



The Implementation of Authentic Assessment and the Problems Faced by the English Teacher at the Seventh Grade of SMPN 1 Tarakan

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Abstract. The present study aimed at describing the implementation of authentic assessment and the teacher's problems in implementing the authentic assessment. Descriptive qualitative research was employed with the data gained from the technique of documentation, observation, interview, and questionnaire distribution to an English teacher at the seventh grade of SMPN 1 Tarakan. The results showed that, first, the authentic assessment was implemented from four stages of assessment: preparation, process, result, and reflection. In the assessment preparation stage, the teacher had made the criteria for a minimum passing grade, a test blueprint, lesson plans, learning indicators, learning objectives, assessment techniques, and scoring rubrics. In the assessment process, the teacher conducted a written test using multiple-choice questions, gap fillings, essays, and rearrangements to assess students' cognition, and the project assessment in the form of written text to assess students' psychomotor aspect. In the assessment result, the teacher provided corrections on students' tasks, gave scores directly, and conducted a remedial program. At the last stage, the teacher spent time for reflection to analyze and interpret the results of test scores in order to match the test questions according to the level of students' abilities. Second, the teacher's problems in implementing the authentic assessment were seen from the characteristics of authenticity. The context of the assessment was shown by the students' lack of vocabulary mastery, the differences in students' abilities which made the teacher difficult to determine the appropriate tasks, students' lack of confidence in displaying their skills, and time constraints. The role of students was indicated by the passive character of students, less responsible, and dependent in carrying out tasks in the learning process which made the teacher could not apply "collaborative" characteristics. The teacher showed the scoring procedure did not apply "criteria known by students" in learning activities, so the students did not know how their teacher corrected their tasks.

Keywords: Implementation · Problems · and Authentic Assessment

1 Introduction

Curriculum 2013 comes in a new version to enhance the education system in Indonesia. It not only increases students' skills and knowledge but also instills values reflected in attitudes and makes students mentally resilient. The 2013 curriculum changes emphasized

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four elements: competency standards (SKL), Content Standards (SI), Process Standards, and Assessment Standards [1]. One of the essential elements of this curriculum was an assessment.

The assessment was an essential factor in the success of a curriculum. It allows the students to find out how far they progressed in the learning activity. Through assessment, teachers were facilitated to evaluate the students' progress in learning, to find out the students' current knowledge, and then the teacher uses that information to make a final decision.

The development of an assessment was in line with the changes in the curriculum used in Indonesia. In curriculum 2013, the government required the teachers to apply authentic assessments to assess students' competencies. A teacher can know students' abilities through authentic assessment because this assessment was conducted comprehensively to assess the input, process, and output of learning activities in real-life situations.

Authentic assessment is considered to have advantages compared to traditional assessment. Authentic assessment measures skills, attitudes, and knowledge based on students' processes and outcomes [2]. However, the traditional assessment only focused on measuring aspects of knowledge based on students' outcomes. Furthermore, thinking ability in authentic assessment measures construction and application levels that allow the students to use their knowledge in real-life situations while thinking ability in the traditional assessment only tends to the level of understanding. Therefore, this assessment was highly recommended by the teachers to be applied in the teaching process because it can be expected to enhance the quality of the learning system in the 2013 curriculum.

Authentic assessment has been widely applied in the learning process. Authenticity is commonly characterized as connecting to real-world tasks and performance standards that the students normally encounter in the field [3]. Authentic assessment is a form of assessment in which students are asked to perform tasks demonstrating meaningful knowledge and abilities [4]. It is the most appropriate way to assess students' performance in determining how successful they are in meeting certain standards, producing students' scores and presenting a detailed description of what students have achieved in the whole learning process.

Authentic assessment differs from traditional assessment because it involves real-life thinking and behavior. It is classified into nine characteristics [5]. These nine characteristics are grouped into three broad categories, namely: (1) context of the assessment: realistic activity or context, performance based, and cognitively complex; (2) role of students: defense is required, formative assessment, and collaboration; (3) scoring procedures: multiple indicators or portfolio, mastery expectation, and criteria known by students. Furthermore, Experts suggests four stages of authentic assessment implementation. They are assessment preparation, assessment process, assessment result, and assessment reflection [6].

