ANALYZING TEACHERS' IMPLEMENTATION OF AUTHENTIC ASSESSMENT IN ENGLISH LESSON AT SMKN 4 BULUKUMBA

(A Descriptive Qualitative Research)

A THESIS

Submitted to the Faculty of Teacher Training and Education Muhammadiyah University of Makassar in Partial Fulfillment of Requirement for the Degree of Education in English Education Department

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MOTTO AND DEDICATION

"WIN WITHOUT BRAGGING AND LOSE WITHOUT COMPLANING"

DEDICATION

A Thesis for My Beloved Family

My Strongest Father,

My Beautiful Mother,

My Grandfather and Grandmother

My Sister and My Brother

And My Self

For their praying, struggling, loving, advising caring suggesting and motivating until the last of this thesis. I do expect this thesis can make them proud of me.

ABSTRACT

Ita Purnamasari, (2022) *"Analyzing Teachers' Implementation of Authentic Assessment in English Lesson at SMKN 4 Bulukumba"* (A Descriptive Qualitative Research*)* A thesis of English Education Department Faculty of Teacher Training and Education, Muhammadiyah University of Makassar, Guided by St Asriati AM and Herlina Daddi.

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. The researcher focuses on Analyzing English Teachers' using Authentic Assessment in English Lesson at SMKN 4 Bulukumba. The English teacher as the subject of analysis in this research. The result of this research are 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 shows that the teacher is creative in conducting the assessment.In implementing authentic assessment, English teacher in SMKN 4 Bulukumba have problem such as: (1) limited time, (2) Passive Students

Keywords: *Analyzing, Implementation, Authentic Assessment, English Lesson*

ABSTRAK

Ita Purnamasari, (2022) "*Menganalisis Pengimplementasian penilaian autentik guru didalam pembelajaran Bahasa Inggris di SMKN 4 Bulukumba*" (*Sebuah Penelitian Deskriptif)* sebuah skripsi jurusan Pendidikan, fakultas Keguruan dan Ilmu Pendidikan, Muhammadiyah University of Makassar, di bombing oleh St Asriati AM and Herlina Daddi.

Penelitian ini untuk mencari tahu (1). Bagaimana guru dalam mengimplementasikan penilaian autentik di dalam pembelajaran bahasa inggris, (2). Masalah apa yang dihadapi guru dalam mengimplementasikan penilaian otentik. Penelitian ini menggunakan metode deskriptif kualitatif. Teknik pengumpulan data yang digunakan adalah observasi dan wawancara. Penelitian ini berfokus pada menganalisis guru bahasa inggris yang menggunakan penelitian autentik di dalam pembelajaran bahasa inggris di SMKN 4 Bulukumba. Hasil dari penelitian ini adalah guru bahasa inggris di SMKN 4 Bulukumba telah menerapkan penelitian otentik. Jenis penelitian otentik yang telah diterapkan meliputi wawancara lisan, proyek/pameran, dan portofolio. Penerapan jenis penilaian otentik bahwa guru kreatif dalam melakukan penilaian. Dalam menerapkan penilaian otentik, guru bahasa inggris di SMKN 4 Bulukumba memiliki masalah seperti: (1) waktu terbatas, (2) Siswa pasif

Kata Kunci: *Analisis, Implementasi, Penilaian Authentik , Pembelajaran Bahasa Inggris*

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Makassar, February 2022

Ita Purnamasari

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CHAPTER 1

INTRODUCTION

A. Background

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 skills are needed in the learning process. 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 Analysis is an activity that

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consists of a series of activities such as, parsing, differentiating, sorting things to be regrouped according to certain criteria and then looking for the relationship then interpreting its meaning. Analysis can also be interpreted as the ability to solve or decompose a material or information into smaller components, 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 the 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 the 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 what will be in the current language is about authentic assessment. 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 teachers also faced some problem on the implementation of authentic assessment in teaching learning process, such us: authentic assessment difficult to apply because there are many aspect that are assessed by teachers in every type of assessment and also the teachers do not enough time to implement it. So, it the reason for the researchers want to investigate entitled "*Analyzing Teachers' Implementation of Authentic Assessment in English Lesson at SMKN 4 Bulukumba*".

B. Problem of the Research

Based on the previous background, the researcher formulates the research questions as follow:

1. How is the teachers' implementation of authentic assessment in English Lesson at SMKN 4 Bulukumba?

2. What are the problems faced by English teachers in implementation of authentic assessment in English lesson at SMKN 4 Bulukumba?

C. Objective of the Research

In relation to the problem statements above, the objectives of the research is:

1. To describe how is the teachers' implementation of authentic assessment in English Lesson at SMKN 4 Bulukumba?

2. To figure out the problems faced by teacher in implementation of authentic assessment in English lesson at SMKN 4 Bulukumba?

D. Significant of the Research

This research be expected to be useful information for English teachers and researcher, such as:

1. English Teachers

For the teachers, this research can be used as references, can be used to help the teacher to solve the problem using authentic assessment, and can used several fun ways such as giving project for manage the times.

2. The Researcher

This research used as reference for other researchers who are interest to conduct research on similar or related to authentic assessment.

E. Scope of the Study

In this research, the researcher will focused on Analyzing Teachers' Implementation of Authentic Assessment in English Lesson, where authentic assessment is mean, namely: Oral interview, Projects/exhibitions, and Portfolios.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Research Findings

There are some researchers who have conducted researches on the topic. They are:

Fitri. (2017), States that application of authentic assessment is not appropriate the role of Permendikbud no 104. Many things should be prepared to implement the 2013 curriculum. It includes a lesson plan and a rubric assessment. From the research result found a rubric assessment in the lesson plan. However, it has not been implemented in the teaching and learning process. the difficulty of applying authentic assessment in teaching English based on the 2013 curriculum because there are many a aspects that are assessed by the teacher in every type of assessment and also the teachers do not have enough time to implement it.

Fitriani (2017), states that Teacher Problem and Solution" State that, English teachers still experiencing there are many difficulties in conducting authentic assessments because they are full of meticulous details. Performance appraisal, at the other hand, it is very difficult to manage because with limited and complicated time the assessment procedure. However, an English teacher seriously put some effort into doing assessment as effective as possible. That authentic assessment always well prepared. Nevertheless, as are all judgments the main challenge is ensuring that.

