read the story one by one. Or the teacher points the students to read the story.

2. **Menanya (Questioning)**
   
   The teacher also asks the students to answer the question.

3. **Mencoba (Experimenting)**
   
   The teacher asks the students to make an essay about the narrative text.

4. **Menalar (associating)**
   
   The students choose the theme and then prepare slice of paper. And then, from the process of the writes on essay, many of the students ask the researcher about some vocabularies. From the observe, the researcher knows that the students faced lack vocabulary. But, before they done the
essay, the bell was ring. Many of the students not yet finish their essay.

5. Mengkomunikasikan (Communicating)

   c. Closing

   And then And last session is the teacher closes the teaching learning activity with saying hamdalah together.

c. In the third observation, on 17 May 2017 the researcher does the observation in x IPA 3.

<table>
<thead>
<tr>
<th>No</th>
<th>Activity</th>
<th>Material</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>a. Opening</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Before the class started, the teacher asks the researcher to bring speaker. Because, the teacher want to gives the students news material. The English teaching learning process was about narrative text. The teaching learning process started with saying basmallah and then the teacher give her students warming up about the material</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. Core Activity</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Mengamati (observing)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Then the teacher explains about the narrative text and generic structure of narrative text. All of the explanation was done orally. The teacher just read the text on module and translates the material. From the teaching learning activity, the condition of the class is very crowded because the Tangkuban perahu</td>
<td></td>
</tr>
</tbody>
</table>
teacher just focuses on her material.

2. **Menanya (Questioning)**
   The teacher also asks the students about the material.

3. **Mencoba (Experimenting)**
   The teacher gives them some reminder. Today, the teacher gives them listening material about the narrative text. The teacher gives them the story about “tangkuban perahu”. For the first step, the teacher asks the researcher to help her use the speaker. And then the story plays 2 times.

4. **Menalar (associating)**
   The teacher asks the students to make a group and explain the role of the activity. The students should the audio listen carefully.

5. **Mengkomunikasikan (Communicating)**
   The students should retelling the story with their own word and explain in front of the class. But, it stills same. Many of the students faced lack vocabulary and need more time to doing the task.

**c. Closing**
And then And last session is the teacher closes the teaching learning activity with saying hamdalah together.
2) Teacher L

Based on the researcher observation and interview, teacher M was implemented of curriculum 2013. So, the researcher hope that she was used the authentic assessment to assess her students in X IPS 3. In the implementation of curriculum 2013, it is explain as follows:

a. The first observation, on 11 May 2017

<table>
<thead>
<tr>
<th>No</th>
<th>Activity</th>
<th>Material</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>a. Opening</td>
<td>Narrative text</td>
</tr>
<tr>
<td></td>
<td>The researcher joins the class. For the first meeting the researcher follows the teacher in the class. And the teacher asks for the students about the researcher and tells about what the researcher do on the class. The researcher does the observation in x IPS 3. The English teaching learning process was about narrative text. The teaching learning process started with saying basmallah and then the teacher give her students warming up about the material</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. Core Activity</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Mengamati <em>(Observing)</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The teacher explain about the narrative text and generic structure of narrative text. All of the explanation was done orally. The teacher just read the text on module and translates the material. From the teaching learning activity, the condition of the class</td>
<td></td>
</tr>
</tbody>
</table>
is very crowded because the teacher just focuses on her material.

2. Mananya (Asking)
The teacher gives them some example about the narrative text in supplementary or the English book. And ask the students to read the story one by one. Or the teacher points the students to read the story.

3. Mencoba (Experimenting)
The teacher also asks the students to answer the question.

4. Menalar (associating)
The students answer the question one by one

6. Mengkomunikasikan (Communicating)
The tray to make an essay about the text.

c. Closing
And last session is the teacher closes the teaching learning activity with saying hamdalah together

b. The second observation, on 16 May 2017

The researcher does the observation in same class. The teaching learning process was still about narrative text.

<table>
<thead>
<tr>
<th>No</th>
<th>Activity</th>
<th>Material</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>a. Opening</td>
<td>Narrative</td>
</tr>
<tr>
<td></td>
<td>The teaching learning process started</td>
<td></td>
</tr>
</tbody>
</table>
with saying basmallah and then the teacher give her students warming up about material last time. Then the teacher gives her students warming up about the material.

### b. Main Activity

1. **mengamati (observing)**
   
The teacher s about the narrative text and generic structure of narrative text. All of the explanation was done orally. The teacher just read the text on module and translates the material. From the teaching learning activity, the condition of the class is very crowded because the teacher just focuses on her material. the teacher gives them some example about the narrative text in supplementary or the English book. And ask the students to read the story one by one. Or the teacher points the students to read the story.

