**AN ANALYSIS OF AUTHENTIC ASSESSMENT IN ENGLISH SUBJECT
AT EIGHTH GRADE OF SMP IT TAQIYYA ROSYIDA OF KARTASURA
IN THE ACADEMIC YEAR 2022/2023**

THESIS

Submitted as a Partial Requirements for Writing the Thesis

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    Thank you for your attention.

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DEDICATION

This thesis is dedicated to:

My beloved parents

My beloved brother

My all beloved friends

My almamater UIN Raden Mas Said Surakarta

MOTTO

"Hanya pendidikan yang bisa menyelamatkan masa depan, tanpa pendidikan Indonesia tak mungkin bertahan"

Najwa Shihab

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled **"An Analysis of Authentic Assessment in English Subject at Eight Grade of SMP IT Taqiyya Rosyida of Kartasura in The Academic Year 2022/2023."** is my real 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 sanction in the form of repealing my thesis and academic degree.

Sukoharjo, November 7th 2022

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The researcher realize that this thesis still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

Sukoharjo, November 7th 2022

The researcher

Siti Nur Aisyah

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ABSTRACT

Siti Nur Aisyah. 2022. *An Analysis of Authentic Assessment in English Lesson at Eight Grade of SMP IT Taqiyya Rosyida of Kartasura in the Academic Year 2022/2023.* Thesis. English Language Education,Cultures and Languages Faculty.

This research aims to know the kinds of authentic assessment used by the teacher in English lesson and analyze the implementation of authentic assessment in English lesson at SMP IT Taqiyya Rosyida of Kartasura in Academic Year 2021/2022. The objective of this study are (1) To identify the implementation of authentic assessment in English lesson at SMP IT Taqiyya Rosyida of Kartasura, (2) To investigate kinds of Authentic Assessment Used by the Teacher in English lesson at Eight Grade of SMP IT Taqaiyya Rosyida of Kartasura

In this study, the researcher use qualitative research method. The subject of this research is the English teacher at 8thB female class of SMP IT Taqiyya Rosyida. Data collection was done by observation, interview and documentation. The data of interview were obtained from the English teacher in 8thB female class. The researcher used technique of analyzing the data by Miles and Huberman Data Analysis which have three phase; (1) Data Condensation or Data Reduction, (2) Data Display (3) Drawing and verifying conclusion. For the trustworthiness of the data, the researcher used Methodological Triangulation.

The results of research on the analysis of implementation authentic assessment in English subject applied by teacher and the authentic assessment types used by the teacher at SMP IT Taqiyya Rosyida Kartasura. Based on the data observation, the implementation of authentic assessment that is in accordance with the lesson plan that have been made. Kinds of authentic assessments that used by the teacher are product assessment and portfolio assessment. Based on the data interview, authentic assessment which is dominantly used is performance assessment and portfolio assessment. Meanwhile, product and project assessments are used according to the learning theme.

Keywords: Assessment; Authentic Assessment; English Subject

CHAPTER 1

INTRODUCTION

This chapter consists of some discussions related to this research. Background of the study discusses the reason why the researcher conducts this research. Meanwhile, the identification of the research explains the problem related to the research. Moreover, formulation of the problems and objective of the study explain what researcher wants to know and the purpose of this research. In addition, the significance of the research underlines the research's benefit and research outline explain the research's writing systematic. The details are explained as follows.

A. Background of study

English subject is one of the subject that included in the subjects for the National exam. Teaching English has become a trend and learning obligation for students. English teachers began to apply various teaching techniques to provide students with different basic language skills, including listening, reading, writing, and speaking skills (Dewi, 2017). In junior high school English learning, all learning activities are student centered and based on spoken and written texts. The text has a very important role in teaching English in schools. The text has a very important role in teaching English in schools. By studying various forms of text, both spoken and spoken, students are expected to be able to use language functionally and gradually be able to write simply various types of text. The 2013 curriculum revise edition use a scientific approach to learning as

intended includes; observing, asking, reasoning, trying, and forming a network for all subjects.

The term assessment is closely related to terms such as: tests, measurement and evaluation. Assessment is different from tests, test is a tool, procedure, or series of activities used to obtain an example of a person's behaviour that provides an overview of his abilities in a particular teaching area. The test is an administrative procedure that is carried out at a planned time in a curriculum when the learner has gone through all the teaching and learning processes to determine the final performance. Assessment is an ongoing process and covers a wider domain. When students respond to questions, provide comments, or experiment with new structures, that's when the teacher actually assesses student performance. Reading and listening activities usually require productive performance that is assessed by the teacher. Therefore, a good teacher never stops conducting assessments, both programmed and incidental. Thus, the test is part of the assessment, and the test is not the only form of assessment carried out by the teacher citation (Brown, 2014).

Assessment is an integral part of learning. Without an assessment, the development of a person's abilities or learning outcomes will not be adequately known. Associated with the assessment, the quality of the tools, instruments, or rubrics determines the quality of the assessment results. In this regard, the main focus of EFL today is that teaching assessment tends to go beyond traditional standard forms of student testing. Competence to a

more reformed communicative-oriented assessment paradigm (Ounis, 2017). An assessment of all aspects needs to be done to determine the level of success of the learning activities that have been carried out in the classroom. The implementation of the 2013 curriculum uses a new technique in assessing students called authentic assessment (Rizavega, 2019).

An authentic assessment is a characteristic of the 2013 curriculum. This authentic assessment is a comprehensive assessment conducted to assess the input, process, and output of learning. Authentic assessment must reflect real-world problems, not the world of schools. Use a variety of holistic methods and criteria (full competence reflects knowledge, skills, and attitudes). An authentic assessment does not only measure what is known by students but rather emphasizes measuring what students can do. Teachers in this authentic assessment must have broad insights about experiences and real-life problems. Through these experiences and problems, the teacher can provide examples that students might be able to solve. What can be done by students, is the basis of the authentic assessment. Based on the above explanation, the researcher is interested in researching authentic assessment that emphasizes the assessment includes aspects of knowledge, skills, and attitudes.

The assessment is not to compare the results of the assessment to the whole child. The authentic assessment considers the development of intellectual diversity. In addition to emphasizing the student learning

process, rather than just paying attention to the result. Researchers also want to find out the advantages of authentic assessments from previously being in the field. Authentic assessment challenges students to apply new academic information and skills in real situations for specific purposes and objectives.

This authentic assessment directly measures learning based on the student's performance or products that indicate they're undertaking a given task. Students can show what they have learned through collections of work overtime, performances, exhibitions, and demonstrations (Flojo, 2013). So, by doing authentic assessments in English lessons, students can actively show the material they have obtained in class through performance. Some active students show their ideas, but all students in that class. Not many teachers use authentic assessment in the classroom. This test takes much time because they have to personally assess the students' performance. Then, teachers usually only focus on active students and ignore passive ones. By using authentic assessment, all students feel that the teacher can treat all students fairly in giving lesson material and values.

Based on offline preliminary research at SMP IT Taqiyya Rosyida, located in Kartasura, on March 5, 2022. Researchers conducted observations at schools to find out how the learning process carried out by teachers in the assessment process in English subjects. SMP IT Taqiyya Rosyida divides each class level into two categories, male and female. In this new normal era, schools implement a blended learning system. Students

learn with electronic media at home and also learn face-to-face at school. The researcher interviewed the English teacher to find out more about learning English at the school.

One example of learning activities in 8b female class, when researcher conduct preliminary research is the sing a song material contained in the core competencies of Junior High School English subjects. The teacher gives a project assignment to sing an English song in groups. The group consists of one class, they are given directions about the project. Then they choose the coordinator and song title independently. Then present their performances on the specified deadline. The procedure carried out by the teacher to give the project assignment is in accordance with the procedure for implementing a project assessment which is one of the types of authentic assessment. So, the teacher has conducted an authentic assessment of several skills in learning English. Based on this description, it can be concluded that SMP IT Taqiyya Rosyida uses the 2013 curriculum in learning and the teacher use authentic assessment to assess student competence.

Based on the explanation above, some previous study is related to this study. The first research was entitled " Analysis on Teachers Authentic Assessments in English Teaching at SMP IT Khairunnas in Academic Year 2018/2019". Yolanda Wahyuni (2019) wrote this research. The primary purpose of this study is to describe authentic assessment models applied and the problem experienced by the teacher in learning English in SMP IT

Khairunnas in academic 2018/2019. The second research entitled " Authentic Assessment of Speaking Skill in EFL Class" Madani (2019). The result of this study is to describe the dominant kind of authentic assessment used by the teacher and to know the teacher's perception about applying authentic assessment in speaking EFL class. From the previous study above, it can be seen that the different and the similarities between this research and those previous study are the subject of the research and the theory that used in this research.

This study will know English teacher guides their students in learning English because the teacher knows the types of authentic assessment and their implementation in classroom English learning. The teacher can use the finding of this study to assist the teacher in better authentic assessment. Based on the explanation, the researcher is interested in research entitled

"An Analysis of Authentic Assessment In English Subject At Eight Grades of SMP IT Taqiyya Rosyida of Kartasura in the Academic Year 2021/2022."

B. **Identification of the Problem**

Based on the detailed explanation in the background above, the problems in this research can be identified as the following problems:

1. Students think learning English is difficult.

2. There are still many schools that have not implemented authentic assessment.

3. Teachers have difficulty in applying appropriate assessments due to uncertain learning conditions.

4. This authentic assessment is far more complicated because in every assessment there must be a clear rubric, besides presenting values in a descriptive form is not easy, assessments that demand to always make observations during and after learning activities.

C. Limitation of the Problem

There are many ways of assessment, but the researcher focuses on the specific scope, an authentic assessment in an English lesson. The researcher also focused on limiting the Eighth Grade of SMP IT Taqiyya Rosyida of Kartasura. The researcher also limits the scope only to English teacher. The problem cannot be clear, understandable, and more specific. So the researcher limits the problem to this research only to find out what authentic assessments are used in English lessons.

D. Formulation of the Problem

Based on the problem limitation above, thus the researcher intends to discuss the following questions:

1. How is the implementation of authentic assessment in English lessons at Eight Grade of SMP IT Taqiyya Rosyida of Kartasura in the academic year 2022/2023?

2. What kinds of authentic assessments are used by the Teachers in English lessons at Eight Grade of SMP Taqiyya Rosyida of Kartasura in the academic year 2022/2023?

E. Objectives of the Study

Researchers focus on analyzing implementation assessment in English lessons in the Eighth Grade of SMP IT Taqiyya Rosyida Kartasura for the 2022/2023 academic year.

The following are the objectives of the research:

1. To identify the implementation of authentic assessment in English lessons at Eight Grade of SMP IT Taqiyya Rosyida of Kartasura in the academic year 2022/2023.

2. To investigate the kinds of authentic assessments are dominantly used by Teacher in English lessons at Eighth Grade of SMP IT Taqiyya Rosyida of Kartasura in the academic year 2022/2023.

F. Benefits of the Study

The results of this study are expected to provide benefits both theoretically and practically.

1. Theoretical Benefits

   a. For researchers, it is good to know the problem of applying authentic assessment in English.

   b. Determine solutions to overcome problems in the application of authentic assessment of English learning.