Teachers who play an essential role as learning evaluators must have the ideal capacity and understanding to conduct authentic assessment professionally. But in reality, implementing authentic assessment in teaching and learning becomes one of the issues in conducting the current curriculum of 2013. A previous research found that the problems faced by the teachers were limited time and accuracy in implementing authentic assessment including constraints, limited facilities and infrastructures, large classes,

challenging materials, different students' abilities and characters, and development of assessment rubrics [7]. The same results were also found that excellent teachers faced a variety of challenges prior to planning authentic assessments, including a lack of support from the school administration and parents, overwhelming documentation, long duration of teaching time, too many school activities on weekends, and a lack of authentic assessment training [8]. Moreover, most teachers gained knowledge from training, the internet, workshops, and books; but, they lacked information on the concept of authentic assessment and how to use it in the teaching and learning process [9].

This research was intended to investigate more deeply about how the English teacher at the seventh grade of SMPN 1 Tarakan implemented the authentic assessment and to identify problems faced by the teacher in terms of characteristics of authentic assessment and following the assessment stages.

2 Research Method

2.1 Design

This research employed a qualitative approach adopted as a research design appropriate for this research. In essence, a case study research is a qualitative research approach in which a researcher focuses on units of investigation known as bounded systems [10, 11]. Cases here can be individuals, groups, organizations, or institutions. From the case, the researcher is expected to gain insight and in-depth understanding about the case under study. In this research, the case focused on the teacher in implementing the authentic assessment and the problems she faced in conducting the authentic assessment in English teaching and learning at SMPN 1 Tarakan.

2.2 Subject of the Research

The subject of this research was required to obtain the needed information. The subject was selected using a purposive sampling technique. This technique was known as the process of selecting the sample taken based on certain criteria from participant [12]. The subject of this research was the English teacher of seventh grade at SMPN 1 Tarakan in 2021/2022 academic year.

2.3 Data Collection

In this research, the observation, interview, questionnaire, and documentation were used to collect the data. The observation was conducted to know how the English teacher implemented the authentic assessment. Then, a semi structured interview was used to gather the information related to teacher's problems in implementing authentic assessment. The questionnaire contained thirty questions was then distributed to focus on English teacher's problems in implementing the authentic assessment based on three categories, namely assessment context, role of students, and scoring procedures. Besides, the documents that teacher used during the learning process, e.g. syllabus, lesson plans, textbook, assessment results as well as the students' documents, e.g. notebook, exercise book, tasks, portfolio were also collected.

2.4 Data Analysis

The data were analyzed using Miles and Huberman's concurrent analysis. The activities in conducting data analysis includes data condensation, data display, and conclusion drawing [13]. First, the data obtained from questionnaire, observation, documents, and interview were selected based on the research problems to determine which ones were important to answer research questions. Coding process was used to generate descriptions and categories or themes for analysis. The next step was to display the data. Data display was a way to show data in the form of words, sentences, narrative, tables, and graphics. The last step was a conclusion drawing. The data were concluded based on the data display by completely identifying the implementation of the authentic assessment and the problems faced by the English teacher.

3 Findings and Discussion

3.1 The Implementation of Authentic Assessment

The data findings of this research had been collected through observation, teachers' document, interview, and analysis of students' worksheets. Referring to the first research question, authentic assessment conducted by the teacher was analyzed in accordance with the stages of authentic assessment implementation, including preparation, assessment process, assessment result, and reflection [6].