2. **menanya (questioning)**
   
The teacher also asks the students to
answer the question.

3. Mencoba (*Experimenting*)
The teacher asks the students to make an essay about the narrative text.

4. Menalar (*associating*)
The students choose the theme and then prepare slice of paper. And then, from the process of the writes on essay, many of the students ask the researcher about some vocabularies. From the observe, the researcher knows that the students faced lack vocabulary. But, before they done the essay, the bell was ring. Many of the students not yet finish their essay.

5. Mengkomunikasikan
(*Communicating*)

**c. Closing**

Last session is the teacher closes the teaching learning activity with saying hamdalah together.

c. The third observation, on 23 May 2017

The researcher does the observation in x IPS 3. Before the class started, the teacher asks the researcher to bring speaker. Because, the teacher want to gives the students
news material. The English teaching learning process was about narrative text.

<table>
<thead>
<tr>
<th>No</th>
<th>Activity</th>
<th>Material</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>a. Opening</td>
<td>Tangkuban perahu</td>
</tr>
</tbody>
</table>

The teaching learning process started with saying basmallah and then the teacher give her students warming up about material last time. Then the teacher gives her students warming up about the material.

b. Main Activity

1. mengamati (observing)

The teacher explain about the narrative text and generic structure of narrative text. All of the explanation was done orally. The teacher just read the text on module and translates the material. From the teaching learning activity, the condition of the class is very crowded because the teacher just focuses
on her material. the teacher gives them some reminder.

Today, the teacher gives them listening material about the narrative text. The teacher gives them the story about “tangkuban perahu”. the first step, the teacher asks the researcher to help her use the speaker. And then the story plays 2 times.

2. menanya (questioning)

3. Mencoba (Experimenting) The teacher asks the students to make a group and explain the role of the activity. The students should the audio listen carefully.

4. Menalar (associating) The students should retelling the story with their own words.

5. Mengkomunikasikan (Communicating) And explain in front of the class. But, it stills same. Many of the students faced lack vocabulary and need more time to doing the task.

c. Closing
b. MAN Klaten

MAN Klaten is the one of state high school in Klaten. It is located in SangkalPutung. The students come from different regions and different social backgrounds. So, they have different intelligences, interests, and characteristics. MAN Klaten has 4 teachers for English subject in the tenth grade. They are teacher A, teacher E, teacher W, and teacher S. but the researcher just take teacher A and teacher E for collect the data. This school also used the curriculum 2013. In the implementation of curriculum 2013, it is explain as follows

a) Teacher A

This data collected by the observation and interview in MAN Klaten. As the object the research is the English teacher in MAN Klaten. Teacher A is the one of the teacher in MAN Klaten. She teaches X IPA 1. The researcher does this research 2 weeks. From this research, the researcher find that the teacher explain the material about narrative text. Class X IPA 1 consists of 33 students. Based on the researcher observation
and interview, teacher A was implemented of curriculum 2013. So, the researcher hope that she was used the authentic assessment to assess her students in X IPA 1.

a. The first observation, on 9 May 2017

<table>
<thead>
<tr>
<th>No</th>
<th>Activity</th>
<th>Material</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td><strong>a. Opening</strong></td>
<td>Narrative text</td>
</tr>
<tr>
<td></td>
<td>The teaching learning process started with saying basmallah and then the teacher give her students warming up about material last time. Then the teacher gives her students warming up about the material.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>b. Main Activity</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. mengamati (observing)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. menanya (questioning)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Mencoba <em>(Experimenting)</em> the teacher asks her students to make a group. Each group consist 4 students.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Menalar <em>(associating)</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The students discuss their text.</td>
<td></td>
</tr>
</tbody>
</table>
|    | 5. Mengkomunikasikan *(Communicating)* And then the students explain their result discussion one by one in front of the class. One of the students read the text, and the other students explain the text, and the other write the difficult
vocabulary on whiteboard.

**c. Closing**

Badly, the core activity not running well, because it is need more time. In last session, the teacher conclude the activity and saying hamdalah.

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b. The second observation does on 13 May 2017.

<table>
<thead>
<tr>
<th>No</th>
<th>Activity</th>
<th>Material</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td><strong>a. Opening</strong></td>
<td>Narrative text</td>
</tr>
<tr>
<td></td>
<td>The teaching learning process started with saying basmallah and then the teacher give her students warming up about material last time. Then the teacher gives her students warming up about the material.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>b. Main Activity</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. mengamati (observing)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The teacher asks the students to read the material.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. menanya (questioning)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teacher asks the students about the material.</td>
<td></td>
</tr>
</tbody>
</table>
3. Mencoba (Experimenting)
The teacher asks the students to make assay about the narrative text

4. Menalar (associating)
The students make an essay.

5. Mengkomunikasikan (Communicating)
Firstly, the teacher asks them to come forward one by one and take piece of paper. It contain about the number type of text. And then, the teacher repeats about the generic structure about narrative text

c. Closing
And the last is, after the students finish writes the text they should explain one by one in front of the class. But it is still not running well. Because it is need more time to discuss for all the students. And for the last session the teacher asks the students to collect the result.