2. Practical Benefits

   a. For the teacher

      1) To introduce teachers to Assessment as one of the best ways to assess students' English skills.

2) To inform English teachers about one type of teaching strategy that can improve students' English skills.

b. For the students

1) To introduce the students to how their English skills were assessed and they know the teacher's rules in assessment.

2) To allow students to improve their English skills to show what they have learned.

c. For the researcher

To encourage other researchers to explore various kinds of effective assessing students to improve their English skills.

G. Definition of the Key Terms

The researcher defines some important terms used in this research to help the reader to be easier in understand the keywords. They can be:

1. **English Teaching and Learning**

Teaching is a process of transforming knowledge and making students learn by themselves. Teaching is a complex activity, strategies, mechanisms, stimulates, and responses designed to help students learn and be better learners (Chambers & Gregory, 2006). Learning is a process of transforming knowledge accumulation into a method for establishing and preserving connection with a particular domain (Koç et al., 2015). Teaching English is the profession of those who give instruction, especially in elementary or secondary or in a university.

2. **Assessment** in teaching English has directly measured learning based on the students' performance or products indicative of their undertaking a given task. Brown believes that assessment is an ongoing process that embraces a much wider domain. The teacher has to assess whenever students respond to a question, offer a comment, or try a new word or structure unconsciously (Brown, 2004).

3. **Authentic Assessment** is direct learning based on the student's performance or products that indicate they're undertaking a given task. Students can show what they have learned through collections of work overtime, performances, exhibitions, and demonstrations. According to (J. O'Malley, 1996) authentic assessment is an evaluation process that involves multiple forms of performance measurement reflecting the student's learning achievement, motivation, and attitude.

CHAPTER II

LITERATURE REVIEW

This chapter discusses some theories related to this research. The theories are about English teaching and learning, assessment, kinds of assessment, authentic assessment, kinds of authentic assessment, procedure in doing authentic assessment, advantages and disadvantages of authentic assessment. Meanwhile, this research will provide some previous studies and its differences to this research. The details are explained as follows.

A. **Theoretical Review**

1. **English Teaching and Learning**

In a foreign language situation, almost all the learners tend to have a motivation for learning English. The teaching of modern in school has an educational function, and the older learner consciously learns an English to visit England, to be able to communicate with foreigner, or to be able to read an English book or a newspaper (Broughton et al., 2003). The challenges of the teacher are; to help students develop declarative knowledge from procedural knowledge that they acquired, and to push the students to develop new target like representative that compete with inter-languages forms.

Teaching is a complex activity. It engages not only a teacher but also a learner. It involves some kind as follows; the teacher presents through words or actions, perhaps presents through books, pictures, experiments, and even more. Teaching is unique, it aims to expand human potential,

to enhance the others' capacity; capacity to learn, think, make a decision, and evaluate. According to Hughes any teacher must not just take a note but make use of it through computers, internet, video, and games, but must relate it with the students world (MacLean, 2007). Technology has digitized classrooms through digital learning tools such as, computers, iPads, smartphones, smart digital whiteboards. This has expanded the course offering, and has increased student engagement and motivation towards learning (Roy, 2019).

Teacher as the decision making such as creating curriculum, selecting the best teaching method, judging and communicating student achievement (assessment and reporting). Teachers should have an ability to make a decision in teaching and learning that requires knowledge as follows; develop the skill, ability to assess, and meet the students learning needs, reflection, and build personal capacity. Based on (Brown, 2014), teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study, providing knowledge, or making the students understand. Teaching is guiding and facilitating the learning, enabling the students to learn, and setting the condition of classroom learning. Learning is when the individuals whether doing so alone or in a company with a person or online.

Some of the learning was person to person; some was in a group and some in personal. The students encourage in qualities such as curiosity, creative thinking, and the capacity of the reflection (MacLean, 2007).

English language learning would have a positive impact on learner creativity. Learning is acquiring the knowledge of a subject of the skills by study, experience, or instruction.

A relatively permanent change in behavior tendency and the result of reinforced practice also called as learning (Brown, 2014). Learning can be meaningful, if learner has a meaningful learning, which relates to new thing with the knowledge that they already know, the learning task is meaningful to the learner. To learn English effectively, the teacher should highlight the importance of affect, linguistic knowledge, language skills, and learning strategies (Coniam, 2014 : 38).

From the above understanding, it can be concluded that teaching is showing or helping someone to learn how to do something, giving instructions, guiding in learning, or making students understand. Teaching is guiding and facilitating learning, supporting students to learn, and managing conditions in classroom learning. Learning is when individuals do it alone or together with people or online. Learning can be meaningful if, learners have meaningful learning, which relates to new things with knowledge they already know, the learning task is meaningful to learners.

2. **Review of Assessment**

a. **Definition of assessment**

Brown believes that assessment is an ongoing process that embraces a much wider domain. The teacher has to assess whenever

students respond to a question, offer a comment, or try a new word or structure unconsciously (Brown, 2004). Assessment is seen as the end of the learning, the task is over, and the assessor has judged a work. The teacher develops and talks about the assessment task, which requires the students to demonstrate their deep understanding and higher-order thinking skills.

According to Angelo and Cross, assessment is designed to help teachers find out what students are learning in the classroom and how well they are learning it (Chism, 1995). According to him, the assessment is how a teacher can get information about students' results. The information is in the data According to Russel and Airasian, assessment is a process of collecting, synthesizing, and interpreting to make a decision (Brookhart, 2019).

Assessment plays an important role in the teaching and learning process. Therefore, assessment can reflect a teacher's success in teaching. Assessment is a part of the teaching and learning process that aims to improve the assessor and individually assess. The assessment also provides information that can modify the teaching and learning activities. The assessment activities are as follows: classroom observation, class discussion, quizzes, homework, and test. Thus, assessment is a method used to improve the quality of education because it increases lifelong learning skills

and promotes performance in various educational contexts (Khairil & Mokshein, 2018).

From the definition above can be concluded that assessment is a process to collect information about the process, progress, and the students' learning outcomes in the form of data made by the teacher and happens ongoing process in learning. It means that the teacher plays an important role in the assessment because the teacher is the person who makes the assessment program. As a result, the teacher must be ready to conduct assessments for their students in the teacher thing and learning process.

b. Kinds of assessment

In the assessment process, the most important thing to know is the types of assessment so that we know more about the direction of the assessment process which we will do. Based on PERMENDIKBUD No. 53 of 2015 (Kemendikbud RI, 2015) in the curriculum currently applicable in our country there are three kinds of evaluation. The first is Affective assessment, Cognitive assessment, and Psychomotor assessment.

1) Affective assessment

Attitude assessment is an activity carried out to find out the extent to which spiritual behavior and social relationships in everyday life both outside of school and in the school environment. Attitude assessment aims to find out to what

extent development of student attitudes and facilitate student growth in accordance with what is stated in the lesson plan regarding attitude assessment, namely: on the basic competencies of KI-1 and KI2. In addition, also so that a student can show that they are educated people with better attitudes.

2) Cognitive assessment

Cognitive assessment is an assessment carried out to determine the extent to which a student has mastered a given lesson. So that we as teachers can develop the methods used in the learning process. In this assessment usually use a written test, oral view, and assignment

3) Psychomotor assessment

Psychomotor assessment is an assessment that is devoted to the skills possessed by students. As is known in the current era, skills are very important in the world of education. So that it becomes the basis for skills to be included in this type of assessment. There are several things that must be considered in the skills assessment process such as Assessment of practice, Project appraisal, Portfolio assessment, and Product assessment

3. **Authentic Assessments**

The 2013 curriculum requires English teachers to apply authentic assessment as a method of measuring education (Fitriani, 2017). According to O'Malley (1996) defined authentic assessment as an evaluation process that involves multiple forms of performance measurement reflecting the student's learning achievement, motivation, and attitude. The term authentic assessment was introduced by (Wiggins, 1991) to conform to what adults usually do as a reaction to (against) school-based assessments such as filling in dots, written tests, multiple-choice, and short-answer quizzes. So it is said to be authentic in the real and realistic sense. If we look at the workplace, people are not given multiple choice tests to test whether they can do the job. They have performance, in business it is called performance assessment. It means that authentic assessment is an evaluation process that involves various forms of authentic performance measurement in a real or realistic sense.

According to Jon Mueller (2005), authentic assessment is a form of assessment in which students are asked to perform tasks in real situations that demonstrate the meaningful application of essential skills and knowledge. Wiggins (1998) states something even more unique. He needs to be displayed effectively and creatively. In addition, the tasks given can be in the form of tasks or problems that are analogous to problems faced by adults (citizens, consumers, professionals) in their

fields. "…Engaging and worthy problems or questions of importance, in which students must use knowledge to fashion performance effectively and creatively. The tasks are either replica of or analogous to the kinds of problems faced by adult citizens and consumers or professionals in the field".

Moon (2005) states that authentic assessment always provides opportunities for students to demonstrate their knowledge and skills well. Authentic assessment according to Moon has the following characteristics; (1) focuses on important material, big ideas or specific skills, (2) is an in-depth assessment, (3) is easy to do in the classroom or in a school setting, (4) emphasizes product quality or performance rather than performance. single answer, (5) can develop students' strengths and mastery of learning materials, (6) have criteria that are known, understood, and negotiated by students and teachers before the assessment begins, (7) provides many ways that enable students to show that they have met the predetermined criteria; and (8) giving an assessment score based on the essence of the task. Furthermore, Moon stated that his research has proven that the development of authentic assessment in schools has received a positive response from both teachers and students. Authentic assessment results are more able to provide consistent learning outcomes information compared to traditional assessment techniques (paper and pencil test).

Authentic assessment is the process of collecting information by the teacher about the progress and achievement of student learning, which is carried out through various techniques. This kind of assessment can prove, or show exactly what was learned has been fully achieved. Authentic assessment is also said to always provide opportunities for students to demonstrate their knowledge and skills well (Zaim et al., 2020).

Based on this description, authentic assessment is a form of assessment in which students are asked to perform tasks in real situations. Sourced from skills in which students must use knowledge to make performances effectively and creatively. From the research of one of these experts, the development of authentic assessments received a good response in schools so that the results of the assessment were more able to provide consistent information on learning outcomes when compared to written assessments. So, Authentic Assessment carried out by the teachers significantly on students learning outcomes involving various forms of performance measurement in the realm of attitudes, knowledge, and skills.

a. **The types of authentic assessment in English lesson**

The Authentic Assessment type was mentioned by Kemendikbud including performance appraisal, product appraisal, project appraisal, portfolio appraisal. It is in line with Sulipan in

(Asrul et al., 2014) there are 4 popular kinds of authentic assessment. The four types are:

1) *Performance assessment* (performance appraisal) is an assessment of performance or appearance or student performance from assignments given by the teacher where participants learn to perform or display or do something to show achievement in learning. For example, students are assigned to do role play based on a short drama scenario which has been developed in group under the guidance of the teacher. After the group is finished, the group is asked to go in front of the class and role-playing.