Moria, (2018). States that, Authentic assessment is sufficient to increase students' attention and critical thinking, particularly in writing; this procedure allows teachers to rigorously evaluate students' writing. Furthermore, pupils were enthusiastic about

completing any writing projects that had been assigned. Authentic assessment can be utilized to improve English teaching and learning, particularly in the area of writing.

Adnyayanti, et al. (2013), State that, the level of authenticity of English assessment employed by teachers in Junior High School in Buleleng Regency may be classified as high, based on teachers' assessment planning. The score reflected this.

Based on the research finding above, they have similarities and differences findings research. The similarities are using descriptive qualitative research as a research design and focused on the teachers as a research subject. And than the differences are this research has three scope of study which has been discussed such us; oral interview, project/exhibition, and portfolio.

B. Some Pertinent Ideas

1. Theory of Authentic Assessment

a. Definition of Authentic Assessment

Assessment is an activity process to find out whether a program that has been previously established has worked well or not, Shoby (2014). According to Indiana (2011), Authentic assessment aims to evaluate students' abilities in real-world contexts. Authentic assessment does not encourage rote learning and passive test-taking. Instead, it focuses on students analytical skills, ability to integrate what they learn, creativity, ability to work collaboratively, and written and oral expression skills.

Authentic assessments tend to focus on contextual tasks, enabling students to demonstrate their competence in more 'authentic' settings. Examples of categories of

authentic assessment include:

1) Performance of the skills, or demonstrating use of particular knowledge.

2) Simulations and role plays

3) Studio portfolios, strategically selecting items.

According to Wiggins (1998), an assessment is authentic if it:

1) Is realistic

2) It necessitates judgment and creativity

3) Requires the student to "do" the subject

4) Replicates or simulates the contexts in which adults are "tested" in the workplace or in civic or personal life

5) Evaluates the students ability to rehearse, practice, consult resources, and receive feedback on and refine performances and products using a repertoire of knowledge and skills.

According to Mueller (2018) authentic assessment is underpinned by the following reasoning and practice:

1) The goals of a school is to produce productive citizens.

2) In order to be a productive citizen, one must be able to carry out meaningful duties in the real world.

3) As a result, schools must assist students in becoming proficient in the responsibilities they will face after graduation.

4) To assess whether it was successful, the school must next ask pupils to do meaningful tasks that imitate real-world challenges in order to determine if they are

to capable of doing so.

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As a result, the curriculum is driven by authentic assessment. That is, teachers first establish the tasks that students will accomplish to demonstrate mastery, and then construct a curriculum that will enable students to perfume those tasks well, including the acquisition of necessary knowledge and skills. According to Daryati. (2018) that authentic assessment is considered important in terms of the teaching and learning process, therefore it is important to understand the meaning of authentic assessment itself.

According to Yazid, (2018). Authentic assessment has goals, such us:

1) Make students successful learners mastering knowledge

2) Make students successful learners mastering knowledge

3) Train students' skills to use their knowledge in the context of their lives

4) Give students the opportunity to solve real problem

Alternative names of authentic assessment according by Mueller (2016), that is:

1) Performance assessment: it s so called because students are asked to do meaningful tasks, where the performance assessment is in the form of a task or real-word context or authentic. This is the other most common term for this type of assessment.

2) Alternative assessment. It so called because authentic assessment is an alternative to traditional assessment.

3) Direct assessment. It so called because provide more direct evidence of the meaningful application of knowledge and skills.

So, authentic assessment have three alternative name namely: performance assessment, alternative assessment and direct assessment. Where everything are the same because it doesn't only focus on the assessment of knowledge.

b. Types of Authentic Assessment

Authentic assessment include a variety of measures that can be adapted for different situations. These are some types of authentic assessments (Dwinastiti, 2020).

Table 2.1 Type of authentic assessment

No	Assessment	Description	Advantages
1.	Oral interview	Teachers ask students questions about personal background, activities, readings, and interest	- Informal and relaxed context - Conducted over successive days with each students - Record observations on an interview guide
2.	Projects/ Exhibitions	Students complete project in content area, working individually or in pairs	- students make formal presentation, written report, or both - Can observe oral and written products and thinking skills - Scored with rubric or rating scale
3.	Portfolios	Focused collection of students work to show progress over time	- Integrates information form a number of source - Gives overall picture of student performance and learning - Strong student involvement and commitment Calls for student self-assessment

Oral interview according to Zahrok (2009) claims that oral interview should be assessed regularly, especially for students who do not understand language instruction sufficiently, so that students also get good grades in their written assessment. In oral interview, students can respond to questions on certain topics related to science, activities, interests and hobbies, or others. Meanwhile, the teacher can extract information from students and assess students' skills in responding to various questions.

The advantages of this oral interview are that:

a) This activity can be done in an informal and relaxed context,

b) For each students, the interview can be held on several consecutive days, not necessarily at one time

c) Record/observations can be made using the interview guide.

Projects/exhibitions according to Safitri (2019) that project/exhibitions are a form of authentic assessment in the form of assigning assignments to students in groups. This activity is a way to achieve academic goals while accommodating the various learning styles, interests, and talents of each student.

Muthoharoh (2020), claims that while working on a learning project, students have the opportunity to apply their attitudes, skills and knowledge. Therefore, in every project assessment there are at least three things that require special attention from the teachers. Namely, the skills of students in choosing topics, finding and collecting data, processing and analyzing, giving meaning to the information obtained and writing reports. The

suitability or relevance of learning materials with the development of attitudes, skills and knowledge needed by students.

A portfolio is a collection of student work (assignments) within a certain period of time that can provide assessment information. The focus of the learning activities in the portfolio is problem solving, thinking and understanding, writing, communication, and students' own views of themselves as learner, Safitri, (2019). Example of portfolio include: writing sample, audio or video, and teacher/student comments on students progress. One of the features in this portfolio assessment is the involvement of students in selecting samples of their own work, to show progress or the learning process.