<table>
<thead>
<tr>
<th>No</th>
<th>Activity</th>
<th>Material</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>a. Opening</strong></td>
<td>Grammar</td>
</tr>
<tr>
<td></td>
<td>The teaching learning process started with saying basmallah and then the teacher give her students warming up about</td>
<td></td>
</tr>
</tbody>
</table>
material last time. Then the teacher gives her students warming up about the material.

b. Main Activity

1. mengamati (observing) Teachers ask the student repeat the material about the grammatical of narrative text.
2. menanya (questioning)
The teacher gives the students question about grammar. It is consist of 10 questions.
3. Mencoba (Experimenting)
*The students answers the questions*
4. Menalar (associating)
The students answer the question and discuss with their friends.
5. Mengkomunikasikan
(Communicating)
*They are come forward one by one*

c. Closing
And for the observation, the researcher knows that the students understand about grammar. The last session close with input the score of the students and saying hamdalah.
d. The fourth observation does on 20 May 2017

<table>
<thead>
<tr>
<th>No</th>
<th>Activity</th>
<th>Material</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td><strong>a. Opening</strong></td>
<td>task on supplementary about the text</td>
</tr>
</tbody>
</table>

The teacher do the task for preparing the students faced the final exam. The teaching learning activity started with saying basmallah. Before the main activity started, the teacher called up the students about the material. The teacher asks the students to bring some picture or things. It is about all the material, descriptive, recount, narrative, and report. So the students can bring anything to discuss in this class.

**b. Main Activity**

1. mengamati (observing)
   The teachers asks the students to brings some pictures

2. menanya (questioning)
   The teachers asks the students question about the material
| 3. Mencoba (Experimenting) the teacher asks the student make in pair. | 4. Menalar (associating) They are discuss their material. |
| 5. Mengkomunikasikan (Communicating) And then, they are speak their result. | |
| c. Closing In last session the teacher remember the students about the material for the final exam and for the closing, saying hamdalah together. | |

And from the activity, the researcher concludes that the teacher A used curriculum to planning the teaching learning process. From the observation, the researcher knows that the teacher uses the syllabus of curriculum 2013, the lesson plan, and rubric scoring. From the lesson plans, the researcher looks that the teacher teaching about narrative text for the clear lesson plan please check on appendix pages 96. For the assessment activity the teacher the researcher just found that the teacher uses the performance to assess the students on speaking, reading, and writing skill. For example the teachers
ask the student to make an essay about narrative and also explain the result in front of the class. And for the rubric scoring, the researcher makes the lesson plan. But, from the activity the teacher not use the rubric scoring for assesses the students. They just like make his feelings to gives them score. For example, when the students perform their result, the teacher make a scoring activity when the students have good performance, they got a good score. But when they are not show the good perform, they got the bad score and punishment from the teacher.

b) Teacher E

This data collected by the observation and interview in MAN Klaten. As the object the research is the English teacher in MAN Klaten. Teacher E is the one of the teacher in MAN Klaten. She teaches X IPS 3. The researcher does this research 2 weeks. From this research, the researcher find that the teacher explain the material about narrative text. Class X IPS 3 consists of 33 students. For cover the implementation of curriculum 2013, the teacher E used syllabus 2013. To make clearly about the syllabus see *Appendix pages*. And also make lesson plan to planning and preparing her material. And for clearly the lesson plan see *Appendix pages*. From the observation, the researcher finding some data that the teacher used performance
assessment. The teacher designs the teaching learning English as lesson plan. Conduct opening, core activity and closing. In core activity the teacher A explains material about narrative.

a. The first observation does on 19 May 2017

<table>
<thead>
<tr>
<th>No</th>
<th>Activity</th>
<th>Material</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>a. Opening</td>
<td>Narrative</td>
</tr>
<tr>
<td></td>
<td></td>
<td>text</td>
</tr>
<tr>
<td></td>
<td>The teaching learning process started with saying basmallah and then the teacher give her students warming up about material last time. Then the teacher gives her students warming up about the material. Firstly, the teacher checks the students’ attendance</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. Main Activity</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. mengamati (observing)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The teacher asks the students to following the teacher to focus on the teaching learning. then gives them information about the new material. The teachers explain about narrative and also the generic structure of the text.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. menanya (questioning)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The teacher asks the students to read the</td>
<td></td>
</tr>
</tbody>
</table>
material on the supplementary one by one.