The first stage was preparation. Before conducting the assessment, the teacher determined the criteria for a minimum passing grade and created a test blueprint for the midtest and final test through SMPN 1 English Teachers forums. In addition, the teacher had planned the authentic assessment by making lesson plans based on the syllabus of 2013 curriculum that included cognitive and psychomotor aspects. The lesson plans were not prepared independently but collaboratively through MGMP and English teachers forum. The teacher also set learning indicators following the basic competencies, learning objectives, and assessment techniques and designed the scoring rubric appropriate to the assessment technique used by the teacher in the learning process through the agreement of SMPN 1 English Teachers forum which adjusted to school conditions. Furthermore, the teacher prepared written tests to measure students' abilities. In line with this, Kunandar states that assessment planning at least includes the aspects to be assessed, the techniques used, and indicators competencies to be achieved [14].

The second stage was assessment process. The teacher carried out the implementation of authentic assessment in the learning process following the lesson plans that had been made. Based on the result of observation, the teacher gave assessments to measure cognitive aspects during the learning process. Those tasks were multiple choice questions, short filling, essay, and rearrangement. The teacher also used project assessment which focused on students' writing skills to assess pshycomotoric aspect. The project assessment consisted of making sentences based on the topic they discussed. In this case, teachers can use several appropriate assessment techniques to assess subjects, materials, basic competencies and achievement indicators [15]. Similarly, at the end of the chapter, the teacher conducted the formative test using multiple-choice questions. Before conducting the formative test, the teacher usually delivered a test blueprint orally, while the

blueprint for the mid-test and final test, the teacher usually gave to students in the form of a sheet.

The third stage was assessment result, the teacher corrected the students' tasks by checking their answers and correcting the mistakes. The teacher also gave scores directly. The teacher provided the remedial program for the students who did not meet the minimum passing score. The assessment result should be valid, comprehensive, and representative to truly describe the development of the student learning process [16]. This stage can be used as a reflection for both teacher and students to keep undertaking the improvements in quality of learning.

The last stage was reflection. The teacher did a reflection by looking at the students' learning outcomes. If most students' scores did not achieve the minimum passing grade, the teacher analyzed the tasks, such as assessing the difficulty level of the questions. The teacher then replaced the questions according to the students' abilities. Reflecting on the learning process is essential for students to resume what they have learned in order to improve their learning. It allows students to document their learning journey and provides references and suggestions to other students [17].

After presenting the authentic assessment procedures, the characteristics of authentic assessment are then identified based on each English skills [18] as presented in Table 1, 2, 3, and 4.

3.1.1 Listening Skills

From Table 1, the listening activities were found in two out of three chapters. Those were in written tests and in accordance with the assessment technique in the teacher's

Table 1. Authentic Assessment in Listening Skills

Chapter/ Topic	Listening Tasks	Authentic Assessment Characteristics
II/ Let's have a good behavior	Students were asked to listen to the dialogues carefully. Which picture in activity 2 is suitable for each dialogue you have listened to? Then, tell the class what each person's profession is	Context of the assessment - Cognitively complex
III/ Please describe it	Listen to and answer the questions based on the dialogues in activity 2.	Context of the assessment - Cognitively complex
	Students were asked to listen and complete the sentences based on what they have heard. Read the sentences aloud.	Context of the assessment - Cognitively complex - Performance based
	Students were asked to listen and complete the dialogues based on what they have heard.	Context of the assessment - Cognitively complex

lesson plans. In chapter 2, there was only 1 activity that required students to listen to and belonged to “cognitively complex” characteristics of authentic assessment. In this activity, the teacher played audio using a speaker in front of the class. All students were asked to guess which picture was suitable for each dialogue that had been heard. In chapter 3, there were 3 listening activities. The forms of those tasks were essay and completion. The students were asked to listen to the audio carefully. After that, the teacher asked the students to answer the questions based on the audio that had been played. The teacher then asked some students to read the dialogue individually. Even though there was one task applied to collaborate with the other students, the teacher did not implement “collaborative” characteristics for this chapter. All tasks seemed authentic, namely: “cognitively complex” and “performance based”, but the characteristics of “realistic context”, “multiple indicators or portfolio”, “defense is required”, “collaborative” “formative assessment”, “criteria known by students”, and “mastery expectation” were not found in the listening activities.