2) *Product Assessment* (result assessment student work) is an assessment that is implemented on learning products made by students. Results assessment can represent how much students can absorb learning that follows. For example, in a writing lesson in English, students assess themselves himself for the writing that has been solved. Product rating too in the form of a simple rubric that guides students to do appraisal of his work so that directly understand the weakness or lack of writing and can make repairs immediately.

3) *Project Appraisal* (assessment project), namely the product assessment of project-based learning where participants students apply the concepts they have learned become a work

of learning. Compared to products, projects are the result of work with a theme wider than a product study in class. Projects include some language skills multiple topics/themes, created individually in groups, based on references. For example, at the end of the lesson about descriptive essay, students asked to work on a project about a beautiful and pollution-free new city. In groups of students planning a project with discussing the city's special features made and what facilities are there. Then they draw a chart of cities and their explanations on paper cardboard. Then this project was presented in front of the class.

4) *Portfolio Assessment* is the type of assessment in which students compiling and organizing the work or his school work for such that good teacher as well as students themselves can equally assess a collection of assignments it objectively by using an assessment rubric. For example in lessons English, a portfolio created by each student with create a folder to collect every work in learning a language English. Each material collected per theme with accompanied by the results of a self-assessment or peer. From this folder either teacher as well as students can assess the quality of work, level of achievement at the same time development of learning achievement by honest and objective.

The four types of authentic assessments mentioned above have been widely used in the world of education or in other words in schools from basic education to tertiary education.

b. Procedure in doing an authentic assessment

The teacher should do appropriate procedures when doing assessments. According to Scoot (2000), darling Hammond, Abscess, and Falk studied real-life examples of schools that had implemented systems of authentic assessment.

1) Performance assessment

According to Bruce (2014), the procedures of performance appraisal are following:

a) Assessment tasks are representative of the field. Students actually write and conduct experiments rather than taking spelling tests and recalling science facts.

b) Carefully designed standards of the self-motivated evaluation the essential qualities of performance. These aren't secret, they are shared with students and guide instruction.

c) Students evaluate their own work. Real-world contexts required that people self-assess and self-motivate to be successful, and authentic assessment aims to develop those skills

d) Students frequently present their work "publicly". This requires that they reflect on their work and what they know and share it is an understandable way.

2) *Product assessment*

The following are the procedures in product appraisal:

a) Identification and mapping of basic competency materials to be assessed using product or result assessment techniques.

b) Make signs or orders for the product to be worked on by students such as the name of the product, completion time, aspects that are assessed, and matters relevant to the assessment of the product.

c) Compile an assessment sheet or rubric containing what aspects will be assessed from the product.

d) Conduct an assessment of the products that have been made by students by referring to the rubric.

e) Entering student product values into the grade book.

3) *Project appraisal*

The following are the procedures in project appraisal:

a) The teacher determines one or more basic competencies derived from the appropriate core competencies to be assessed through the Project.

b) Project assessment that will be carried out by the teacher includes project planning, implementation, and reporting.

c) The teacher compiles process indicators and learning outcomes that will be achieved by students according to competence.

d) The teacher determines the criteria that show the achievement of indicators at each stage of the project work.

e) Plan whether the task is individual or group.

f) Arrange assignments according to the assessment rubric.

4) *Portfolio assessment*

Portfolio assessment is carried out using the following steps : (Asrul et al., 2014).

a) The teacher briefly explains the essence of portfolio assessment.

b) The teacher or the teacher together with the students determine the type of portfolio to be made.

c) Students, either alone or in groups, independently or under the guidance of teachers, develop learning portfolios.

d) The teacher collects and stores student portfolios in the appropriate place, accompanied by a record of the date of collection.

e) The teacher assesses the student's portfolio with certain criteria.

f) If possible, the teacher and students discuss together the resulting portfolio documents.

g) The teacher gives feedback to students on the results portfolio assessment.

c. Advantages of authentic assessment

The use of authentic assessment gives some advantages for students, Williams stated that authentic assessment helps students show that have application in real life, deepen their understanding and construct new meaning from what they already know, and apply that knowledge in a substantial manner to new situations (Allida, 2017). It means that in the application of authentic assessment, the students can understand the learning materials better because the materials really happen and uses in a real-life situation. In short, learning by using authentic assessment is meaningful for students. Then, it is important to underline the Mueller's concept of traditional assessment versus authentic assessment in teaching and learning process.

According to Muller (2014) states that the traditional assessment focuses more on checking the cognitive learning, namely: remember, understand and apply; while the authentic assessment focuses more on: analyse, create, and evaluate. The use of authentic assessment in this context is students assessed when they are able to analyze the teaching materials, then show the result of their analysis, and are able to evaluate or see the shortcoming of what have learned in the classroom.

Furthermore, authentic assessment helps students become themselves with a learning system and how to get the knowledge they enjoy (Allida, 2017). It means that students are accustomed to being forced into learning system that they don't like. It makes them sometimes learn only as a formality over the teaching and learning process which is sometimes just a formality without them getting the knowledge they can indeed apply. In using authentic assessment, the students can emphasize what they know, rather than what they do not know requires them to develop responses instead of selecting them from predetermined options; relates more closely to classroom learning; teaches students to evaluate their own work; considers differences in learning styles, language proficiencies, cultural and educational backgrounds, and grade levels.

Related to the advantages of authentic assessment, Williams (1991) added that students will not see a benefit to cheating because the assessment activities will be very specific to a given context focusing on real-world problems in very specific and local context. In this context, authentic assessment is useful because in the learning process and assessment students cannot cheat and train students to be honest and confident in their own abilities. Then, it tries to provide the best version in every learning activity. At the end of each learning process, it is not in vain because students are always cheating every time an assessment is made. Based on the explanation above, it is obvious that authentic assessment has many benefits both for students and teachers. The teaching assessment becomes more meaningful for students.

From the explanation above, it can be said that the advantages of applying authentic assessment can make students better understand what they have learned and do it in real-life situations. Minimizing the habit of students cheating because students will carry out activities according to their respective abilities.

d. **Disadvantages of authentic assessment**

According to O'Malley (1996), the authentic assessments are new to most students who may be suspicious; and some authentic

forms of assessment can be time-consuming. The authentic scoring system was very detailed in assessing students' ability in a certain skill. Students are also expected to be able to pass through each process well to get satisfactory results even though it requires a long time. This is because the work to be done is more time-consuming; applying, analyzing, evaluating, and creating usually take more time than reciting and restating as discussed earlier that authentic assessment takes time because in the process it follows the correct rules or procedures, so the final results will be in accordance with the long process that has been done.

O'Malley (1996) states authentic assessment may also not be fair or equal to all especially Laboratory Evaluation Program students after they are mainstreamed, to use the same instructional strategies as with native English speakers due to inadequate English skills. More criticism generally involves both the informal development of the assessments and difficulty in ensuring test validity and reliability and minimizing evaluator bias given the subjective nature of human scoring rubrics as compared to computers scoring multiple-choice test items authentic assessment rubrics must be thorough. The teacher is expected to be able to assess students manually and well according to what the students show. When teacher decides to use authentic assessment, they must know the consequences that it will spend more money that

traditional test that only needs a set of paper. The process of authentic assessment will use a set of materials that sometimes is very expensive.

Based on the description above, it can be said that disadvantage uses authentic assessment which is more time consuming because it has to assess students manually. Sometimes authentic assessments also cost more when compared to traditional assessments which only require one set of papers.

B. Previous Related Study

To strengthen this study, it is important to review previous studies related to assessing student speaking skills after the pandemic. These references are useful to make it easier for the researcher to conduct research. Thus, some findings of related research are presented in the section as follows:

Umi Novitasari (2020) "An Analysis of Using Online Assessment In Teaching Learning English In Tenth Grade Of SMA Muhammadiyah 2 Surakarta In Academic Year 2019/2020". This study aimed to identify kinds of online assessment implemented by English teachers and analyze the students perception of using online assessment. In this study, the researcher uses descriptive qualitative method. The result indicated that all of English teachers have implemented variation online assessment through Google Form, Google Classroom, Edmodo, Quizzes and Instagram. There are

advantages, disadvantages, challenges faced by the teacher applied online assessment. For example, confused design the right assessment, controled the student, got bad internet connection, so on. Meanwhile, the students have positive and negative perceptions toward the implementation of online assessment. The positive perception showed that the student enjoyed the online assessment, obtained feedback immediately, flexible, time-saving, effective, and more confident in doing online assessment. However, the student also had negative perceptions such as need internet data, less motivation, unfocus, cheating, need a longer time. Based on the research findings, some recommendation for the teacher, future researcher and institution are finally presented.

Based on the previous research above, there are similarities and differences. The two studies both examined assessment in English lessons and also used qualitative research methods. The difference is that this research examines online assessments while the research that researchers do examines authentic assessments. The next difference is that this study examines Senior High School students while the research that researchers do examines Junior High School students.

Platina Mega (2016) has conducted the research entitled "The Implementation of authentic assessment of speaking skill for the second-semester students at Muhammadiyah University of Surakarta", The main purpose of this research is to describe the authentic assessment focused in speaking class and revealing the problems faced by the lecturer in assessing

speaking of the second-semester students in English Department. The study used descriptive qualitative research, including two second-semester students at the English Department. The data in this study were: document analysis of the ways lecturer assess authentic assessment and technique of assessment such as assessment instrument, the script of the interview, and fields note. The finding of the research is described in line with the problem statements. First, the lecturer uses four authentic assessment techniques to assess speaking, namely oral interview, and demonstration. Teacher observation and project. Second, the researcher found that five problems faced by the lecturer when assessing speaking use authentic assessment such as authentic assessment becoming mental process, not all the student are ready technically, some students do not clearly understand the feedback, some student finds it difficult to make their script. The student tends to use rather impolite ways in the conversation.

Based on the previous research above, there are similarities and differences. The two studies both examined the authentic 'assessment in English lessons and also used qualitative research methods, but the above research focused more on speaking skills.

Ela purwanti (2014) "Evaluation of Authentic Assessment Implementation in Economic Learning According to 2013 Curriculum in SMA Negeri 2 Ngaglik Sleman". This study aims to determine the implementation of authentic assessment in economic learning in accordance with the 2013 curriculum at SMA Negeri 2 Ngaglik Sleman, negotiations

on the implementation of authentic assessment at SMA Negeri 2 Ngaglik Sleman. This research is a type of evaluation research with quantitative descriptive. The evaluation model used is the Stake Face Model. The study was conducted on 11-30 August 2014 at SMA Negeri 2 Ngaglik Sleman. The subject of this study is the economics teacher. Data collection techniques using observation, documentation, and interviews. In analyzing data using descriptive methods. The results of the study are the implementation of an authentic assessment in economic learning in SMA 2 Ngaglik, Sleman, which was carried out quite well which was carried out according to indicators of 79.16% and not yet carried out according to indicators of 20.84%. Indicators that have not been implemented in the design plan are assessment plans in the syllabus consisting of assessment techniques and time/period for each basic material and determining the rubric, namely the follow-up results of the analysis of the balance of learning outcomes. Complicated planning, Complicated planning, many components are taken into account as a whole in the implementation of the conversation, understanding that must be discussed in detail with a large number of students.