After that, the teacher gives them the example of narrative text

3. **Mencoba (Experimenting)**
The teacher asks the students again to read the story and the other students to translate the sentence of the story.

4. **Menalar (associating)**
After read the story, the teacher also asks the students to answer the question.

5. **Mengkomunikasikan (Communicating)**
The teacher chooses the students who they are not pay attention for the activity. From the activity, the class consists of 3 students who have the visual impaired/ blind students. But from the observe, the students who has the visual impaired is very special and also they have a good score in the class. But it is also any the students where he don’t understand anything about English

**c. Closing**
The bell was ring and the teacher close the teaching learning activity with saying hamdalah.
b. The second observation does on 22 May 2017

<table>
<thead>
<tr>
<th>No</th>
<th>Activity</th>
<th>Material</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>a. Opening</td>
<td>Narrative text</td>
</tr>
<tr>
<td></td>
<td>The teaching learning process started with saying basmallah and then the teacher give her students warming up about material last time. Then the teacher gives her students warming up about the material.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. Main Activity</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. mengamati (observing)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The teacher gives them paper. This paper is their task in the last meeting. So, the teacher wants to gets the scoring of the students. So, the teacher discuss one by one. The teacher asks the students to read aloud and answer the question.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. menanya (questioning)</td>
<td></td>
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<tr>
<td></td>
<td>The teacher points the students for discuss the question and translate the task. Form the observation many of students still have lack vocabulary. It is proof when they are pronouncing the</td>
<td></td>
</tr>
</tbody>
</table>
1. The Difficulties of Authentic Assessment

This part also describe about the difficulties faced by the English teacher in the implementation of authentic assessment based on curriculum 2013. As we know that curriculum 2013 different with curriculum before. Curriculum 2013 has detail in the assessment. Because in curriculum 2013 has 3 type of assessment, there are performance assessments, portfolio assessment, and the last is project assessment. Actually the researcher in this part what are the English teacher faced in the implementation of authentic assessment in English subject. This research conducted for MAN Karanganom and MAN Klaten. The researcher takes from each school two school. The
explanation about the difficulties of assessment will describe as follows:

Table 2.8 Table Analysis Type and Difficulties of Authentic Assessment Based on Permendikbud no 104 2013

<table>
<thead>
<tr>
<th>NAME OF THE SCHOOL</th>
<th>NAME OF THE TEACHERS</th>
<th>TYPE OF ASSESSMENT</th>
<th>PROBLEMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. MAN KARANGANOM</td>
<td>1. Mrs. M</td>
<td>PORT</td>
<td>S R W L S R W L</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PROJECT</td>
<td></td>
</tr>
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<td></td>
<td></td>
<td>PERFM</td>
<td></td>
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<tr>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>2. Mrs. L</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. MAN KLATEN</td>
<td>1. Mr. A</td>
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</tr>
<tr>
<td></td>
<td>2. Mrs. E</td>
<td></td>
<td>S R W L S R W L</td>
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<td></td>
</tr>
</tbody>
</table>
a. MAN Karanganom

a) Teacher M

The interview does by the researcher for answer the problem statement number two. It is includes what are the teachers faced on the implementation of authentic assessment in teaching learning process. From the observation, the researcher was found that the teachers faced some problem in the implementation of curriculum and assessment 2013. So, the researcher just wants to valid the information about the problems. The researcher does the interview with teachers M. the researcher gives the teacher 13 question. From the result, the researcher can conclude that the teacher faced some difficulties in assessment activity. The problem comes from the teacher or the students. From the teacher, they still not understand about the implementation of curriculum 2013 and also the assessment activity of curriculum 2013. And also the teacher is still teacher centre. And for the assessment activity, the teacher says that she don’t have any time. The second problem comes from the students. From the observation, the researcher found that the change of curriculum gives many impact for the students. The students have lack vocabulary and also they not interesting with English lesson. They are feel that English is very difficult.
b) Teacher L

The second subject for the interview is teacher L. The researcher gives the teacher 13 question. From the result, the researcher can conclude that the teacher faced some difficulties in assessment activity. The problem comes from the teacher or the students. From the teacher, she still not understands about the implementation of curriculum 2013 and also the assessment activity of curriculum 2013. And also the teacher is still teacher centre. And for the assessment activity, the teacher says that she don’t have any time. In curriculum 2013 it should be the teacher use 3 type of assessment. There are performance, portfolio, and project assessment. But from the interview, the researcher faced some difficulties in doing assessment activity. They just do the performance and portfolio assessment. And although in the implementation of assessment, the researcher not has enough time. The second problem comes from the students. From the observation, the researcher found that the change of curriculum gives many impact for the students. The students have lack vocabulary and also they not interesting with English lesson. They are feeling that English is very difficult.
b. MAN Klaten