According to Zahrok (2009), that portfolio assessment is a way of assessing performance and work results, so that all activities carried out can be valued with value. Portfolio assessment assesses processes and product so it is widely used because it is classified as an authentic-objective-accurate assessment. How to assess a portfolio usually uses rubric, which is an assessment using a stratified scale of the portfolio document. Usually a rubric uses a graded scale by giving a score for the category is very poor, the score for the category is less, the score for the category is enough and the score for the good category.

Authentic assessments can be either short term or long term assignments for students. The following is a list of examples of authentic assessments that meet one or both of these requirements- active participation and/or demonstration of knowledge and skills. Example of authentic assessment:

a) Conduction research and writing a report

b) Character analysis

c) Students debates (individual or group)

d) Drawing and writing about a story or chapter

e) Experiments- trial and error learning

f) Journal entries (reflective writing)

g) Discussion partners or groups

h) Students self-assessment

i) Peer assessment and evaluation

j) Presentations

k) Projects

l) Portfolios Tie

m) red learning classroom

c. Strategies to Designing Authentic Assessment

According to Dubec, (2019). Designing authentic assessment requires considerable work prior to the commencement of a course. However, a significant portion of this likely to have long-term value for future classes in the form of:

1) Relationship with host organizations have been established

2) Assessment resources developed for students about the procedures, and

3) Stimulation resources to simulate real-world scenarios.

There are strategies to designing authentic assessment:

1) Determine the broad characteristics of authenticity

2) Determine the broad characteristics of authenticity

3) Assessment should be in line with the desired learning outcomes

4) Design the real-world conditions

5) Ascertain that pupils have the necessary knowledge and skills

6) Emphasize how crucial it is for students to understand their duties when participating on real-world activities

7) Design the assessment tasks(s)

8) Manage the assessment load

9) Prepare to grade real assessment activities with greater consistency

d. The Advantages of Authentic Assessment

According to Mustikarani, and Ruhimat, (2018). States that the advantages of authentic assessment are oriented to the assessment of the learning process, thus through authentic assessment the teacher will be able to find out the strengths and weaknesses of students both in terms of knowledge and skills. Authentic assessment describes the achievement or progress of a student's learning directly.

e. Procedure in Doing Authentic Assessment

The teacher should follow proper processes for conducting authentic assessment. When we talk about procedure, we're talking about the steps and tools for conducting an authentic evaluation. The instruments must be carefully chosen to allow students to practice English and accomplish meaningful tasks that are representative of life outside of

the classroom.. According to Madani, (2019) that are the procedures in doing authentic assessment can be:

1. Tasks for assessment are representative of the "field." Rather than taking spelling tests or recalling science concepts, students write and do experiments.

2. Performance standards that have been carefully designed assess the essential qualities of performance. These aren't kept a secret; they're shared with pupils and help them understand what they're learning

3. Students are responsible for assessing their own work. To be effective in real-world situations, people must self-assess and self-motivate, and authentic assessment strives to build both skills.

4. Students frequently "publicize" their work. This necessitates that they reflect on their work and knowledge and present it in a clear and intelligible manner.

2. English Lesson

There are some many skill in English such us: speaking, reading, writing, and listening.

a. Speaking

Learning English is developing English language skills in a contextual and acceptable manner in accordance with the context and conditions and daily situations of students. This is to produce a form of English language learning that is more relevant to the language needs of students.

Speaking is an interactive process of constructing meaning that involves the

production and reception and processing of information (Brown, 1994; Burns & Joyce, 1997). Speaking is one of the skill in English lesson Speaking lessons can follow the usual patterns such as practice, presentation, preparation, counseling, and evaluation.

According to Jones 1996 and Burns 1998; R_One (2012). There are three function of speaking as follow:

1. Talk as interaction

    The function refers to social relationships where communication is way of interacting with other people which is carried out spontaneously between two or more people. Therefore we must use speaking skills to communicate with others so that the message can be conveyed properly.

2. Talks as transaction

    In talking as a transaction, it focuses more on the message conveyed and makes other people understand what we want to convey clearly and precisely. In this type of spoken language, students and teachers usually focus on meaning or speak their way so that it is easy to understand.

3. Talk as performance

    In talk as performance, that speaking activities is more focus on monolog better than dialog. Function of speaking as performance happened at public talks, speeches, public announcements, retell story, telling story and so on.

    English teachers should well prepared for acceptable speaking exercises in class. Appropriate speaking exercises must encourage students to participate actively in English

speaking and conversation. Madani (2009) noted that there are several key speaking activities in this scenario, including:

1. Interactional uses of language. Participants' purpose is to make social contact enjoyable and dynamic, for example: making small talk, giving compliments, etc.

2. A quick turn. It consists of only one or two utterances, whereas a lengthy turn consists of a series of utterances that might take up to an hour, for example: describe an individual, explains how something works, etc.

3. Interactional uses of language. Participants' purpose is to make social contact enjoyable and dynamic, for example: making small talk, giving compliments, etc.

4. A quick turn. It consists of only one or two utterances, whereas a lengthy turn consists of a series of utterances that might take up to an hour, for example: describe an individual, explains how something works, etc.

5. The use of role play. The use of role play is one way for students to be active in the speaking class.

It is critical for teachers to apply the best method and model during the session in order to achieve success in speaking class. Madani, (2019). Claims that the successful in speaking class there are:

1. More learner-to-learner interaction. Learner discussion takes up as much time as feasible during the time given to the activity.

2. A level playing field. A small group of talkative students does not dominate classroom discussion. Everyone has the opportunity to speak and participate in the classroom.

3. A high level of motivation learners are eager to talk because they are passionate about the subject and have something new to say about it.

4. Language that is acceptable. Learners express themselves in utterances that are relevant, easily understandable to one another, and have a high level of grammatical precision.

To achieve success in the classroom, it requires active participation of teachers' tutors who guide the students in the classroom: how the teachers encourage students to speak, give them, and train them in using acceptable English while learning speaking in the classroom.

b. Reading

According to Musfiroh, (2014). That a general understanding of reading can be obtained through an active process of meaning acquisition. Knowledge and nonlinguistic internal and external elements influence this process. Aside from that, reading can be considered a life skill that is relevant to both immediate and long-term success, and reading is generally used as a source of information and enjoyment.

