


## ANALYZING TEACHER'S IMPLEMENTATION OF AUTHENTIC ASSESSMENT IN ENGLISH LESSON AT SMKN 4 BULUKUMBA

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ARTICLE INFO	ABSTRACT
<p><b>Article history:</b> Received: July 30, 2022 Revised: September 3, 2022 Accepted: September 23, 2022 Published: : June 30, 2023</p> <p><b>Keywords:</b> Analyzing Implementation Authentic Assessment English Lesson</p>	<p>This research has to find out (1). How is the teachers' implementation authentic assessment in English Lesson? (2). What are the problems faced by English teachers in implementation authentic assessment in English lesson? This research applied descriptive qualitative method. Data collection techniques that used are observation and interview. In this research, the English teacher is the object of analysis. The result of this research are English teacher in SMKN 4 Bulukumba have put in place real evaluation. A genuine assessment type that has been used are oral interview, project/exhibition, and portfolio. The implementing of authentic assessment types demonstrates the teacher used of creativity in the evaluation process. In implementing authentic assessment, English teacher in SMKN 4 Bulukumba have problem such as: (1) limited time, (2) difficult applying authentic assessment to certain competence, and (3) time management.</p> <p><i>This is an open access article under the CC BY-SA license.</i></p> 
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### INTRODUCTION

Indonesia is a country that considers English to be a second language (EFL). Although the majority of daily conversation among Indonesian's revolve around the requirements to be met when applying for crucial positions at work in the country. As a result, the government caters to the educational needs for English proficiency. That's why Indonesia needs people who can speak English well in addition to work purposes as well as to produce modern educators.

English is important to learn. According to Harahap, *et.al.* (2015), that students need to master four skills that is speaking, reading, writing and listening. where in the learning process abilities are required. These four skills students must balance in order to produce competent students.

In Indonesia, which regulates education is called the curriculum. In the curriculum there are rules in teaching, assessing, etc. the current curriculum focuses more on authentic assessment. Where the assessment does not only focus on the assessment of knowledge but also focuses on the assessment of abilities and character or attitude assessment.

Teachers play a critical role in determining educational quality, while other educational resources are frequently scarce. If it is not backed up by the presence of qualified teachers, it will lose its meaning. In other words, teachers are at the vanguard of initiatives to improve educational results and service quality. As a result, teachers must have criteria for carrying out curriculum-based assessment the process of analysis entails a number of steps, including parsing, distinguishing, arranging objects into new groups based on predetermined criteria, searching for relationships, and interpreting the results. The capacity to solve a problem or break down a piece of information or material into simpler units is another way to define analysis, so that it is more easily understood. Namely the effort in observing something in detail by outlining its constituent component for later study in more depth.

In this case the analysis activities carried out namely analyzing teachers' implementation of authentic assessment in English lesson. Implementation is the action that must follow any preliminary thinking in order for something to actually happen. According to Rouse, (2015) that Implementation is the execution, or practice of a plan, method, or design, idea, model, specification, standard or policy for doing something. Thus, implementation is an action that must follow every initial thought in order for something.

Authentic assessment is one that can respond to the requirement of Indonesia's school-based curriculum. This type of evaluation is a thorough examination of all educational activities, including both the process and educational activities, including both the process and the outcome of learning. Authentic assessments, according to Dimartino (2007;2), "demand students to actively complete complicated and significant activities while bringing to bear prior knowledge, recent learning, and applicable abilities to solve genuine or authentic

challenges.” This means that students must be able to use knowledge and skills they have gained to be effective learners. They will do tasks that are true to their prior knowledge, daily activities, environment, and culture. It tracks all aspects of a student’s growth, achievement, and effort.

In some cases, sometimes the teacher really pays attention to the development of students which is sometimes scored in the form of an assessment. There are two assessments, namely traditional assessment and authentic assessment. And authentic appraisal will be discussed in the present language. An authentic assessment usually includes task for students to perform and a rubric by which their performance on the task will be evaluated. Authentic assessment is the multiple forms of assessment, which reflects students’ learning motivation and attitudes on instructionally relevant classroom activities (O’Malley and Pierce, 1996).

The use of authentic assessment in the teaching and learning process presented challenges for the instructors as well. For example, authentic assessment is challenging to utilize because teachers evaluate numerous factors in each form of assessment and because they lack the time to do. So, it the reason for the researchers want to investigate entitled “*Analyzing Teachers’ Implementation of Authentic Assessment in English Lesson at SMKN 4 Bulukumba*”.

## RESEARCH METHOD

The term “applied qualitative research” refers to the application of process-oriented techniques to comprehend, analyze, describe, and create a theory about particular events or environments. It is a methodical, subjective methodology used to describe and give meaning to life experiences.

The research employed a descriptive qualitative methodology. In descriptive qualitative research, words, language, and experiences are more frequently used than measurements, statistics, and numerical data.

The researcher focused on analyzing English Teachers’ using Authentic Assessment in English Lesson. This research subject is teacher who using authentic assessment in SMKN 4 Bulukumba. In this research, the English teacher were the topic of analysis. All activities

involving the use of real materials in English instruction are considered to be the main sources of data for this research.