a) Teacher A

The interview does by the researcher for answer the problem statement number two. It is includes what are the teachers faced on the implementation of authentic assessment in teaching learning process. From the observation, the researcher was found that the teachers faced some problem in the implementation of curriculum and assessment 2013. So, the researcher just wants to valid the information about the problems. The researcher does the interview with teachers A. the researcher gives the teacher 13 question. From the result, the researcher can conclude that the teacher faced some difficulties in assessment activity. The problem comes from the teacher or the students. From the teacher, they still not understand about the implementation of curriculum 2013 and also the assessment activity of curriculum 2013. But, mr. A is good enough in teach his students. X IPA 1 is the one of favorite and excellent class in MAN Klaten. Actually, the teacher has good knowledge for teaching English. But for the assessment activity, the teacher says that she don’t have any time. The second problem comes from the students. From the observation, the researcher found that the change of curriculum
gives many impact for the students. The students have lack vocabulary and also they not interesting with English lesson. They are feeling that English is very difficult.

b) Teacher E

The second interview does with teacher E. The researcher gives the teacher 13 question. From the result, the researcher can conclude that the teacher faced some difficulties in assessment activity. The problem comes from the teacher or the students. From the teacher, they still not understand about the implementation of curriculum 2013 and also the assessment activity of curriculum 2013. And also the teacher is still teacher centre. And for the assessment activity, the teacher says that she don’t have any time. The second problem comes from the students. From the observation, the researcher found that the change of curriculum gives many impact for the students. The students have lack vocabulary and also they not interesting with English lesson. They are feeling that English is very difficult.

From the research finding in 2 schools, MAN Karanganom and MAN Klaten the researcher got the data transcription about 2 problems from this research. The data descriptions as follows:

1. The implementation of authentic assessment in MAN Karanganom and MAN Klaten
a. MAN Karangnom

1) Teacher M

a) From the research finding the researcher found that the teacher used document of curriculum 2013: syllabus, lesson plan, rubric scoring. For the complete document please check *appendices pages 122-123*,

b) From the syllabus and lesson plan, the teacher teaches the students about narrative text.

c) The teacher used the old technique, it is teacher centre.

d) For the assessment activity the teacher just uses the performance test and portfolio test. For the performance, the teacher use in the class. And portfolio when the students five them homework.

e) For the scoring rubric, the teacher made it. But, just on the lesson plan. In teaching learning process the teacher don’t use the rubric scoring. They just assess the students in a habit. So, in using rubric scoring the teacher do not follow the rule of curriculum

2) Teacher L

a) The researcher found that the teacher used document of curriculum 2013: syllabus, lesson plan, rubric scoring. For the complete document please check *appendices pages 122-123*. 
b) From the syllabus and lesson plan, the teacher teaches the students about narrative text.

c) The teacher used the old technique, it is teacher centre.

d) For the assessment activity the teacher just uses the performance test and portfolio test. For the performance, the teacher use in the class. And portfolio when the students give them homework.

e) For the scoring rubric, the teacher made it. But, just on the lesson plan. In teaching learning process the teacher don’t use the rubric scoring. They just assess the students in a habit. So, in using rubric scoring the teacher do not follow the rule of curriculum 2013

b. MAN Klaten

1) Teacher A

a) From the research finding the researcher found that the teacher used document of curriculum 2013: syllabus, lesson plan, rubric scoring. For the complete document please check appendices pages 122-123.

b) From the syllabus and lesson plan, the teacher teaches the students about narrative text.

c) The teacher used the new technique, it is student centre.

d) For the assessment activity the teacher just uses the performance test and portfolio test. For the performance,
the teacher use in the class. And portfolio when the students five them homework.

e) For the scoring rubric, the teacher made it. But, just on the lesson plan. In teaching learning process the teacher don’t use the rubric scoring. They just assess the students in a habit. So, in using rubric scoring the teacher do not follow the rule of curriculum. For the complete lesson plan please check on appendix pages 122-123.

2) Teacher E

a) From the research finding the researcher found that the teacher used document of curriculum 2013: syllabus, lesson plan, rubric scoring. For the complete document please check appendices pages 112-123.

b) From the syllabus and lesson plan, the teacher teaches the students about narrative text.

c) The teacher used the old technique, it is teacher centre.

d) For the assessment activity the teacher just uses the performance test and portfolio test. For the performance, the teacher use in the class. And portfolio when the students five them homework.

e) For the scoring rubric, the teacher made it. But, just on the lesson plan. In teaching learning process the teacher don’t use the rubric scoring. They just assess the students in a
habit. So, in using rubric scoring the teacher do not follow the rule of curriculum

2. The problem faced by the English teacher in MAN Karanganom and MAN Klaten. This problem comes from the teachers and the students. The problems comes from the teachers is the teachers faced the problem in managing class, and also the understanding of curriculum 2013 especially in make an assessment. And from the students, the students faced problem in lack vocabulary and also they are not interesting in English lesson.