Reading is extremely important and plays a significant role in our lives. Reading can broaden our horizons and expand our understanding. As a result, reading is also important and necessary. We may expand our understanding of science and technology by reading, and we can easily obtain a large amount of information that is valuable to us.

According to Harappa, (2020), the advantages of reading, here are a few more benefits of reading regularly:

1. Improves your thinking skills and analytical abilities

There are moments when you're reading a book and you see plot gaps. Before the novel tells you who the murderer is, you figure it out. When you read, your mind seems to operate faster. Reading pushes your analytical and critical thinking skills to the limit. Each book transforms into a puzzle that your mind tries to solve. It continues to improve its score with each volume.

The same powers apply in the real world as well. The mind of a reader is conditioned to notice minute details. It excels at recognizing patterns and solving riddles.

2. Help you block out the noise

As lives become a continual stream of interruptions and activities, people's attention spans are shortening. You must keep track of your whatsApp messages. At the same time, check your email and communicate with your coworkers. Juggling multiple things impairs focus and productivity.

When you read a book, though, you devote all of your attention to it. In our digital age, the value of reading cannot be emphasized. It may be the only option to boost focus and attention that remains.

3. Helps master a language

Reading is one of the most effective ways to learn a new language or improve your command of an existing one. You also learn more faster when you

learn through stories. One of the most natural ways to comprehend the meaning of words and expand your vocabulary is to learn about them in context. This also aids in the acquisition of colloquial terminology.

4. Connecting with others

Books may be excellent conversation starters and can aid in the bonding of new acquaintances. Readers can have various stories to tell or topics to debate, and because of their knowledge, they can easily become the center of attention. They are also well-liked because of their capacity to objectively assess issues.

5. Keep you grounded

Reading is a never-ending lesson in humility. The more you read, the more your realize how much you haven't learned, which serves as a reminder of how far you still have to go. Every book serves as a reminder of how limited your knowledge is.

Readers are more welcoming of others and nicer. They are more welcoming of others and nicer. They recognize that they, too, are still a work in progress.

c. Writing

Writing is one of four skills in English that we must master. In order to learn writing, we must first understand what writing is. The writing process is a method of teaching writing in which the focus is switched from students' final products to what they think and do while writing (Gail E., Tompkins, 1994).

Baguswira, (2014) states that there are several reasons to teach writing. They are:

1. **Reinforcement**: this is perhaps the most common course book exercise, which requires students to write their answers as single words, phrases, or sentences. This is frequently done to reinforce grammar or to show that they have comprehended a material. When utilized in conjunction with number three below, this aspect of reinforcement is also true. Many text preparation words demand students to write by, such as taking notes from a phone conversation and then composing a message based on the material.

2. **Examination practice**: the majority of tests require students to respond in writing. Some questions require an essay-style response. This is mostly because writing is a very convenient and often accurate technique of assessment. Wringing on the page is much easier to objectively evaluate than pupils' speaking.

3. **Reference**: students take notes during our classes so that they have something to review and remember about what they've learned so far as a guide to getting a good grade in the future.

4. **Writing as Communication**: writing abilities are essential for effective communication. When compared to a face-to-face or telephone interaction, good writing skills allow you to transmit your message to a far larger audience with clarity and ease.

5. **In Academic Development**: school-based writing exercise aid in the development of critical thinking and problem-solving abilities, students also learn the writing process, from outline to final output, which they can apply to various aspects of their lives and education. Students can employ planning and organization, research,

and pre-review to create a research or scientific publication, for example, students can use planning and organizing, research and pre review to make research or scientific journal.

d. Listening

Beginners must learn the primary skill and basic ability in learning a new language listening. It is a receptive skill, which means that language learners learn new words as a result of what they have heard or listened to. Listening is the natural predecessor to speaking, according to Nation and Jonathan (2009); the early phases of language development in a person's primary language (and in naturalistic acquisition of other language) are based on listening.

1. Strategies of Listening

Vishwanath, (2013) states there are two strategies of listening such us:

a. Top-down strategies are listener based; background knowledge of the topic, the situation or context, the type of writing, and the language are all used by the listener. This prior knowledge triggers a set of expectations that aid the listener in deciphering what is being said and anticipating what will happen next. Listening for the core concept, forecasting, making inferences, and summarizing are all top-down tactics.

b. Bottom-up strategies are text-based; the listener relies on the message's language to establish meaning, which is made up of sounds, words, and grammar. Listening fpr specific details, detecting cognates, and recognizing word-order patterns are all examples of bottom-up method.

According to Vishwanath, (2013) the important of listening skill is Good listening skills make works more productive. The ability to listen carefully will allow a person to:

1. Understand assignments in a better way and find and what is expected from us

2. Build rapport with co-workers, bosses, and clients

3. Show support

4. Work better in a team-based environment

5. Resolve problems with customers, co-workers, and bosses

6. Answer questions

7. Find underlying meanings in what others say

C. **Conceptual Framework**

The conceptual framework in this research is:
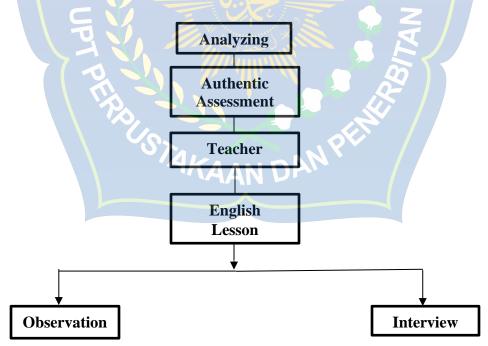
Figure 2.1: Conceptual Framework

The conceptual framework above, this research analyzed implementation of authentic assessment in English lesson. These types oral interview, project/exhibition, and portfolio. in the first step, the researcher used observation (observation checklist) for collect the data during the learning process in the classroom, the researcher observed then fills in observation checklist which is available. Observation is used to find out how the teachers implements authentic assessment in English lesson. The second used interview after the learning process is complete or after the observation process was completed. The researcher conducted a question and answer process with the teacher used transcript of interview. As for the interview, it is used to find out what used to find out what are the problem faced by teachers in implanting authentic assessment.