Based on the previous research above, there are similarities and differences. The two studies examined the application of authentic assessment, while the differences were in the subject and the research method used. The subjects of the study were Senior High School students, while in the research the researcher conducted the subjects were Junior High

School students. And the next difference is the research method, in this study uses quantitative research methods, while in research the researcher used qualitative research methods.

Hendyeka Angga Putra (2016) "Teacher's Performance in Authentic Assessment As Implementation of 2013 Curriculum on Biological Learning". The results of this study indicate that the teacher's performance in authentic assessment as the implementation of the 2013 curriculum in biology learning is as follows: the assessment planning stage shows results with an average of 82.35%, this includes the level of achievement of good category planning evaluations is 2.83. The implementation stage of the assessment shows results with an average of 80.00%, this includes the level of achievement of the assessment of the implementation of good categories, namely the results of 2.63. The stage of the assessment results show results with an average of 77.38%, this includes the level of achievement of the results of the good category with a result of 2.61. Based on the results of these studies it can be concluded that teacher performance in authentic assessment as the implementation of the 2013 curriculum in biology learning as a whole is included in the good category with an average acquisition of 79.91%. Based on the results of the study, as a material for improvement in the implementation of the 2013 curriculum further, suggestions can be given should the teacher make a detailed and rigorous assessment plan so that there are no points in the indicators missed in the

assessment. So that it meets authentic assessment criteria and complies with the 2013 curriculum standards.

Based on the previous research above, there are similarities and differences. The two studies examine the application of authentic assessment, while the difference is the research method, in this study using quantitative research methods, while in the research the researcher used qualitative research methods.

Table 2.1

The Table of the Similarities and Differences Previous Study

No	Previous Study	Similarities	Differences
1.	Umi Novitasari "An analysis of Using Online Assessment in Teaching Learning English in Tenth Grade of SMA Muhammadiyah 2 Surakarta in Academic Year 2019/2020"	-Analyze the assessment in English lesson - Used qualitative research method.	-The type of assessment. -The subject of the research.
2.	Platina Mega "The Implementation of Authentic Assessment of Speaking Skill for The Second Semester Students of Muhammadiyah University of Surakarta"	-Analyze the authentic assessment. -Used qualitative research method.	-The focus of assessment. -The subject of the research.
3.	Ela Purwanti "Evaluation of Authentic Assessment Implementation in Economic Learning According to 2013	-Analyze the application of authentic assessment.	-The subject of the research. -The method of the research.

	Curriculum in SMA Negeri 2 Ngaglik Sleman"		
4.	Hendyeka Angga Putra "Teacher's Performance in Authentic Assessment As Implementation of 2013 Curriculum on Biological Learning"	-Analyze the application of authentic assessment.	-The method of the research. -The subject of the research.

CHAPTER III

RESEARCH METHODOLOGHY

This chapter discusses the methodology used by the researcher. This chapter covers the research design, research setting (place and time), research subject, data and source of the data, research instrument, technique of collecting the data, trustworthiness of the data, and technique of analyzing the data.

A. Research Design

The research method used by the researcher is qualitative. This qualitative method is a research procedure that will produce descriptive data in written or spoken words from people or observable behavior. According to (Creswell, 2018), Qualitative research is an approach to explore and understand the meaning given by individuals or groups to social or human problems. The application of a qualitative approach with consideration of the possibility of data obtained in the field in the form of data in facts that need in-depth analysis. Researcher become the main instrument in collecting data directly related to the instrument or object of research. Qualitative research did not include in any calculation because the result is in the form of words or sentences. The result of the research that is in the form of words must be factual based on the situation happened. The data or phenomenon of this research are the authentic assessment made by the English teacher in English subject at SMP IT Taqiyya Rosyida of Kartasura

B. Research Setting

1. Setting of place

This research was conducted at SMP IT Taqiyya Rosyida with the address on Prayan, RT.02/RW.01, Dusun I, Gumpang, Kartasura, Sukoharjo, Central Java 57169. SMP IT Taqiyya Rosyida was chosen as the research location because it is one of the Islamic Junior High Schools in Kartasura that apply blended learning in special conditions after the COVID-19 pandemic and the Omicron danger situation.

2. Setting of time

This research was conducted from October 2021 until November 2022. The researcher will observe assessment in teaching and learning English.

Table 3.1 The following is the research timetable below:

No	Activity	Month										
		October	November	March	April	May	June	July	August	September	Oktober	November
1	Title Accepted	■	■									
2	Pre Research			■								
3	Writing Proposal			■	■	■	■					
4	Proposal seminar							■				
5	Do the research								■	■		
6	Analyzing data									■		

7	Consultating and guidance									■■	
8	Munaqosyah										■

C. Research Subject

The researcher chose the subject based on purposive sampling. Sampling, in this case, is limited to the types of people who can provide the desired information.

There are only one English teacher at eight grades SMP IT Taqiyya Rosyida. The teacher is Mrs. HN, she teaches class 8A and class 8B. Class 8A consists of 29 male students and class 8B consists of 26 female students. The researcher chose the female class 8B with 26 female students, based on school regulations that separate male and female classes, because the researcher is a woman, it is recommended to do research in the female class. Mrs. HN as the English teacher is the subject of analysis in this study. All activities related to the use of authentic assessment materials in learning English were analysed as the main data source in this study.

D. Data and Source of the Data

1. Data

Data is the materials used by the researcher as the main component of the research. The main data source in qualitative research is words and action, and the additional data such as documents (Moleong, 2013).

The data of the research is authentic assessment made by the English teacher of Eight Grade at SMP IT Taqiyya Rosyida of Kartasura.

2. **Source of data**

    The data of this research is in the form of descriptive qualitative data. The researcher needs a source to get the data. According to Sutopo descriptive qualitative research have a data source that can be humans, events or activities, place or location, thing, various picture and record, documents, and archives. The source of data was the subject where the data can be detailed; those data were the observation, interview with the teacher, and documents.

    Data source of this study are observation of learning class and deep interview with English teacher of SMP IT Taqiyya Rosyida of Kartasura and teaching documents. The researcher doing deep interview with English teacher to ask the implementation and kinds of authentic assessment in English lesson.

E. **Research Instrument**

    Qualitative researcher collect data themselves through examining documents, observing behavior, or interviewing participants. They may use a protocol an instrument for collecting data but the researchers are the ones who actually gather the information. They do not tend to use or rely on questionnaires or instruments developed by other researchers (Creswell, 2018). In this study the researcher instrument that use is observation

checklist and interview blueprint. Researcher analyzed the implementation of Authentic Assessment in learning English and the kinds are used in learning English. The data collected comes from teacher, there is only one teacher as an English teacher in the 8B class of SMP IT Taqiyya Rosyida of Kartasura in the academic year 2022/2023.

F. Techniques of Collecting the Data

The researcher collects the data by using observation, interview, and documentation.

1. Observation

The researcher will conduct offline observations during the English class, to get deep information about the case of authentic assessment, the researcher will do some procedures; the researcher will: (1) come to English class after getting permission from the English teacher; (2) sit in the classroom during the lesson; (3) observe the English teacher's activities related to learning activities and assessment process; and (4) use observation to describe the activities

2. Interview

The researcher will conduct unstructured interview after the English class by following some procedures; the researcher will: (1) write some questions related to the current teaching and learning in one meeting of the lesson; (2) ask the English teacher about the data needed; (3) record

the teacher's answers; (4) interview the teacher for several times until

the researcher obtains complete data or information.

Table 3.2 Interview Blueprint

No.	Research Problem	Aspect	Indicators	Question
1.	What kinds of authentic assessment are used in English lesson at Eight grade of SMP IT Taqiyya Rosyida?	Kinds of authentic assessment are popular according to Kemendikbud (Kemendikbud RI, 2015)	1) Performance appraisal 2) Product appraisal 3) Project appraisal 4) Portfolio appraisal	1. What do you think about authentic assessment use in the 2013 curriculum? 2. How many types of authentic assessment do you know? 3. Which several types of authentic assessment do you uses must when teaching in the class? 4. Why do you choose that type? What the reason?
2.	How is the implementation of authentic assessment in English lesson at Eight grade of SMP IT Taqiyya Rosyida of Kartasura?	Authentic assessment as a method used by English teachers in measuring education in accordance with the 2013	Implementing authentic assessment requires the English teacher to be skillfull since there will be many problems that are probably will be faced by them.	5. When you give the authentic assessment for students? (every week, every meeting, mid test) 6. Is the authentic assessment that

		curriculum (Fitriani, 2017)		you have applied based on the procedure you have planned in the lesson plan ?
				7. Do you think that using authentic assessments that are applied now can make easier for teachers to assess students in the class ?
				8. Is there a difference between the current authentic assessment and the previous assessment ?
				9. Do you know the step of authentic assessment applied in the classroom? Could explain?
				10. Are there any difficulties on the using of

				authentic assessment?
				11. What is the advantages of authentic assessment?

3. Documentation

Documentation in the form of documents to describe the authenticity of data in research. In this study, documents refer to various written, physical, and visual materials. They can be in teaching materials, lesson plans and instruments in assessing students used by English teacher related to authentic assessment. All documents submitted to support the completeness of the data.

G. Trustworthiness of Data

Triangulation defines the use of two or more data collection methods in the study of some aspects of human behaviour. Triangulation is a technique of physical measurement; it's a powerful way of demonstrating concurrent validity. Validity is one strength of qualitative research and depends on determining whether the finding is accurate from the researcher, participant, or the readers. The researcher used the triangulation technique to prove the trustworthiness of the data. The triangulation technique is a technique for examining the trustworthiness of the data by using the thing outside of the data, which aims to compare the data.

According to Moleong (2013), Denzin distinguishes four kinds of triangulation as an examination technique that utilizes sources, methods, researchers, and theories.

1. Triangulation between researchers was carried out by using more than one person in data collection and analysis.

2. Triangulation of data sources is to explore the truth of certain information through various methods and sources of data acquisition

3. Theory triangulation. The final result of qualitative research is an information formulation or thesis statement. The information is then compared with relevant theoretical perspectives to avoid the researcher's individual bias on the findings or conclusions generated.

4. Method triangulation is done by comparing information or data in different ways. As is well known, in qualitative research researchers use interviews, observations, and surveys.

Triangulation of different data sources of information by examining evidence from the source and using it to build a coherence justification (Creswell, 2018). In this study, the researcher uses Methodological triangulation. This type uses either the same method on different occasions or a different method in the same object of the study. Methodological triangulation involves the use of multiple qualitative methods. Thus, this research will compare the interview, observation, and documents data. Observation data were obtained by making notes related to the learning process from the opening, main activity until closing of the lesson, interview

data were obtained from English teacher by giving questions to be asked and then documentation data from eight grades students of 8b SMP IT Taqiyya Rosyida of Kartasura in the academic year 2022/2023.

H. Techniques of Analyzing the Data

Because this is qualitative research, this research applied an interactive model of data analysis proposed by Miles and Huberman (Miles et al., 2009). The data analysis consisted of three main components, namely: (1) data reduction, (2) data display, and (3) drawing and verifying conclusions that can be described as the following figure.

1. Data Reduction

   Data condensation is a process for selecting, focusing, simplifying, abstracting, or transforming the data of written up interview, field notes, transcripts, documents, and other empirical information.