B. Discussion

The findings described previously will be discussed in this section compared to the relevant references dealing with the implementation of authentic assessment in English instruction based on curriculum 2013. It covers three main results: the implementation of the authentic assessment and the difficulties of implementing the authentic assessment.

1. The Implementation of Authentic Assessment in Curriculum 2013

MAN Karanganom and MAN Klaten is the only high school in the district which has been implemented the new curriculum for the second semesters. Based on the result of observation, interview and documentation, the school had all the necessary documents and all the teachers have gotten the curriculum 2013 training program from the government. Moreover, the English teacher of the tenth grade students of the school is chosen as the trainee teacher who is responsible for
supervising other English teachers of MAN Karanganom and MAN Klaten.

a. The Documents of Authentic Assessment in Curriculum 2013

Documents are the most vital components which guide and regulate teacher in implementing authentic assessment in curriculum 2013. Based on the findings, syllabus, teacher and student books and scoring instruments as the main documents in designing, administering, scoring and managing the authentic assessments.

Further, in conducting the classroom instruction, the English teacher had developed the lesson plan in line with the syllabus of curriculum 2013. She has prepared a lesson plan and assessment method for every meeting of the basic competence (KD). However, there was an interesting fact revealed in the research finding. Based on the Model Penilaian Hasil Belajar Peserta Didik SMA, teachers are required to assess students’ skill competence by using 3 types of authentic assessments; performance, portfolio and project assessment. On the other hand, the syllabus only mentioned that two kinds of authentic assessments; performance and portfolio. Here, the teacher decided to administer 3 assessments since she should report the score for the report card by using Model Penilaian Hasil Belajar Peserta Didik SMA. This finding showed that teacher was in a situation when she had to make some adjustment. Therefore, the teacher’s implementation from planning to the assessing process
indicated a strong part of curriculum 2013, the teacher tended to change the policy based on their classroom reality (Ahmad, 2014).

Further, it can be seen from the documentation and observation that teacher prepared two kinds of scoring instruments, scoring rubric and scoring form. Scoring rubrics were used to score students’ task while the scoring instruments were used to compile the score for the report card. Rubrics are descriptive tools that help create clear learning expectations for students which describe the characteristics of student work at varying levels of achievement (Vagle, 2014). Rubrics can be holistic or analytic. A holistic scoring rubric required assessor to make a judgment about the overall quality of each student’s response while an analytical scoring rubric requires assessor to evaluate specific dimensions, traits or elements of a student’s response. In this case, based on the documentation, teachers applied holistic scoring rubric to score the performance, the portfolio and the project assessments. The rubrics measured 4 criteria as the aspects of scoring. Although the rubric uses an even number of levels of performance which according to Vagle (2014) may avoid the middle being the catchall, there were no descriptors which indicated in what level were the students achievement. Vagle (2014) added that good rubric should describes clearly observable attributes of a product or performance so that students know what good or bad
performance on a task look like as well as more clearly recognize areas that need improvement.

Additionally, before implementing an assessment, a teacher must decide whether the performance or product will be scored holistically or analytically. (Airasian, 2000). In this case, the uses of holistic rubrics were less appropriate since they function as classroom assessment. According to Mueller (2005), unlike analytical rubric which can provide much more detail about the students’ strength and weaknesses, holistic rubric does not communicate information about what to do to improve. In other words, teacher is strongly recommended to consider about what type of rubric that appropriately meets the instructional activities.

b. The Strategy in Designing Authentic Assessments

Practically, the English teacher seemed totally use the English teacher book as the only guidance and source of the teaching and assessment process. Instead of developing her own, the materials, the learning activities, the worksheets, the scoring rubrics were mostly taken from the book. As the result, the class ran relatively monotonous and less creative. The teacher, of course, should design the authentic assessments. She was supposed to conduct several steps proposed by O’Malley and Pierce (1996) that to design a well-functioning authentic assessment, teacher should (1) build a team, (2) determine the purpose, (3) specify objectives, (4)
conduct professional development, (5) collect examples, (6) develop a new assessment, (7) try out and review the assessment.