CHAPTER III

METHODOLOGY OF RESEARCH

A. Research Design

This research applied qualitative research refers to process-oriented methods used to understand, interpret, describe and develop a theory on phenomena or settings. It is a systematic, subjective approach used to described life experience and give them meaning.

The method that used in this research was descriptive qualitative. In descriptive qualitative research, it is mostly associated with words, language, and experiences rather than measurement, statistics, and numerical figures.

B. Research Subject

The researcher focused on analyzing English Teachers' used Authentic Assessment in English Lesson. This research subject is only one teacher who using authentic assessment in SMKN 4 Bulukumba The English teachers as the subject of analysis in this research. All of activities related to the used of authentic material in teaching English where analysis was the main sourced of data in this research.

C. Instrument of the Research

The instrument that the researcher applied in this research are:

1.Observation checklist

Instrument used in observation is observation checklist. Observation checklist used to list some information about authentic assessment used by teachers. On the

other hand to list of activities related to the used of authentic assessment in learning

English. Observation checklist aims to collected data obtain based on observations to be

carried out. There are aspect and indicator of observation:

Table 2.2

Aspect and Indicator of Observation

NO	Aspect	Indicator
1.	Application of authentic assessment	The teacher applies authentic assessment in learning
2.	Authentic assessment model	The teacher applies an authentic assessment model in learning
3.	Types of authentic assessment	The teacher applies interview, project/exhibition and portfolio
4.	The steps in applying authentic assessment	a. The teacher prepares the assessment b. The teacher carries out authentic assessment in learning c. The teachers analyze the result of authentic assessment

2.Interview

Interview is a kind of dialogue which is done by an interviewer to get some

information from an interviewer. The interview used semi structured interview which is

done in a face-to-face format used a standard set of questions to obtain data that can be

aggregated because identical questions have been asked of each participant. The question is open-ended which enable the respondent to convey their own personal point of view. In the interview ask a number of things that include about authentic assessment in learning speaking in classroom.

In interview there are seven question about authentic assessment. The first point asking about an affective and impact authentic assessment. And than in point 2 until 5 asking about what problem/obstacles did teacher face in assessed. In point 6 asking about factors caused the problem. And the last point is asking about how do teacher solve the problem.

D. Procedure of Collecting Data

In collecting data, the researcher follow the procedure as follows:

1. Observation Checklist

Observation checklist is used when the researcher make observation in the class. The stages include:

1) The researcher prepared an observation checklist that will be used to observe the teacher in the classroom.

2) The researcher observed the teacher who is teaching while filling out the observation checklist.

3) The researcher took a video and photo when the teacher teach in the classroom,

4) After the end of teaching, the researcher collected the information from the result of observation.

An observation checklist is a list of things that an observer was going to look at observation in class or others. Many aspect to prepared by the observer to make observation checklist. Observation checklist is used to obtain data on the implementation of authentic assessment, types of authentic assessment, steps for authentic assessment, and the implementation of authentic assessment. Observation checklist has also used to confirm data.

2. Interview

Interview is used when the researcher conducted the interview with the teachers. the answer of the questions were stated in the interview transcripts. The information in the interview transcripts used to build some conclusions regarding authentic material used by teachers, The conversation conducted by two parties, namely the interviewer who asked questions and interviews who provide answers to the question.

The stages of the interview conducted by the researcher include:
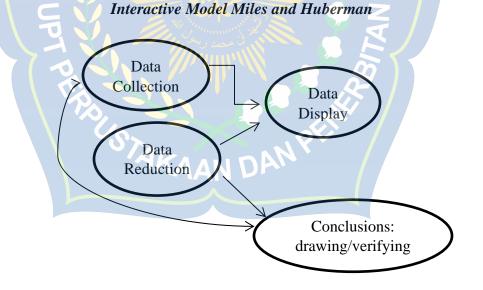
1) The researcher prepared of interview transcripts

2) The interview was conducted after the researcher made observations

3) The researcher conducted interview with the teacher regarding matters relating to authentic assessment

4) The researcher recorded of interview

5) After that, the researcher recorded the results of the interview

E. Data Analysis

According to Chapman, (2018). State that data analysis is the process of rearranging, examining, modifying and transforming data to extract and obtain useful information from it. In addition, it is important to ensure that the data analysis you carry out is reliable.

Appropriate data analysis can be important consideration in a research, because of the data in form of qualitative. In this research data analysis consist of three main components by Miles and Huberman, namely: (1) data reduction; (2) data display; and (3) drawing and verifying conclusion that can be described as the following figure:

Figure 2.2

Interactive Model Miles and Huberman

The figure 2.2 above can be explain the following process:

1. Data Collection

   The researcher collects the data by observation and interview the teacher as information to gain more supporting data. All the interview and record data were collected and then researcher analyzed how the teacher assess in teaching English learning process by made a description of the observation and interview based on the real fact and the researcher wrote the transcription of the record from the teacher interview.

2. Data Reduction

   In this stage it will begin by explaining, choosing basic things, focusing on something important to the content of data sourced from the field. So that the reduced data can provide a script of the observation result. In this research, data reduction will be done by making summary contact, developing category coding, making reflection and data selection.

3. Data Display

   This is the process of displaying simple data in the form of words, sentences, narration, tables, and graphs sequentially. The data collected as a basis for making appropriate conclusions. In this study, the researcher will use a narrative text in presenting the data because it is data display is most commonly used in qualitative research.

4. Conclusions: drawing/verifying

Conclusion drawing is the process of drawing the contents of the collecting data in form of a good statement and having clear data. The data obtain is then analysis further and verified its validity. Finally, a more significant and clear final conclusion can be reach at this stage.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter consisted of the two section, they are research findings and discussion. Where the finding outline the result of the data analysis was taken by observation and interview while discussion presented the result of the research findings.