2. Data Display

   Data display is a process of an organized, compressed assembly of information which allows drawing a conclusion and or doing an action. From the data display, it will help us to understand what happens to do.

3. Drawing Conclusion

   Drawing and verifying conclusions are brief explanations with a short excursion back to field notes, or it may be thorough and elaborate with lengthy argument and review.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

The findings of this study are to see the authentic assessments carried out by English teachers and their implementation in English subjects. The results of the research data show what types of authentic assessments are used by teachers and how they are implemented in the English learning process.

1. Implementation of authentic assessment in English lesson

1) First class observation data that has been carried out on Friday, August 26, 2022 at 09.05 to 10.25 WIB in class VIII B.

   a) Opening

   The teacher in this class is Mrs. HN. She started the lesson by saying greetings, then asking how the students were in class and doing ice breaking and giving motivation at the beginning. Followed by filling in student attendance. Then she asked about the material for the last meeting, and asked students to review the material. Next, Mrs. HN explained about the material to be studied at this meeting.

   b) Main activity

   The teacher prepares teaching tools for learning at the meeting in the form of an LCD projector and laptop, the teacher also

uses teaching media in the form of videos from YouTube channel "Magdalenglish" and is combined with student handbooks. The material in this meeting is "Expressing willingness and unwillingness" in positive, negative and interrogative sentences. By using the video the teacher explains the pieces of the video and students are asked to take notes on the material. Some students were also asked to practice the dialogue in the video. The teacher also explains the material by relating it to everyday life. The teacher ensures that students understand the willingness and unwillingness material that has been conveyed. Then the teacher gives students the opportunity to ask questions if there is something that is still not understood regarding the material that has been delivered. If there are no questions, the teacher provides a summary of the material and gives light practice questions to students. Then the teacher and students discuss with questions and answers between the teacher and students during the learning process. Next, the teacher ensures that students have understood the material that has been understood at this meeting before the teacher closes the meeting.

c) Closing

In the closing activity, Mrs. HN asked what was not understood in the material at this meeting. After that, Mrs. HN and the students concluded the material that had been studied at this meeting. Then Mrs. HN told the students to review the material they had learned, because next week there would be a daily assessment. Then Mrs. HN closed the meeting.

According to the results of the first day's class observations, there was no activity for the assessment. But students are asked to record the material at each meeting which aims to later use portfolio scores at the end of the semester. This activity accordance to the steps of portfolio assessment

Table 4.1 Portfolio assessment steps

No	Portfolio assessment	
1.	The teacher explains about portfolio assessment.	
2.	The teacher determines the type of portfolio to be made.	
3.	Students make portfolio assignments with the guidance of the teacher.	✓
4.	Teachers collect and store student portfolios.	
5.	The teacher assesses the portfolio with certain criteria.	
6.	The teacher provides feedback to students on the results of the portfolio assessment.	

According to the results of interviews with teacher that evaluations are not carried out at every meeting.

SNA : *Kapan anda memberikan penilaian autentik kepada siswa?*
Mrs. HN : I don't use it every single meeting, because every single meeting there is not always an evaluation or I don't use always assessment inn every meeting,

because I just delivery my material, I just explain the material and then I don't have to take some project on the day. *Jadi pembelajaran itu kan tidak harus setiap hari evaluasi, tidak setiap* meeting *evaluasi. Karena evaluasi itukan proses akhir atau goal dari pembelajaran jadi nanti* learning objective *nya tujuannya apa kemudian nanti kita menyampaikan materinya nahh setelah kita menyampaikan materinya kan nanti baru anak-anak proses penyerapan materi, nah setelah proses itu nanti ada* evaluation *ada* assessment, *jadi* every single meeting *tidak selalu saya menerapkan* assessment *karna ya kalau semisal materi ya berarti itu tidak perlu* assessment *di hari itu.*

2) Second class observation data that has been carried out on Friday, October 21, 2022 at 09.05 to 10.25 WIB in class VIII B

(a) Opening

The teacher in this class is Mrs. HN. She started the lesson by greeting, then asked how the students were doing in class and did ice breaking. Then fill in student attendance. Then Mrs. HN asked the students about the daily test that had been done at the previous meeting. Next, Mrs. HN explained about the material to be studied, namely greeting cards. She also explained that the greeting card material will be assessed in the form of a product assessment.

(b) Main activity

In teaching activities, teachers use laptops and LCD projectors to teach. The teacher also uses power points on the invitation and greeting cards material. Before explaining the material, students were asked to open the English book in chapter 7, page 65 with

the theme "Congratulations!". Before explaining, the teacher asked the students about their understanding of greeting cards. Then the teacher explained the material for the difference between invitations and greeting cards according to chapter 7 in the student book. The teacher also explained about congratulation with (s) and congratulation without (s) and generic structure on greeting cards. Students are also asked to read the sentences in the power point. Then the students were asked to write the material in the student notebook. After explaining the material, then the teacher invites students to ask questions about the generic structure in the greeting card example in the power point. Then students are asked to work on the worksheets in the student book pages 69-70.

(c) Closing

In the closing activity, Mrs. HN asked what was not understood in the greeting card material. After that, Mrs. HN and the students concluded the material that had been studied. Then Mrs. HN gave the task of making greeting cards for the next meeting. Then Mrs. HN closed the meeting.

Based on class observations, it can be seen that the teacher provides greeting card material for taking product assessments. This is based on the activity of the teacher providing an explanation of the greeting card, explaining the indicators to be

achieved and the method to be used. The teacher also carries out

the planning stage for evaluation by giving directions to students

regarding the task of making greeting cards. The activity

accordance with the steps of product assessment.

Table 4.2 Product assessment steps (beginning)

No	Product assessment	
1.	Identification of basic competency materials to be assessed using product assessment techniques.	✓
2.	Give instructions to students regarding the given task.	✓
3.	Compile an assessment sheet.	✓
4.	Make an assessment according to the assessment sheet that has been made.	
5.	Give notes to students.	
6.	Enter student product grades into grade books.	

This is in accordance with the results of interviews regarding

the suitability of the assessment activities with the lesson plans

that have been made by the teacher.

SNA : *Apakah penilaian autentik yang Anda terapkan sesuai dengan prosedur yang telah Anda rencanakan dalam RPP?*
Mrs. HN : *Oh ya jelas, karena kan nanti kita membuat* lesson plan *misalkan hari itu kita punya* daily test *kita punya penilaian harian jadi kita tahu penilaian harian yang akan ita ambil itu untuk nilai teori KI3 atau KI4 praktiknya nah itukan sudah ditulis di* lesson plan.

3) Third class observation data that has been carried out on Monday,

October 24, 2022 at 07.30 to 08.50 WIB in class VIII B

(a) Opening

Mrs. HN started the lesson by greeting, then asking how the

students were in class and doing ice breaking. Followed by

filling in student attendance. Then she asked about the task at the previous meeting regarding the greeting card material. Furthermore, Mrs. HN explained that today's activities were finishing, collecting and evaluating products for greeting card material.

(b) Main activity

Mrs. HN asked the students about the task of making greeting cards and who had not done it. In this activity, students were asked to complete the task of making greeting cards that had been explained in the previous meeting. Students also ask and ask for help if they find it difficult. Students are given until 8:30 am to complete their work. Next, students are asked to present the results of their work. The teacher invites if there are students who come forward, without appointing students one by one. Firsti was the first student to come forward to present his work with the get well card that had been made. Next, Ishma also presented the birthday card that had been made. Then Risyada with a welcome baby card, Oktavia and Dhea with her birthday card.

(c) Closing

In the closing activity, Mrs. HN asked students to collect greeting cards that had been made to be assessed as product assessments. After that, Mrs. HN told the students that the

upcoming meeting would discuss new material. Then Mrs. HN

closed the meeting.

Based on the class observation data at the meeting, it was

clear that the teacher used product assessments to assess the

greeting cards. At this meeting, the teacher only asked students

to continue the task of making greeting cards that were delivered

at the previous meeting. In this meeting the teacher conducted a

product assessment on the results of the student's greeting card

task. This activity accordance with the steps of product

assessment.

Table 4.3 Product assessment steps (ending)

No	Product assessment	
1.	Identification of basic competency materials to be assessed using product assessment techniques.	
2.	Give instructions to students regarding the given task.	
3.	Compile an assessment sheet.	
4.	Make an assessment according to the assessment sheet that has been made.	✓
5.	Give notes to students.	✓
6.	Enter student product grades into grade books.	✓

This is in accordance with the results of interviews regarding

the steps of assessment by teacher.

SNA : *Apakah anda mengetahui langkah-langkah penilaian autentik yang diterapkan di kelas? Bisa dijelaskan.*

Mrs. HN : *Langkah-langkah dalam mengaplikasikan* autentik assessment, *semisal saya mengambil tugas* portofolio *sama* project, *itu sudah diinfokan di awal biasanya. (...) seperti yang sudah saya sampaikan yang penting sudah diinfo dulu untuk nanti kita mau*

ambil assessment *keterampilan, kemudian pas hari H nya baru kita kumpulkan. (…)*.

From class observations and interview, teacher had followed the lesson plan in implementing learning activities and during the evaluation process. According to finding related to implementation of authentic assessment in English subject, the researcher concluded that:

1) The teacher uses authentic assessment to assess student skills in Basic Competency 4 (KD 4). But the teacher does not always evaluate at every meeting.

2) Authentic assessments used by the teacher in the class observation are portfolio assessments from student notes and product assessments from the collection of greeting cards.

3) Students are active and communicative in the learning process, it makes it easier for the teacher to implement authentic assessment.

2. The types of authentic assessment used by the teacher

Based on class observation data about the types of authentic assessment used by teacher to assess students in class, and data from document studies. It was found that the types of authentic assessment used by teacher are product and portfolio assessments. This is evidenced by the results of interviews conducted by researcher with English teacher regarding the types of authentic assessments that are known by the teacher.

SNA   : A*da berapa penilaian autentik yang anda ketahui?*

Mrs. HN : *Em.. tipe* autentik assessment*,* I don't know but I say know in *K13 kalau* autentik assessment *yang saya tahu di K13 itu karena K13 kan kita punya Keterampilan Dasar (KD 3) dan Keterampilan Dasar (KD 4), nahh untuk di KD 4 ini kan keterampilan ya. Keterampilan itu terdiri dari 4 aspek ya,* practice, product kemudian project dan portfolio. Practice *itu berarti* performance *dari suatu kasus atau hal yang berdasarkan materi. Yaa tipe* autentik assessment *yang saya tahu ya seputar 4 itu tadi,* performance, product, project dan portfolio*. Jadi itu sesuai banget dengan kompetensi keterampilan yang harus dikuasai siswa di K13.*

The types of authentic assessment know by the teacher are performance, product, project and portfolio assessment. According to class observations, at the first meeting students were asked to write down the material about "willingness and unwillingness" that had been delivered. Writing material at each meeting aims to take portfolio scores from the results of student notes at the end of the semester.