3.1.2 Reading Skills

Table 2 showed that reading was the most widely used skill in authentic assessment. All of the chapters provided assessment for reading. The teacher only used written tests to assess students’ reading skills. This is in line with the assessment technique in the lesson plan made by the teacher. The teacher’s lesson plan used the written test to assess students’ cognition. The written test was done in the teaching and learning process or in the form of take home tasks. In implementing the written test, the teacher often gave questions in multiple choice, arrangement, short filling, and essay.

Mostly the tasks assigned by the teacher were only used as an exercise in the classroom. There were only some tasks that the teacher assessed. The teacher usually chose which tasks the students to be submitted. Not only that, eventhough there were some tasks used “collaborative” characteristics of authentic assessment, mostly learning activities were carried out individually.

At the end of the chapter, the teacher conducted a formative assessment. The tests were multiple choice, essay in form of short answer question, and short/gap filling. The assessments were made to let students know their learning process before moving to the next chapter. The teacher gave remedial program to students whose scores did not meet the minimum passing grade criteria. The students were not explained how the teacher assessed their tasks. The teacher only measured the students’ works using the scoring criteria that had previously been created and marked the score in the form of A, B, C or D.

In addition, there were some tasks of students’ worksheet were non authentic, because the types of the tasks were short filling, matching, and arrangement. Those assessments were disconnected from a realistic contex. This is reinforced by Mueller, who defines the forced-choice measures of multiple-choice, fill-in-the-blank, true-false, matching, and similar tests as non-authentic or traditional assessment [4].

The authentic assessment characteristics in reading skills spread over six criteria, namely: “cognitively complex”, “performance based”, “formative assessment”, and “mastery expectation”. Meanwhile, “collaborative”, “realistic context”, “defense is required”, “multiple indicators or portfolio”, and “criteria known by students” were not found in reading activities.

Table 2. Authentic Assessment in Reading Skills

Chapter/Topic	Reading Tasks	Authentic Assessment Characteristics
I/She is helpful	Students were asked to complete the short dialogues with suitable words from activity 1.	Non-authentic - Short filling
	Students were asked to answer the questions based on the dialogues.	Context of the assessment - Cognitively complex
	Students were asked to list the qualities of people, animals, and place based on the dialogues.	Context of the assessment - Cognitively complex
	Students were asked to find the missing letters to form names of professions. Use the cue words	Context of the assessment - Cognitively complex
	Formative test: Students were asked to choose A, B, C, or D for the correct answer, to answer simple questions based on the reading texts, and to fill the blanks in the dialogues using their own words.	Scoring procedures - Formative assessment - Mastery expectation
II/ Let's have a good behavior	Students were asked to read the narrative text, take video, and submit the assignment in google classroom	Context of the assessment - Performance based
	Students were asked to look at the pictures and study the dialogues that follow. Match each picture with its suitable dialogues.	Non-authentic - Matching
	Students were asked to complete the dialogues with suitable sentences/expressions.	Non-authentic - Short filling
	Formative test: Students were asked to choose A, B, C, or D for the correct answer, to answer simple questions based on the reading texts, and to fill the blanks in the dialogues using their own words.	Scoring procedures - Formative assessment - Mastery expectation

(continued)

Table 2. (continued)

Chapter/Topic	Reading Tasks	Authentic Assessment Characteristics
III/ Please describe it	Students were asked to arrange the jumbled letters to form meaningful adjectives. Start with the letters in bold	Non-authentic - Rearrangement
	Student were asked to complete the dialogues with suitable question words.	Non-authentic - Short filling
	Formative test: Students were asked to choose A, B, C, or D for the correct answer, to answer simple questions based on the reading texts, and to fill the blanks in the dialogues with words provided.	Scoring procedures - Formative assessment - Mastery expectation

3.1.3 Speaking Skills

Speaking tasks were given to students to practice individually by recording or videoing themselves and submitting them in google classroom prepared by the teacher. These activities had to be done because face-to-face learning was strictly implemented in the post-pandemic of covid-19 which was not possible to require students to work in groups or in pairs.