A. Findings

The findings result of the study of Analyzing teachers implementation of authentic assessment in English lesson at SMKN 4 Bulukumba were obtained through observation (observation checklist) and interview. The observation were made on one teachers who used authentic assessment (oral interview, project/exhibition, and portfolios) which observation in the class when the teacher teaching English. And interview used are guided interview using interview guidelines.

In accordance with the research question, the results of the study include whether authentic valuation has been applied, 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

Authentic assessment is a form of assessment that asks students to show performance as done in the real world meaningfully which is the application of knowledge and skills possessed. Based on the results of the observation, the teacher used authentic

assessment (oral interview, project/exhibition, and portfolio) in the class. In this research, the researcher used observation checklist include:

a. **Oral interview**

Observation carried out by researchers in the classroom, especially in the oral interview section conducted by the teacher in conducting the assessment are described in the table bellow:

Table 2.3 Observation checklist (oral interview)

Observation	Activities	Yes	No
Oral Interview	The teachers asking students simple information question about related topic	√	
	The teachers asking students by using one language		√
	The teachers asking students by using two or more language	√	
	The teachers asking students for conclude the information about learning of the day		√

In assessed using authentic assessment especially in oral interview. In processing teaching in the class, the teacher always asking students simple information question about related topic, for to know student knowledge about material to be taught. The teacher asking students by using more than one language if the teacher teaching in the class, such as bahasa, English, and using local language. In the class the teacher not asking student for conclude the information about learning of the day but immediately gave the task.

b. **Project/exhibition**

Observation carried out by researchers in the classroom, especially in the project/exhibition section conducted by the teacher in conducting the assessment are described in the table bellow:

Table 2.4 Observation checklist (Project/exhibition)

Observation	Activities	Yes	No
Projects/exhibitions	The teachers gives assignments by dividing students into several groups		√
	The teachers provide a theme that will be the project material	√	
	The teachers Explain about the project	√	
	Give project for students to perform		√
	Give project for students to create produce	√	

In assessing the project/exhibition, the teacher gives individual assignments to students after learning process is complete. Before giving assignments, the teacher usually gives a theme about the assignments that will be done by students. The teacher usually explains in detail about the assignments given to students, this is to make it easier for students to do assignments. In this case the teacher do not give assignments for students to appear in public. The teacher gives assignments to students to make something, as in this case the teacher gives assignment for students to make a job application letter.

c. **Portfolio**

Observation carried out by researchers in the classroom, especially in the portforlio section conducted by the teacher in conducting the assessment are described in the table bellow:

Table 2.5 Observation checklist (Portfolio)

Observation	Activities	Yes	No
Portfolios	The teachers give an assignment after teaching English	√	

After teaching in the class, the teacher give students an assignment, for to know how well students understand the material that has been taught and also as a consideration for teachers in conducting assessments.

Based on the classroom observations, the teacher had conducted the authentic assessment of students skill competency in English lesson. The authentic assessment implemented by teacher were in oral interview, project/exhibition, and portfolio. In the classroom observation the teacher does not fill all point of observation checklist, but teacher fulfill most of point observation checklist. Based on the description of data observation above the teacher cannot asking for students to conclude about the material of learning and did not give project for students to perform in front of the public.

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 "*authentic assessment is effective depend on situation class, talk about the effective to make students learn most of the students will be help by using authentic assessment because is natural in class, we can know capacity, knowledge, experiences about English, so think authentic assessment is effective not only for students also for the teacher*". So, this statement is shows that authentic assessment is effective but depends on the situation. But in this case, the teacher have some problems implemented authentic assessment such as:

1. **Limited Time**

   The teacher in SMKN 4 Bulukumba had problem about times in implemented authentic assessment. Based on the results of interview that have been carried out by researcher with the teacher, the teacher said "*Time is not enough*" . The teacher also difficult applied authentic assessment to certain competence because the assessment carried out do not only focus on one aspect, teacher has a little difficulty in time management in teaching process because there are some competencies that require more time to implement.

2. **Passive Students**

   The teachers has problem in implemented of authentic assessment, because the students has a different interest, different ability, and different intellectual emotional. So the teacher difficult determine of score for students. Based on the result of interview, teacher said "*Talking about obstacles when facing assessing, sometimes the*

students is shy to express their ideas, their knowledge in front of in our class directly when I ask them, so they feel shy to answer if I ask in English. I think the main problem or the obstacle they don't have high self confident so that is make teachers hard to do assessment". This statement shows that apart from assessing, students also have to play an important role in the assessment process. Because of the difficulties faced by teacher not only about the lack of teachers' management but depend on the students to.

Based on the interview with the teacher, the problem experienced by the teacher in implementing of authentic assessment are: and limited time or time management and passive student. But the teacher try to manage the time to be sufficient.

B. Discussion

1. Implementation of Authentic Assessment

Through observation assessment, the teacher can observe the attention of students in working on assignment, their responses to various types of assignment, or interactions with other students while working in groups. Observation made by teachers related to the assessment of students knowledge. Observation made can assisted by using observation sheets or checklist observation. The observation checklist consist of what teacher do 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 application of various authentic assessment models shows that the teacher is creative in conducting the assessment. In SMK 4 Bulukumba the teacher quite good in implementing of authentic assessment. The teacher makes an assignment according to the ability of each students.

The results show the teacher has done an authentic assessment for English lesson. It is because the process of assessment, teacher assessed students from three types, namely oral interview, project/exhibition, and portfolio that refer to the real condition. It is supported with the statement contained in *permendikbud* No. 104 of 2014 stating that authentic assessment is a form of assessment that requires students show the knowledge and skill gained from leaning in performing task in real situation. In this case. the teacher

included a variety of authentic assessment techniques and instrument in the lesson plan. According to Natalia, *et.al.*(2018), that the English teachers has conducted an authentic assessment that suggested in regulation of curriculum 2013. The techniques and instruments of authentic assessment for lesson used by teacher are varied. It is adjusted for the aspect that will be assessed.

2. Problem Faced by teacher in Implementing Authentic Assessment

Authentic assessment is assessment used by teacher where the assessment aims to determine the ability or progress of student . 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 implementing 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 have problems. But all can be overcome or can be minimized, so that the process learning and assessment process can run 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.