According with the steps of portfolio assessment, at the beginning of the semester the teacher informs students that there is a process of taking portfolio scores, then the teacher determines the type of portfolio to be assessed which is a collection of student notes. During the process of learning activities students record all the material presented by the teacher. After the deadline determined, the teacher asks students to collect student notebooks and save them for later assessing the student's notes according to the criteria that have been made. This proves that teacher use portfolio assessment to assess student notebooks, as evidenced by the following interview results.

SNA   : *Jenis penilaian autentik apa yang sering anda gunakan saat mengajar di kelas?*

Mrs. HN   : I often use performance and portfolio assessment, I often used them in my english subject. *Jadi yang saya gunakan untuk menilai keterampilan anak-anak, yang paling sering itu dua itu praktek sama portofolio karena itu yang paling memungkinkan.*

Some of the authentic assessments that are most often used by teachers when teaching class VIII B are performance and portfolio assessments. Portfolio assessment is used to make students more orderly to take notes during the learning process so that they can be reviewed at home. While performance assessment is used by the teacher to assess student performance when presenting the results of student work.

Based on class observations, the teacher gives assignments on the theme of "Congratulations!". Students are asked to make greeting cards with themes that are already available in the book, then the teacher gives instructions regarding making the greeting cards. Students make greeting cards according to the theme then students are asked to present the contents of the greeting cards. From class observations and interview, according to finding related to the types of authentic assessment used by the teacher, the researcher concluded that:

1. Authentic assessment known by the teacher from the interview result are performance assessment, product assessment, project assessment, and portfolio assessment.

2. Authentic assessment used by the teacher from the clss observation result are portfolio assessment and product assessment.

B. Discussion

The researcher wants to discuss the information of the analysis of data and discuss the finding to back up the findings in this section. There are two problems proposed in this research. The first discussion is about how the implementation of authentic assessment in English subject. The second is what type of authentic assessment used by the teacher.

1. Implementation of authentic assessment in English lesson

Based on the research findings regarding the implementation of authentic assessment in English subject, it is clear that teacher use the 2013 curriculum as an educational reference and have carried out teaching steps properly and correctly according to generally carried out procedures, starting from opening, core activities to closing. Teacher also use facilities such as LCD projector and laptop to support learning activities. Beside books as a learning media, YouTube is also used as an audio-visual teaching media that can make students interested in participating in the learning process.

The 2013 curriculum requires English teacher to apply authentic assessment as a method of measuring education (Fitriani, 2017). In accordance with the results of interviews with teachers, it was said that in the 2013 Curriculum report cards there is a form to fill out Core

Competencies 4/KI4 which includes performance assessment, product assessment, project assessment and portfolio assessment. With this form, the teacher must plan learning and the form of the assessment from the beginning, so that it will be easier for teachers to enter values considering the many components that must be assessed in the 2013 curriculum report card.

Assessment is not carried out in every meeting, it all depends on the theme discussed. According to interviews that researchers have conducted, the assessment is carried out after the delivery of the material, then the process of absorbing the material by students, after that the assessment can be carried out. Assessment cannot be done every day because after the delivery of material by the teacher, students need time to absorb and study the material.

According to Bruce (2014) which mentions the steps of the 4 types of authentic assessment there are performance assessment, product assessment, project assessment and portfolio assessment. Based on class observations, assessment activities are carried out in accordance with the steps. Starting from the planning stage, determining the theme of the greeting card to be made, then the implementation stage, namely the process of preparing materials and making greeting cards and at the results stage, which is presenting the results of making greeting cards and evaluating by the teacher.

In class observation, the teacher uses portfolio assessment and product assessment on greeting card material in grade 8B. On the first day of observation the teacher did not evaluate but the students wrote the material aimed at being used as a portfolio value. On the second and third day of observation, the teacher uses product assessment for the results of collecting greeting cards, with activity steps in the form of identifying the competencies to be assessed, then determining the product and its provisions, then making an assessment rubric, after that evaluating student work, providing notes on student product results and finally entering student scores in the grade book.

The authentic assessments are new most students who may be suspicious; and some authentic forms of assessment can be time consuming (J. O'Malley, 1996). In the interview the teacher said that there were no difficulties in applying authentic assessment, according to the class observation data, it was in accordance with the theory that the application of authentic assessment was indeed more time consuming. It is clear that the greeting card material needs two meetings to complete the learning and evaluation of the material.

Authentic assessment helps students become themselves with a learning system and how to get the knowledge they enjoy (Ojung'a & Allida, 2017). From the results of teacher interviews, it was helped because authentic assessments made it easier for teachers to measure

students' abilities and authentic assessments were also very helpful for subject teachers and classroom teachers.

2. **The types of authentic assessment used by the teacher**

   Based on the findings, the types of authentic assessment know by teacher consist of performance assessment, portfolio assessment, product assessment and project assessment. Teacher know these types of authentic assessments because they are requirements of the 2013 curriculum. English teacher generally have an understanding of the concept of the 2013 curriculum assessment system and the idea of authentic assessment but they do not yet have deep insight into the types of authentic assessment.

   According to the Ministry of Education, there are 4 types of authentic assessments, this is in line with Sulipan's opinion that there are four popular types of authentic assessments, there are performance assessment, product assessment, project assessment and portfolio assessment (Asrul et al., 2014). The most dominant types of authentic assessment used by teacher from interview result are performance assessment and portfolio assessment. Because these two types of assessment are the easiest and possible to be used as an assessment. But in class observation the teacher used portfolio assessment and product assessment.

   From class observation data and interviews about the types of authentic assessments, teacher actually know some authentic

assessments, but are not accustomed to assessing students. Although teacher know several types of authentic assessments such as performance assessments, product assessments, project assessments and portfolio assessments but teachers have not been able to apply all of these types of assessments, teachers more often use performance and portfolio assessments to assess students. Before the teacher conducts an evaluation, the teacher has considered the appropriate assessment by matching it with the theme in the student book. Then when making a learning plan, the teacher includes what assessments are in accordance with the theme in the lesson plan.

CHAPTER V
CONCLUSION AND SUGGESTION

Based on the findings and discussion of the types of authentic assessment and its implementation in English lessons, the conclusions and suggestions obtained are as follows:

A. Conclusion

In this chapter, conclusions are presented from the results of research on the analysis of the implementation in English subject applied by the teacher and the kinds of authentic assessment used by the teacher at SMP IT Taqiyya Rosyida Kartasura.

The English teacher has an assessment that is in accordance with the lesson plans that have been made. Authentic assessment is considered as an assessment that can measure student competence in various aspects and is proven to provide a meaningful learning experience for students. Teachers must make good preparations before conducting assessments in class. In the results of this study, the teacher's authentic assessment which is dominantly used by teachers is performance assessment and portfolio assessment. Meanwhile, product and project assessments are used according to the learning theme. In the greeting card theme, the teacher used product assessment. The teacher used portfolio assessment to assess student note in the end of delivering material at the meeting, the teacher also used product assessment to assess students greeting card task.

The types of authentic assessments that are known by teacher are in accordance with the provisions in the 2013 curriculum, there are performance assessment, product assessment, project assessment and portfolio assessment. But the authentic assessment which is dominantly used by teacher is performance assessment and portfolio assessment. Meanwhile, product and project assessments are used according to the learning theme. In the result of this research, the teacher used portfolio assessment and product assessment in the greeting cards theme.

B. Suggestion

In accordance with the results of the study, the research can then provide the following suggestions:

1. For the school

   This research suggests to the policy maker in school such as headmaster to hold and socialize authentic assessment to all teachers. It is expected that all teachers understand and do not confuse how to plan, design, and implement authentic assessment in their own class.

2. For the teachers

   The researcher has several advice for English teachers. English teachers must understand well about everything related to the assessment process that will be carried out in class. They should have discussion with other English teachers, it can be with the English teachers in the same school or even with the English teachers from other schools. By having discussion, they can share knowledge, experience,

and exchange idea about authentic assessment. Especially for the English teacher at SMP IT Taqiyya Rosyida Kartasura. It is used to help English teachers get optimal learning, assessment, and curriculum objectives.

3. For the students

The researcher suggests to the students they should be active in participating English learning process when the teachers implement authentic assessment. If the students are active in participating, they will get valuable experiences to develop and optimize their English ability. So, they could improve their learning achievement and motivation.

4. For the other researchers

For future researchers, who like to conduct research on this assessment, they can discuss more about the types of authentic assessment and how English teachers assess students in class.

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APPENDICES

Appendix 1

Interview Transcript

Interview transcript with English teacher

Informan : Hanifah Rifqi, S.Pd. (Mrs. HN)

Interviewer : Siti Nur Aisyah (SNA)

Activity : Interview with English teacher

Class : VIII B

Date : September, 28 2022

1. *Apa pendapat Anda tentang penggunaan penilaian autentik dalam kurikulum 2013?*

   I think authentic assessment is process of evaluation, dalam pemahaman saya autentik assessment dalam K13 itu memang sebuah evaluasi ya. Karena yang namanya assessment penilaian itu adalah proses untuk mengevaluasi apakah siswa itu paham atau tidak terhadap suatu materi yang kita sampaikan. Jadi memang process of evaluation from the lesson that we have delivered to students, seperti itu.

2. *Ada berapa jenis penilaian autentik yang Anda ketahui?*

   Em.. tipe autentik assessment, I don't know but I say know in K13 kalau autentik assessment yang saya tahu di K13 itu karena K13 kan kita punya Keterampilan Dasar (KD 3) dan Keterampilan Dasar (KD 4), nahh untuk di KD 4 inikan keterampilan ya. Keterampilan itu terdiri dari 4 aspek ya,

practice, product kemudian project dan portfolio. Practice itu berarti performance ee.. dari suatu kasus atau hal yang berdasarkan materi. Yaa tipe autentik assessment yang saya tahu ya seputar 4 itu tadi, performance, product, project dan portfolio. Jadi itu sesuai banget dengan kompetensi keterampilan yang harus dikuasai siswa di K13.

3. ***Jenis penilaian autentik apa yang sering Anda gunakan saat mengajar di kelas?***

   I often use performance and portfolio assessment, I often used them in my english subject. Jadi yang saya gunakan untuk menilai keterampilan anak-anak, yang paling sering itu dua itu praktek sama portofolio karena itu yang paling memungkinkan.

4. ***Mengapa Anda memilih tipe tersebut? Apa alasannya?***

   Kenapa memilih itu karena itu yang sangat memungkinkan mbak, jadi kenapa saya pakeknya itu karena nanti kalau praktek itu jelas. Misalkan nanti temanya itu procedure text jadi pasti nanti ya praktik, mereka membawa sesuatu untuk dibikin procedure kemudian nanti mereka mempraktikkan, presentasi kedepan kelas dengan kelompoknya masing-masing. Nanti mereka mmepraktikkan misalnya how to make bla bla bla nah itu yang paling memungkinkan. Kemudian yang kedua portfolio, portfolio itu paling sering karena biasanya mengambil itu dari catatan anak-anak, jadi anak-anak memang saya waibkan untuk mencatat. Nanti di akhir semester atau di pertengahan semester menjelang pts itu catatannya harus dikumpulkan, kenapa seperti itu karena ternyata tidak semua anak itu

mau mencatat terutama anak yang laki-laki. Ketika kita sudah menerapkan yang seperti itu otoatis mau nggak mau mereka auto mencatat. Jadi saya menerapkan praktik dan portfolio itu nggak mesti ya, karena nggak mesti setiap materi itu harus ada praktiknya, nggak mesti setiap materi harus ada produknya. Yang paling sering kan praktik sama portfolio ya, kalau yang product sama project itu nggak sering yak arena tergantung temanya. Misalnya dalam semester 1 ada tema greeting card ya berarti saya hanya mengambil penilaian product satu kali saja temanya greting card, anak-anak saya minta membuat greeting card dihias sebagus mungkin, nanti kalau semester 2 biasanya ada project temanya song nah itu tergantung materinya sampai mana seperti itu.