## RESULT AND DISCUSSION

The result of the study at SMKN 4 Bulukumba, Analyzing Teachers' Implementation of Authentic Assessment, were collected through observation (observation checklist) and interview. The observation were made by only one teacher who used authentic assessment (oral interview, project/exhibition, and portfolios) which observation in the class when the teacher teaching English. interviews are conducted utilizing interview rules while being led.

In the research findings, in accordance with the research question, include if legitimate valuation has been used, how to implement authentic assessment in the class especially about oral interview, project/exhibition, and portfolios, and than the difficulties experiences of teacher during authentic assessment, and effort to overcome the difficulties of applying authentic assessment. The result of the study are presented as follow:

### 1. Implementation of Authentic Assessment

A style of evaluation known as authentic assessment requires students to demonstrate performance as it is meaningfully done in the real world and involves the application of knowledge and abilities. According the findings of the observation, the teacher used authentic assessment (oral interview, project/exhibition, and portfolio) in the class.

The teacher had carried out an authentic assessment of the students' skill proficiency in the English lesson based on observations made in the classroom. The three forms of authentic evaluation that the teacher used were the oral interview, project/exhibition, and portfolio. the teacher does not complete the entire point of the observation checklist during the classroom observation, but the guru does. According to the description of the data observation above, the teacher is unable to ask pupils to draw conclusion about the subject matter being covered and has not assigned them a project to complete in front of an audience.

Through observation assessment, the teacher can see how focused students are while working on assignments, how they respond to different student's assessment, or how they

interact with one another when working in groups. Teacher observations regarding the evaluation of pupils' knowledge utilizing checklists or observation sheets can help with observations. What teachers do are listed on observation checklist in class and what teachers assess in conducting oral interview, giving project/exhibition, and portfolio. From this explanation, the results that have been found are that the teacher implemented it well and implements all three in conducting assessment in the classroom.

a. Oral Interview

In oral interview, the teacher conducts an oral interview in the classroom at the beginning of the lesson by asking students simple information question about related topic. In conducting oral interview, the teacher used three languages, namely Indonesian language, English, and local language. In the learning process, the teacher usually asks for vocabulary related to topics that are rarely heard so that students complete to find the meaning of the word. That way the teacher can see who is active in the class.

b. Project/exhibition

In giving project/exhibition assignments, the teacher explains in advance about the tasks that will be given. The teacher gives assignments individually. After students understand about the assignment, the teacher usually tells the deadline for the assignment.

c. Portfolios

In assessment of the teacher's portfolio usually the teacher gives assignments after each class teaching and so on.

In using authentic assessment, the teacher should be creative so the time is enough. According to Wahyuni (2018), the used of multiple real-world assessment models demonstrates the teacher innovation in the assessment process. In SMK 4 Bulukumba the teacher quite good in implementing of authentic assessment. The teacher makes an assignment according to the ability of students.

The outcomes demonstrate that English lesson's assessment was conducted by the teacher in a genuine manner. In this instance, the lesson plan's teacher used a variety of real assessment methods and tools. According to Natalia et al. (2008), the English teachers carried out an authentic evaluation that was recommended in the curriculum guideline from 2013.

Teachers employ a variety of approaches and tools for authentic lesson assessment. It is modified to account for the aspect that will be evaluated.

## 2. The Problem faced by teacher in implementing authentic assessment

In this section was conducted at SMKN 4 Bulukumba. The objective of this research was to figure out the problems faced by teacher in implementation of authentic assessment in English lesson. The result of interview done by researcher that found out the problems faced by

The English teacher at SMKN 4 Bulukumba said that authentic assessment is indeed effective in conducting assessment but depend on conditions, because teacher only have a limited amount of time to administer lessons and conduct tests in the classroom. In this case, it is also difficult applying authentic assessment certain competence because the assessment carried out do not only focus on one aspect, and also time management, teacher has little difficulty in time management in teaching process because there are some competencies that require more time to implement.

Based on the interview with the teacher, the problem experienced by the teachers in implementing of authentic assessment are: it is difficult to give the students score and limited time. However, the teacher. makes an effort to allocate enough time.

Authentic assessment is when a teacher uses an evaluation to gauge a student's aptitude or development. Beside that, there are several weaknesses in authentic assessment, according to Kusumaningtyas (2018), more aspects of assessment such as assessment of attitudes, skills, and knowledge so, that the teacher has a little less time and research tends to be more subjective in assessing. The English teachers have tried their best on implemented authentic assessment although they have some obstacles, because authentic assessment can improve students' English ability and learning result, Marhaeni, (2013).

In implementing authentic assessment, the teacher usually has problems. However, all of them can be avoided or limited, allowing the process of learning and assessment to function well. Based on the description above or the basis above and after the interview with the teacher, the researcher found that authentic assessment an affective in doing assessment but

has problem to implementing authentic assessment so that the implementing is a little difficult for the teacher.

## CONCLUSION

1. English teacher in SMKN 4 Bulukumba have implemented authentic assessment. Authentic assessment types that have been applied include oral interview, project/exhibition, and portfolio. The implementing of authentic assessment types demonstrates the teacher's innovation in the assessment process.
2. In implementing authentic assessment, English teacher in SMKN 4 Bulukumba have problem such as: (1) limited time, (2) difficult applying authentic assessment to certain competence, and (3) time management.

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