CHAPTER V

CONCLUSION AND SUGGESTION

A. 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 shows that the teacher is creative in conducting the assessment.

2. In implementing authentic assessment, English teacher in SMKN 4 Bulukumba have problem such as: (1) limited time, (2) Passive Students

B. Suggestion

According to the result of the research has described before, the researcher would like to give some suggestion as follow:

1. For the teachers

   The teacher should always learn to improve their understanding and ability to carry out assessments in accordance with the demands of the applicable curriculum and the teachers should always practice, be creative, open in accepting corrections, and be active in teachers meetings, so that difficulties the teacher doing the assessment can be minimized.

2. For the next researcher

   The next researcher should pay attention to the teacher's assessment document and use it as a reference, so that the researcher can be maximized.

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APPENDICES

APPENDIX 1

OBSERVATION CHECKLIST

Teacher   : Basri, S.Pd., M.Pd.

Observer   : Ita Purnamasari

Date   : 25 January 2022

Time   : 13:00-13:12

No	Observation	Activities	Yes	No
1	Oral Interview	The teachers asking students simple information question about related topic	√	
		The teachers asking students by using one language		√
		The teachers asking students by using two or more language	√	
		The teachers asking students for conclude the information about learning of the day		√
2	Projects/exhibitions	The teachers gives assignments by dividing students into several groups		√
		The teachers provide a theme that will be the project material	√	
		The teachers Explain about the project	√	

		Give project for students to perform		√
		Give project for students to create produce	√	
3	Portfolios	The teachers give an assignment after teaching English	√	

Adapted source: Daryati.2018

APPENDIX 2

THE TRANSCRIPT OF INTERVIEW

School   :SMKN 4 Bulukumba

Address   : Jl. Paorembaya, Desa Karassing, Kec.Herlang

Teacher's Name   : Basri, S.Pd., M.Pd.

Date   : 25 January 2022

No	Question	Answer
1	Is authentic assessment effective? How effective is it to help students learn?	I think authentic assessment is effective depend on situation class, talk about the effective to make students learn most of the students will be help by using authentic assessment because is natural in class, we can know capacity, knowledge, experiences about English, so think authentic assessment is effective not only for students also for the teacher.
2	What teachers problem faced when teaching English lesson in the class, especially in implementing authentic assessment?	About the problem actually in my experience when I teaching in English class, the main problem is about students many different knowledge, different interest, and of course they have different

		ability (kemampuan belajar), intellectual questions, IQ, and intellectual emotional is different, so I try to combine all the aspect example family background, influence the students in learning English in the class but if they have high interest in knowing and learn about English I think they try to force them self to study English hard and teaching to be help in transfer our knowledge and lesson in the class . So about the problem that is the teacher problem for menentukan score for students.
3	What obstacles did you face in assessing using an oral interview?	Talking about obstacles when facing assessing using an oral interview, sometimes the students is shy to express their ideas, their knowledge in front of in our class directly when I ask them, so they feel shy to answer if I ask in English. I think the main problem or the obstacle they don't have high self confident so that is make teachers hard to do assessment.
4	What obstacles did you face in assessing using project/exhibition?	About the project when I give the task for students, they can discuss with others

		friends to solve our project/exhibition, I give them to finish at the time in the class so think I can handle and I can see who can I give the good score or not.
5	What obstacles did you face in assessing using Portfolios?	Portfolios, we know most of the students have different ability for example when I give them exam in the class, sometimes the students cannot finish this, and sometimes I give exam for submit using phone and they need extra time for doing. Oleh karna itu sometimes the students not mengumpulkan tugas and I give the score berdasarkan apa yang mereka kerjakan and about portfolios I think not have problem for me.
6	What factors caused the problem?	Time is not enough
7	How do teachers solve these problems?	I try to manage the time

Adapted Sourced: Shoby.. 2014

MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
UPT PERPUSTAKAAN DAN PENERBITAN
Alamat kantor: Jl.Sultan Alauddin N0.259 Makassar 90221 Tlp.(0411) 866972,881593, Fax.(0411) 865588

بسم الله الرحمن الرحيم

SURAT KETERANGAN BEBAS PLAGIAT

UPT Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar,
Menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

Nama   : Ita Purnamasari

NIM   : 105351114416

Program Studi : Pendidikan Bahasa Inggris

Dengan nilai:

No	Bab	Nilai	Ambang Batas
1	Bab 1	6 %	10 %
2	Bab 2	10 %	25 %
3	Bab 3	7 %	10 %
4	Bab 4	7 %	10 %
5	Bab 5	0 %	5 %

Dinyatakan telah lulus cek plagiat yang diadakan oleh UPT- Perpustakaan dan Penerbitan
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Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan
seperlunya.

Makassar, 13 Juli 2022
Mengetahui

Kepala UPT- Perpustakaan dan Penerbitan,

Nursinah, S.Hum.,M.I.P
NBM. 964 591

PEMERINTAH KABUPATEN BULUKUMBA
DINAS PENANAMAN MODAL,PELAYANAN TERPADU SATU PINTU DAN TENAGA KERJA
Alamat : Jl. Kenari No.13 Telp. (0413) 85060 Bulukumba 92512

Bulukumba,17 Januari 2022

Nomor : 031/DPMPTSPTK/I/2022
Lampiran :
Perihal : *Izin Penelitian*

Kepada
Yth. 1. Kepala UPT Dinas Pendidikan dan
     Kebudayaan Wilayah V Bulukumba
     Bantaeng Kab. Bulukumba
2. Kepala SMKN 4 Kab. Bulukumba
     Masing – Masing
Di
Tempat

Berdasarkan Surat Kepala Kantor Kesatuan Bangsa dan Politik Nomor : 074/036/Kesbangpol/I/2022 tanggal 17 Januari 2022 Perihal Rekomendasi Izin Penelitian maka yang tersebut dibawah ini :

Nama : ITA PURNAMASARI
Nomor Pokok : 10535 1114416
Program Studi : PENDIDIKAN BAHASA INGGRIS
Institusi : UNISMUH MAKASSAR
Alamat : JL. PELITATAENG GOWA

Bermaksud melakukan Penelitian di UPT Dinas Pendidikan dan Kebudayaan Wilayah V Bulukumba Bantaeng dan SMKN 4 Kabupaten Bulukumba dalam rangka SKRIPSI dengan judul **"ANALYZING TEACHERS IMPLEMENTATION OF AUTHENTIC ASSESMENT IN ENGLISH LESSON AT SMKN 4 BULUKUMBA"** yang akan berlangsung pada tanggal 17 Januari s/d 10 Maret 2022.