5. ***Kapan Anda memberikan penilaian otentik untuk siswa? (setiap minggu, setiap pertemuan, mid test)***

I don't use it every single meeting, because every single meeting there is not always an evaluation or I don't use always assessment inn every meeting, because I just delivery my material, I just explain the material and then I don't have to take some project on the day. Jadi pembelajaran itu kan tidak harus setiap hari evaluasi, tidak setiap meeting evaluasi. Karena evaluasi itukan proses akhir atau goal dari pembelajaran jadi nanti learning objective nya tujuannya apa kemudian nanti kita menyampaikan materinya nahh setelah kita menyampaikan materinya kan nanti baru anak-anak proses penyerapan materi, nah setelah proses itu nanti ada evaluationnya ada assessmentnya, jadi every single meeting tidak selalu saya menerapkan

assessment karna ya kalau semisal materi ya berarti itu tidak perlu assessment di hari itu.

6. **Apakah penilaian autentik yang Anda terapkan sesuai dengan prosedur yang telah Anda rencanakan dalam RPP?**

   Oh ya jelas, karena kan nanti kita membuat lesson plan misalkan hari itu kita punya daily tes kita punya penilaian harian jadi kita tahu penilaian harian yang akan ita ambil itu untuk nilai teori KI3 atau KI4 praktiknya nah itukan sudah ditulis di lesson plan.

7. **Apakah menurut Anda dengan menggunakan penilaian autentik yang diterapkan sekarang dapat mempermudah guru dalam menilai siswa di kelas?**

   Yes, of course especially for final result maybe in the end of first semester or in the end of second smester. Karena memang rapor di K13 itu ada goalnya ada form untuk mengisi dibagian KI4 yaitu 4 tadi practice, product,project dan portfolio. Nah makanya bermula dari form penilaian tersebut maka kita harus mengadakan maka kita harus merencanakan pembelajaran sehingga kita nanti bisa mengambil penilaian, jelas itu nanti akan memudahkan guru mapel dan guru kelas untuk menginput nilainya karena memang komponen yang dinilai di K13 itu banyak nggak hanya akademik terorinya tapi juga KI4 nya jalan, jadi memang final resultnya sudah didesain di awal nanti guru sudah kita himbau untuk menyesuaikan jadi nanti acuan itu jelas begitu.

8. *Apakah ada perbedaan antara penilaian autentik saat ini dengan penilaian sebelumnya?*

I don't think so, karena penlaian yang dulu itu seperti apa saya kurang tahu. Yang jelas ada perbedaan pasti ada pembaruan, yang namanya kurikulum di Indonesia yang namanya esson plan, pembelajaran di Indonesia seperti itu. Kenapa selalu menglami perubahan kurikulum yak arena diharapkan it will make the next curriculum more is better, harus lebih baik makanya pasti ada perbedaan walaupun sedikit. Kita kan sudah mengalami pergantian kurikulum lama, tapi pasti ada perbedaannya.

9. *Apakah anda mengetahui langkah-langkah penilaian autentik yang diterapkan di kelas? Bisa menjelaskan?*

Langkah-langkah dalam mengaplikasikan otentic assessment, semisal saya mengambil tugas portofolio sama project, itu sudah diinfokan di awal semester biasanya. Anak-anak selalu saya tekankan bahwa setiap ada hal yang mau dicatat silahkan dicatat, kemudian nanti bukunya akan dikumpulkan sebagai pengambilan nilai portofolionya. Dan Alhamdulillah catatan mereka penuh. Kemudian yang project, misalnya kaya kemarin tema pertama di semester 2 atau 1 itu ya anak-anak sudah saya infokan jauh-jauh hari terkait project itu tadi. Jadi nanti kita ada materi tentang song atau lagu, jadi in the end of semester you have some project or you have only a project. Eee baik seperti yang sudah saya sampaikan yang penting sudah diinfo dulu di jauh-jauh hari untuk nanti kita mau ambil assement keterampilan, kemudian apa namanya pas hari H nya baru kita

kumpulkan. Kalau yang project song kita infokan jauh-jauh hari nah nanti di follow up lagi nah bagaimana untuk project songnya sudah sampai mana latihannya sejauh mana biar apa namanya jadi kan itu dalam tim itu ya biar jalan semua anak itu bisa melaksanakan kinerja dengan bagus. Ok yang jelas step-stepnya seperti itu, diinfokan dulu nanti kemudian di tes kan kemudian baru di evaluasi.

10. Apakah ada kesulitan dalam menggunakan penilaian otentik?

Emmm kesulitan I think not really ya tidak terlalu yang jelas nanti ketika kita mengambil nilai apa gitu ya tinggal diterapkan insyaallah nggak terlalu berat tidak ada kendala tidak ada kesulitan.

11. Apa kelebihan penilaian autentik?

Penilaian autentik itu bermanfaat, manfaatnya sangat banyak sekali yang jelas ee this is to measure the student competence untuk mengukur kemampuan siswa, makanya kita menggunakan ee evaluation menggunakan ini apa namanya otentik ini untuk mengukur kemampuan dasar siswa itu bagaimana. Kemudian manfaat yang kedua adalah sangat membantu dalam penilaian entah untuk guru mapel maupun guru kelas, nah ketika kita sudah mempunyai ee kolom penilaian atau buku penilaian itu kan kita sudah bias apa ya menggambarkan nanti nilai akan kita masukkan itu ini ini ini kolomnya ini ini wali kelas nanti misalnya tinggal nginput nilai aja itu sudah selesai, begitu mungkin tentang authentic assessment yang saya tahu.

Appendix 2.
Observation Fieldnote

Nama   **: Hanifah Rifqi, S.Pd.**

Mata pelajaran   **: Bahasa Inggris**

Kelas   **: VIII B**

Materi   **: Welling and Wellingness**

First class observation data that has been carried out on Friday, August 26, 2022 at 09.05 to 10.25 WIB in class VIII B.

Opening

The teacher in this class is Mrs. HN. She started the lesson by saying greetings, then asking how the students were in class and doing ice breaking and giving motivation at the beginning. Followed by filling in student attendance. Then she asked about the material for the last meeting, and asked students to review the material. Next, Mrs. HN explained about the material to be studied at this meeting.

Main activity

The teacher prepares teaching tools for learning at the meeting in the form of an LCD projector and laptop, the teacher also uses teaching media in the form of videos from YouTube channel "Magdalenglish" and is combined with student handbooks. The material in this meeting is "Expressing willingness and unwillingness" in positive, negative and interrogative sentences. By using the video the teacher explains the pieces of the video and students are asked to take notes on the material. Some students were also asked to practice the dialogue in the video. The teacher also explains the material by relating it to everyday life. The teacher ensures that students understand the willingness and unwillingness material that has been conveyed. Then the teacher gives students the opportunity to ask questions if there is something that is still not understood regarding the material that has been delivered. If there are no questions, the teacher provides a summary of the material and gives light practice questions to students. Then the teacher and students discuss with questions and answers between the teacher and students during the learning

process. Next, the teacher ensures that students have understood the material that has been understood at this meeting before the teacher closes the meeting.

Closing

In the closing activity, Mrs. HN asked what was not understood in the material at this meeting. After that, Mrs. HN and the students concluded the material that had been studied at this meeting. Then Mrs. HN told the students to review the material they had learned, because next week there would be a daily assessment. Then Mrs. HN closed the meeting.

Nama   **: Hanifah Rifqi, S.Pd.**

Mata pelajaran   **: Bahasa Inggris**

Kelas   **: VIII B**

Materi   **: Greeting Cards**

Second class observation data that has been carried out on Friday, October 21, 2022 at 09.05 to 10.25 WIB in class VIII B

Opening

The teacher in this class is Mrs. HN. She started the lesson by greeting, then asked how the students were doing in class and did ice breaking. Then fill in student attendance. Then Mrs. HN asked the students about the daily test that had been done at the previous meeting. Next, Mrs. HN explained about the material to be studied, namely greeting cards. She also explained that the greeting card material will be assessed in the form of a product assessment.

Main activity

In teaching activities, teachers use laptops and LCD projectors to teach. The teacher also uses power points on the invitation and greeting cards material. Before explaining the material, students were asked to open the English book in chapter 7, page 65 with the theme "Congratulations!". Before explaining, the teacher asked the students about their understanding of greeting cards. Then the teacher explained the material for the difference between invitations and greeting cards according to chapter 7 in the student book. The teacher also explained about congratulation with (s) and congratulation without (s) and generic structure on greeting cards. Students are also asked to read the sentences in the power point. Then the students were asked to write the material in the student notebook. After explaining the material, then the teacher invites students to ask questions about the generic structure in the greeting card example in the power point. Then students are asked to work on the worksheets in the student book pages 69-70.

Closing

In the closing activity, Mrs. HN asked what was not understood in the greeting card material. After that, Mrs. HN and the students concluded the material that had been

studied. Then Mrs. HN gave the task of making greeting cards for the next meeting. Then Mrs. HN closed the meeting.

Nama : **Hanifah Rifqi, S.Pd.**

Mata pelajaran : **Bahasa Inggris**

Kelas : **VIII B**

Materi : **Greeting Cards (day 2)**

Third class observation data that has been carried out on Monday, October 24, 2022 at 07.30 to 08.50 WIB in class VIII B

Opening

Mrs. HN started the lesson by greeting, then asking how the students were in class and doing ice breaking. Followed by filling in student attendance. Then she asked about the task at the previous meeting regarding the greeting card material. Furthermore, Mrs. HN explained that today's activities were finishing, collecting and evaluating products for greeting card material.

Main activity

Mrs. HN asked the students about the task of making greeting cards and who had not done it. In this activity, students were asked to complete the task of making greeting cards that had been explained in the previous meeting. Students also ask and ask for help if they find it difficult. Students are given until 8:30 am to complete their work. Next, students are asked to present the results of their work. The teacher invites if there are students who come forward, without appointing students one by one. Firsti was the first student to come forward to present his work with the get well card that had been made. Next, Ishma also presented the birthday card that had been made. Then Risyada with a welcome baby card, Oktavia and Dhea with her birthday card.

Closing

In the closing activity, Mrs. HN asked students to collect greeting cards that had been made to be assessed as product assessments. After that, Mrs. HN told the students that the upcoming meeting would discuss new material. Then Mrs. HN closed the meeting.