In fact, designing such effective authentic assessments was quite time consuming, costing a lot of money and involving many parties. It was probably unreasonable for the teachers to construct the assessments by theirself. In other words, the teacher actually experienced many problems in developing the assessment concerning with the situation. Moreover, the viability of the scoring tools and the demand of learning the curriculum 2013 made English teacher both of schools did not entirely conduct the recommended procedure. Consequently, this manifested to the imperfect scoring rubrics and less reliable scoring result.

c. The Activities of Implementing Authentic Assessments in Curriculum 2013

The finding showed that teachers had applied performance, project and portfolio assessment in assessing student’s English skills competence. She administered oral monolog test to assess students speaking skill as the performance assessment and narrative written test as the portfolio assessment.

Specifically, for the portfolio task, teachers asked students to create a narrative text about the the teks. Many of type from narrative text. So all the students should make the text clearly. All students were assigned to do the same task with the decided topic. Actually,
this assignment task was quite ineffective. According to Damiani (2010) a portfolio is not simply a scrapbook or collection of all of students' works. The works put into portfolio are carefully and deliberately selected so the collection as a whole accomplishes its purpose. Here, teacher should give students the opportunity to choose and decide what tasks they are going to submit. This is important to stimulate students to recognize their strength and weaknesses.

Another case was when teacher administered performance assessment. Teacher asked all students to perform an oral presentation about how to describe people. According to Newmann (2007), monologue is not the only type of performance task. Teacher can also ask students to do telling story, debate, or even doing written assessment. In other words, teacher may vary the activities among students since she has 2 sessions of performance assessment. In addition, during the assessment process, the teacher seemed to concentrate more on giving score to students rather than assessing how far students had learnt the material. Actually, based on Mueller, 2004: In the authentic assessment model, the same authentic task used to measure the students' ability to apply the knowledge or skills is used as a vehicle for student learning. For example, when presented with a real-world problem to solve, students are learning in the process of developing a solution, teachers are facilitating the
process, and the students' solutions to the problem become an assessment of how well the students can meaningfully apply the concepts. Different with performance assessment or portfolio assessment, the teachers both of schools not uses the project assessment because they are said that need more time and also uneffectivley. It can be concluded that the authentic assessment should function not only to assess students’ competence but more on integrating the process of learning and assessment.

2. The Teacher’s Difficulties in Implementing Authentic Assessment

The process of implementing authentic assessments in English instruction based on curriculum 2013 in MAN Karanganom and MAN Klaten still did not run effectively. The English teacher seemed to experience some constrains in applying portfolio, performance and project assessment in assessing students’ skill competence as guided in Model Penilaian Hasil Belajar Peserta Didik SMA. Based on the findings, the English teacher has generally understood both the concept of assessment system in curriculum 2013 and the idea of authentic assessment but they have not yet got in-depth insight about this type of assessments. Similarly, the assessment method was quite complex and time consuming so that teacher confused and shifted her focus from teaching to mostly assessing. Above all, managing the classroom assessment activities and scoring the result of the students’ tasks were the two most complicated duties to conduct since English subject
should be assessed in three domains of competencies during a semester. In line with the findings, O’Malley and Pierce (1996) stated that authentic assessment implementer will probably encounter three difficulties concerning the purpose, the fairness and the grading process. The purpose of the assessments affects whether or not the students receive special language-based instruction, the type of instruction, and the duration over which the instruction continuous. Additionally, the purpose of the assessment determines the design of the assessment. Here, with the limited source, time and partners, teacher was not able to develop the assessment proportionally.

Additionally, not all problems with fairness in using multiple choice test with English language learners are solved by shifting to authentic assessment. In fact, some new difficulties might be introduced. One problem is that: The performance called for in authentic assessment is often highly language dependent, either oral or written. English students might be at disadvantage in responding to these types of questions, depending on their level of proficiency in English; a second problem is that the responses involve complex thinking skill (Newmann, 2007).

Many of these students have not had the opportunity to learn how to express thinking skills in the English because they are continually exposed to curricula that focus on basic skills in the English language. Third, authentic assessments are often used to measure
student’s knowledge in depth in a particular area. English students who have had limited opportunities for exposure to the full of curriculum might easily find the knowledge and skills that they do poses missed altogether. And finally, the use of authentic assessment might exacerbate the problem mentioned above with culturally unfamiliar content. Authentic measures usually ask a small number of questions about applications of knowledge to a single theme rather than ask a larger number of questions about a broad range of topics. If the content related to the single theme is unfamiliar, students may be unable to respond to any of the questions contained in the assessment. Particularly, it was found that every type of the authentic assessments compensated different problems in the process of its enactment. Performance assessment was hard to manage proportionally and took much time of scoring. Portfolio assessment was much dealing with complicated binder management. Similarly, project assessment promoted students plagiarism and resulted questioning assessment score.