Sehubungan dengan hal tersebut di atas, pada prinsipnya kami mengizinkan yang bersangkutan untuk melaksanakan kegiatan tersebut dengan ketentuan sebagai berikut :

1. Mematuhi semua Peraturan Perundang - Undangan yang berlaku dan mengindahkan adat - istiadat yang berlaku pada masyarakat setempat;
2. Tidak mengganggu keamanan/ketertiban masyarakat setempat;
3. Penelitian/pengambilan data menyimpang dari izin yang diberikan;
4. Melaporkan hasil pelaksanaan penelitian/pengambilan data serta menyerahkan 1(satu) eksamplar hasilnya kepada Bupati Bulukumba Cq. Kepala Kantor Kesatuan Bangsa dan Politik Kab. Bulukumba;
5. Surat izin ini akan dicabut atau dianggap tidak berlaku apabila yang bersangkutan tidak memenuhi ketentuan sebagaimana tersebut di atas, atau sampai dengan batas waktu yang telah ditentukan kegiatan penelitian/pengumpulan data dimaksud belum selesai.

Demikian surat izin ini dibuat untuk dipergunakan sebagaimana mestinya.

KEPALA DINAS

Dr. FERRYAWAN Z. FAHMI, S.STP.,MAP
Pangkat : Pembina Tk.I
NIP : 19820212 200212 1 001

Tembusan:
1. Bupati Blukumba di Bulukumba (sebagai laporan);
2. Kepala Kesbangpol Kab. Bulukumba di Bulukumba;
3. Arsip

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UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jalan Sultan Alauddin No. 259
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Telp : 0811 1782103 (Secretary)
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بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِيْمِ

KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa : Ha Purnamasari

NIM : 10535 111 9916

Judul Penelitian : Analyzing Teacher Implementation of Authentic Assessment in English lesson at SMKN 4 Bulukumba

Tanggal Ujian Proposal : 04 Desember 2021

Tempat/Lokasi Penelitian : SMK Negeri 4 Bulukumba

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru/terkait	Paraf Guru/terkait
1	10/01/2022	Antar Surat	Basri S.Pd., M.Pd.	✓
2	18/01/2022	Konsultasi	Basri S.Pd., M.Pd.	✓
3	21/01/2022	Observasi	Basri S.Pd., M.Pd.	✓
4	24/01/2022	Observasi	Basri S.Pd., M.Pd.	✓
5	25/01/2022	wawancara	Basri S.Pd., M.Pd.	✓
6	29/01/2022	Tanda tangan berkas	Basri S.Pd., M.Pd.	✓
7				

Makassar. , Januari 2022

Mengetahui,

Ketua Program Studi,
FKIP Unismuh Makassar

Dr. Ummi Khaerati Syam, S.Pd., M.Pd
NBM. 977 807

Kepala SMK Negeri 4 Bulukumba,

Andi Hamran, SP.,MP.
NIP. 19760827 200701 1 010

| Terakreditasi Institusi
BAN-PT

PEMERINTAH PROPINSI SULAWESI SELATAN
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Alamat: Jl. Paorembaya Desa Karassing Kec. Herlang Kabupaten Bulukumba KP. 92573
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SURAT KETERANGAN TELAH MELAKUKAN PENELITIAN
Nomor: 421.5/029 -UPT.SMKN4/ BLK/Disdik

Yang bertanda tangan dibawah ini:

Nama   : ANDI HAMRAN, S.P., M.P
NIP   : 19760827 200701 1 010
Jabatan   : Kepala Sekolah
Satuan Pendidikan : UPT SMKN 4 Bulukumba Kab. Bulukumba
                                   Provinsi Sulawesi Selatan

Menerangkan bahwa:

Nama   : ITA PURNAMASARI
Tempat dan tgl lahir : Bulukumba, 13 Maret 1997
NIM   : 105351114416
Nama Perguruan Tinggi : Universitas Muhammadiyah Makassar
Pogram Studi   : Pendidikan Bahasa Inggris
Alamat   : Jl, Pelita Taeng

Benar bahwa Mahasiswa yang tersebut namaya diatas telah selesai melakukan penelitian di SMK Negeri 4 Bulukumba pada Tanggal 19 s/d 29 Januari 2022 untuk memperoleh data dalam rangka penyusunan Skripsi yang berjudul " ANALYZING TEACHERS' IMPLEMENTATION OF AUTHENTIC ASSESMENT IN ENGLISH LESSON AT SMKN 4 BULUKUMBA".

Demikian Surat Keterangan ini dibuat dan diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Karassing, 29 Januari 2022
Kepala Sekolah

ANDI HAMRAN, S.P, M.P
NIP. 19760827 200701 1 010

APPENDIX 3

DOCUMENTATION OF THE RESEARCH

Teaching and learning process in the classroom (Observation 1)

Teaching and learning process in the classroom (Observation 2)

CURRICULUM VITAE

Ita Purnamasari, was born on 03 March, 1997 in Bulukumba. She is the second child from three siblings. Her father is Mr. Sunar, and her mother is Mrs Kartini. She have one sister and one brother. She start study at SD 342 Paorembaya in 2004 to 2010. In 2010, she continued her Junior High School at SMPN 26 Bulukumba. She continued at SMKN 4 Bulukumba in 2013 and finished it in 2016. Finally she continued her study as ordinary students specializing in English Education in Faculty of Teacher Training and Education at Muhammadiyah University of Makassar. At the end of her study, she successfully completed her thesis entitled "Analyzing Teachers' Implementation of Authentic Assessment in English Lesson at SMKN 4 Bulukumba".