Appendix 3.
Observation Photograph

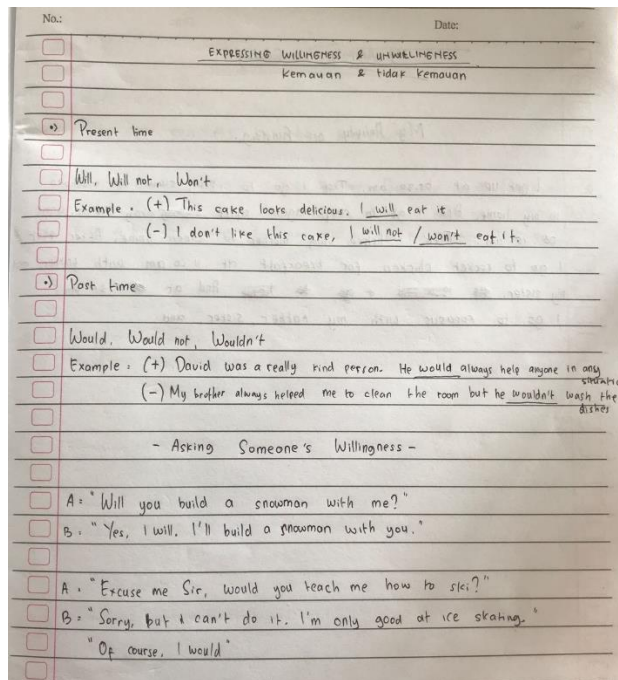(Observation day 1: Friday, August 26th 2022)

(Observation day 2 : Friday, October 21st 2022)

(Observation day 3 : Monday, October 24th 2022)

(Product assessment result)

(Students Note)

(Interview with English teacher)

Appendix 4.
Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN

Nama Sekolah : SMPIT TAQIYYA ROSYIDA
Mata Pelajaran : BAHASA INGGRIS
kelas/semester : VIII / 1
Materi Pokok : Greeting card
Tahun pelajaran : 2022 / 2023
Alokasi waktu : 6 x 40 menit

1. **TUJUAN PEMBELAJARAN**

   Setelah mengikuti proses pembelajaran peserta didik diharapkan dapat memahami konsep/ menganalisis/ menyelesaikan masalah kontekstual yang berkaitan dengan Greeting card

2. **MEDIA ALAT DAN SUMBER BELAJAR**
   a. Media : Lembar Kerja Peserta Didik (LKPD) dan Lembar penilaian
   b. Alat/ bahan : Spidol, Laptop dan Proyektor
   c. Sumber belajar : Buku BAHASA INGGRIS siswa kelas VIII / 1

3. **KEGIATAN PEMBELAJARAN**
   a. **Kegiatan pendahuluan**
      - membuka pelajaran dengan membuka salam dan doa untuk memulai pembelajaran
      - memeriksa kehadiran peserta didik
      - mengaitkan materi pembelajaran yang akan dilakukan dengan pengalaman peserta didik
      - menyampaikan motivasi tentang manfaat mempelajari Greeting card
      - menjelaskan indikator yang akan dicapai dan metode pembelajaran yang akan ditempuh

   b. **Kegiatan inti**

Kegiatan Literiasi	Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, membaca dan menuliskannya kembali dari tayangan dan bahan bacaan terkait materi Greeting card
Critical Thinking	Guru memberikan kesempatan untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami, dimulai dari pertanyaan faktual sampai kepertanyaan yang bersifat hipotetik yang berkaitan dengan materi Greeting card
Collaboration	Peserta didik kemudian mengumpulkan informasi, membuat greeting card, mempresentasikan ulang, dan saling bertukar informasi mengenai materi Greeting card
Communication	Peserta didik mempresentasikan hasil karyanya dan ditanggapi oleh siswa lain untuk saling berdiskusi
Creativity	Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait materi. Peserta didik diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami

   c. **Kegiatan Penutup**
      - Guru bersama peserta didik membuat rangkuman tentang materi yang telah dipelajari
      - Guru memberikan pertanyaan tentang materi yang sudah dipelajari dengan memberikan penugasan dan menyampaikan rencana pembelajaran selanjutnya serta diakhiri salam penutup

4. **PENILAIAN**
   a. Penilaian Pengetahuan : berupa tes tertulis pilihan ganda dan uraian, observasi terhadap diskusi serta penugasan
   b. Penilaian Keterampilan : berupa penilaian produk dan fortofolio

   Mengetahui   Kartasura, Juli 2022
   Kepala Sekolah   Guru mata pelajaran

   MUHAMMAD ANWAR, S.Pd. I   HANIFAH RIFQI, S. Pd.
   -                                   -

Appendix 5.
Assessment For Greeting Card Product

Mata pelajaran: Bahasa Inggris

Nama Proyek : Greeting Card

Alokasi Waktu: 2 x 40' (1x pertemuan)

NO	ASPEK PENILAIAN	RUBRIK
1.	Perencanaan	
	a. Tema	3 = Gambar/tulisan sesuai tema 2 = Gambar/tulisan kurang sesuai tema 1 = Gambar/tulisan tidak sesuai tema
2.	Pelaksanaan	
	a. Persiapan bahan	3 = Menyiapkan bahan dari rumah dan sudah memproses pembuatan dari rumah 2 = Menyiapkan bahan dari rumah 1 = Tidak menyiapkan bahan dari rumah, tidak memproses dari rumah
	b. Proses pembuatan	3 = Memuat 3 komponen struktur teks kartu ucapan 2 = Memuat 2 komponen struktur teks kartu ucapan 1 = Memuat 1 komponen struktur teks kartu ucapan
3.	Hasil proyek	
	a. Presentasi hasil proyek	3 = Baik dalam penggunaan tata bahasa, struktur teks dan unsur kebahasaan 2 = Cukup dalam penggunaan tata bahasa, struktur teks dan unsur kebahasaan 1= Kurang dalam penggunaan tata bahasa, struktur teks dan unsur kebahasaan
	b. Aesthetic/keindahan	3 = Dekorasi Blok/menyeluruh (termasuk kertas/lembar yang dipakai) 2 = Dekorasi cukup 1= Cenderung polos tanpa dekorasi

Lembar Penilaian Keterampilan Portofolio

Mata pelajaran   : Bahasa Inggris

Nama siswa   : …

Kelas   : VIII B

No	ASPEK PENILAIAN	KRITERIA			TOTAL SKOR
		Kelengkapan	Kerapihan	Keaslian	
1.	Vocabulary Mastery				
2.	Exclamation Sentence				
3.	Expressing Ability & Inability				
4.	Expressing Willing & Unwillingness				
5.	Should, Must, Must not				

Appendix 6.

Students Score

HASIL PENILAIAN TENGAH SEMESTER (PTS)
MAPEL BAHASA INGGRIS
SMP IT TAQIYYA ROSYIDA
KELAS 8B

No	Nama	PENGETAHUAN			KETRAMPILAN PA				PTS
		3.1	3.1	HPH	4,1	HPK			
1	ALETTA AULIA REFANNY PUTRI	100,0	100,0	100,0	83,0	83,0	9,29		93
2	ASHA KAMILA BILQIS	90,0	87,0	88,5	90,0	90,0	7,29		73
3	AYIRA RYKE HARYADI	80,0	70,0	75,0	83,0	83,0	6,93		69
4	BALQIS JUNITA PUTRI	70,0	70,0	70,0	80,0	80,0	4,00		40
5	CUT ZAHRA MIFTAHUL JANNAH	90,0	70,0	80,0	90,0	90,0	4,36		44
6	DHEA PUSPITA SARI	70,0	70,0	70,0	83,0	83,0	4,00		40
7	DHEA RIFQA NADHIRA SAPUTRI	80,0	70,0	75,0	83,0	83,0	6,07		61
8	DZAKIYA ZAHIDAH	70,0	93,0	81,5	90,0	90,0	8,29		83
9	FAHMIDA LUTHFI NAFISA	100,0	70,0	85,0	90,0	90,0	7,14		71
10	FATHIYYA NA'ILAH AZ-ZAHRA' FIRSTIANI ZAAHIDAH	70,0	70,0	70,0	90,0	90,0	6,57		66
11	KHUMAIROH	80,0	93,0	86,5	90,0	90,0	9,14		91
12	ISHMA AL IZZAH	100,0	98,0	99,0	90,0	90,0	10,00		100
13	KAYLA AFKAR GIFTY FAARUUQI	80,0	95,0	87,5	80,0	80,0	8,86		89
14	KESYA CINTYA RAHMA PUTRI REZALINA	90,0	93,0	91,5	83,0	83,0	4,43		44
15	KHEYSA SIFA PUTRI JAMHARI	100,0	97,0	98,5	90,0	90,0	9,14		91
16	MARITZA AZKIA PUTRIAN	80,0	97,0	88,5	80,0	80,0	8,29		83
17	MIFTA NUR ASYILLA	80,0	75,0	77,5	80,0	80,0	4,57		46
18	NAYLA AULIA RAHMAN	80,0	95,0	87,5	90,0	90,0	6,86		69

19	NIDA FAUZIYAH	90,0	75,0	82,5	83,0		83,0	6,29	63
20	OKTAVIA NUR FATIMAH	70,0	98,0	84,0	83,0		83,0	9,00	90
21	RIFA NUR 'AINI	70,0	70,0	70,0	90,0		90,0	6,14	61
22	RISYADA HANIYA	100,0	100,0	100,0	90,0		90,0	8,14	81
23	SALSABILA AZZAHRO	80,0	85,0	82,5	83,0		83,0	5,36	54
24	SALWA ATHIYYA ZADA	80,0	75,0	77,5	80,0		80,0	5,00	50
25	SEKAR KINASIH RAMADHANI	90,0	100,0	95,0	90,0		90,0	9,29	93
26	CANDRASMUKTI U.	100,0	90,0	95,0	90,0		90,0	7,14	71
				84,5			85,9		
									70

Appendix 7.

Surat Keterangan Penelitian

YAYASAN TAQIYYA ROSYIDA
SMP IT TAQIYYA ROSYIDA KARTASURA
Alamat: Prayan Rt 02/ Rw 01 Gumpang Kec. Kartasura Kab. Sukoharjo
Phone: 081236671758 Email: smpit.taqiyyarosyida@gmail.com

SURAT KETERANGAN PENELITIAN
Nomor: 261/KS/SMPIT-TARO/XI/2022

Yang bertanda tangan di bawah ini Kepala Sekolah SMP IT Taqiyya Rosyida Kartasura, menerangkan bahwa :

Nama	:	Siti Nur Aisyah
NIM	:	183221145
Program Studi	:	Pendidikan Bahasa Inggris
Pekerjaan	:	Mahasiswa Universitas Islam Negeri Raden Mas Said Surakarta

Dengan ini menyatakan yang sesungguhnya bahwa nama mahasiswa tersebut di atas **BENAR** telah melaksanakan penelitian di SMP IT Taqiyya Rosyida Kartasura, pada tanggal 26 Agustus 2022 sampai 24 Oktober 2022, dengan judul **"An Analysis of Authentic Assessment in English Lesson at Eight Grade of SMP IT Taqiyya Rosyida Kartasura in Academic Year 2022/2023."**

Demikian surat keterangan ini kami buat untuk dipergunakan oleh yang bersangkutan sebagaimana mestinya.

Kartasura, 09 November 2022
Kepala Sekolah

Muhammad Anwar, S.Pd.I
NIP -