And the teachers also faced some problems from their students. Based on the research, the students in MAN Karanganom and MAN Klaten faced lack vocabulary. According to Celce and Murcia (2001:285) vocabulary learning is a central to language acquisition whether the language is first, second, or foreign. According to Hornby (1995:125), “teaching” is defined as giving instruction to somebody’s
knowledge, skill, etc. Based on that explanation, teaching vocabulary is an activity where the teacher gives the students knowledge about vocabulary and how to use it in daily life. So, it is very important to teach vocabulary in teaching learning process.

Badly, the English teacher of MAN Karanganom and MAN Klaten also experienced other problems dealing with the class size. According to Kerr (2011): High student numbers limited the assessment methods available to them and the amount of assessment that could be conducted. They included excessive marking loads, managing valid assessment, providing sufficient and prompt feedback, monitoring academic dishonesty, maintaining quality and consistency of marking, and challenges in efficiently assessing higher order thinking skills. Because of assessing the large class, the teacher was quite difficult to manage the performance tasks. The scheduled time was unable to cover all students to perform in one meeting.
CHAPTER V
CONCLUSION AND SUGGESTION

This chapter consists of the conclusion and suggestion from the result of the research.

A. Conclusion

In this chapter, the conclusion presented from the result of the research. This research focuses on 2 problems. There are the implementation of authentic assessment in English instruction based on curriculum 2013 at the tenth grade of MAN Karanganom and MAN Klaten and the difficulties of authentic assessment in English instruction based on curriculum 2013 at the tenth grade of MAN Karanganom and MAN Klaten.

1. The first is the implementation of authentic assessment in MAN Karanganom and MAN Klaten. As we know that from the result of the research, the implementation of authentic assessment is not match with the role of permendikbud no 104. Because of there are many things that should be prepared to implementing the curriculum 2013 in MAN Karanganom and MAN Klaten. It includes lesson plan and rubric scoring of assessment. From the research, the rubric scoring just found in lesson plan. But not implementing in teaching learning process. Actually almost the teachers in MAN Karanganom and MAN Klaten are not aware and understand the concept include plan, process, and product of curriculum 2013 and also the assessment.
2. The second is the difficulties of implementing authentic assessment in English instruction based on curriculum 2013 at the tenth grade of MAN Karanganom and MAN Klaten. As we know that the assessment in curriculum 2013 is different from curriculum before. The teachers in MAN Karanganom and MAN Klaten also faced some problems in implementing the assessment. The assessment is divided into 3 types of assessment. So that, many aspects to assess by the teachers in every type of assessment. Including the readiness of the student to following the lesson. From the research, the researcher find that some student have the lack vocabulary. It becomes the problem for the teachers. And also the teachers have not enough time to in the implementation of the assessment.

B. Suggestion

Related to the finding toward the problem faced by the English teacher in the implementation of authentic assessment in English instruction based on curriculum 2013 some suggestion given to the English teachers, the schools and other research.

1. To English Teachers

The teachers should be more understood of implementing curriculum 2013. The teacher should increase the knowledge about curriculum 2013, especially in English assessment. And other suggestion the teachers should share knowledge to other teachers how to make a good assessment or scoring rubric for the assessment. And then the teachers
should prepare the students, so that the students can follow the lesson with well.

2. To the schools

For the schools, especially for the vice principle of curriculum in MAN Karanganom and MAN Klaten in preparing the implementation of curriculum more better than before. And also give training for the English teachers to faced the new curriculum and also to get the new knowledge about assessment.


*Permendikbud No 59 Tahun 2014 tentang Kurikulum 2013 Sekolah Menengah Atas/Madrasah Aliyah*

*Permendikbud No 70 Tahun 2013 tentang Kerangka Dasar Dan Struktur Kurikulum Sekolah Menengah Kejuruan/Madrasah Aliyah Kejuruan*

*Permendikbud No 103 Tahun 2014 tentang Pembelajaran pada Pendidikan Dasar dan Pendidikan Menengah*

*Permendikbud No 104 Tahun 2014 tentang Penilaian Hasil Belajar oleh Pendidik pada Pendidikan Dasar dan Pendidikan Menengah*


Amat Jaedun, V. Lilik Hariyanto, Nuryadin, E.R. *An evaluation of the implementation of Curriculum 2013 at the building construction department of vocational high schools in Yogyakarta*: Yogyakarta State University


APPENDIX 1: The Letter of Permission
APPENDIX 02. List of the Students
APPENDIX 03. Transcript Field Note
APPENDIX 04. Transcript interview with the teacher
Appendix 05. Syllabus of the English Subject for the Tenth Grade in Curriculum 2013 in academic year 2016/2017
Appendix 06. Lesson Plan from the English Teacher for the Tenth Grade in Curriculum 2013 in academic year 2016/2017
APPENDIX 07. Material for English Subject
Appendix 08. photograph