The speaking tasks were given as the follow-up activities from reading or listening activities. Those tasks were “cognitively complex” and/or “performance based”. The other seven characteristics of authenticity (“realistic context”, “defense is required”, “collaborative”, “multiple indicators or portfolio”, “formative assessment”, “criteria known by students”, and “mastery expectation”) were not found in speaking activities.

3.1.4 Writing Skills

Table 4 showed that writing was a skill which rarely applied. Each chapter applied authentic assessment characteristics. In teaching of English, specifically writing skills, the teacher only used a project assessment to assess the students’ ability in writing. This was in agreement with the assessment technique in the lesson plans made by the teacher. There were 3 tasks in writing skills and used “cognitively complex” characteristics. In project assessment, the students were asked to create a written text based on the topic they discussed in each chapter. The students were asked to make the sentences using adjectives, changed the sentences into negative and interrogative forms, and made a descriptive text about personality. In addition, teacher used the scoring rubric for all tasks in writing skills. The teacher used it to provide feedback on the quality of students’ works. However, the teacher did not explain the scoring rubric to students, so they did not know how the teacher assessed their writings. The teacher only gave mark

Table 3. Authentic Assessment in Speaking Skills

Chapter/Topic	Speaking Tasks	Authentic Assessment Characteristics
I/She is helpful	Students were asked to complete the short dialogues with suitable words from activity 1. Then, practice the dialogues and record the performance. Share the work with the classes in GC	Context of the assessment - Performance based
	Students were asked to look at the pictures. What does each person in the picture do? Guess their professions	Context of the assessment - Cognitively complex
II/ Let's have a good behavior	Students were asked to look at the pictures and study the dialogues that follow. Match each picture with its suitable dialogues. Name each item. Then, practice the dialogues and record the performance.	Context of the assessment - Performance based
	Students were asked to complete the dialogues with suitable sentences/expressions. Practice the dialogues and record the performance	Context of the assessment - Performance based
III/ Please describe it	Students were asked to listen and complete the dialogues based on what they have heard. Practice the dialogues and record the performance.	Context of the assessment - Cognitively complex - Performance based

on their works such as A, B, or C. Even though all tasks were authentic in terms of “cognitively complex”; the characteristics of “realistic context”, “performance based”, “multiple indicators or portfolio”, “defense is required”, “collaborative”, “formative assessment”, “criteria known by students”, and “mastery expectation” were not found in writing activities.

3.2 Teacher's Problems in Implementing the Authentic Assessment

The identification of problems the English teacher faced in implementing the authentic assessment was the answer to the second research question. These problems caused the application of authentic assessment to be less optimal. The problems were classified into three categories based on the characteristics of authentic assessment [5].

Table 4. Authentic Assessment in Writing Skills

Chapter/Topic	Writing Tasks	Authentic Assessment Characteristics
I/ She is helpful	Students were asked to make sentences by using adjectives	Context of the assessment - Cognitively complex
II/ Let’s have a good behavior	Students were asked to change the sentences into negative and interrogative	Context of the assessment - Cognitively complex
III/Please describe it	Students were asked to arrange sentences to be descriptive text about personality	Context of the assessment - Cognitively complex

3.2.1 Problems of Context of the Assessment

As shown in Table 5, the result of the questionnaire in cognitive aspect was 75% which was in effective category. Meanwhile, in psychomotor aspect was 66.6% which was in effective category. These results were confirmed with the interview that the teacher had a problem in applying the “realistic context” of assessment. The main obstacle for students in the seventh grade was the lack of vocabulary command. The problems faced by the teachers in the authentic assessment were students’ low mastery of vocabulary, so they got difficulty in completing the tasks [19]. The lack of vocabulary among students certainly had a significant impact on the smooth learning of English subjects.

Moreover, the problem was in applying “cognitively complex” due to the students’ various abilities, which became a challenge for the teacher to give tasks using Higher Thinking Order Skills. Therefore, the teachers gave the tasks according to level of students’ ability. The uniqueness of each student brought the teachers difficult in focusing on the subject matter and HOTS [20]. Similarly, a small number of tasks were non authentic because the types of tasks that the teacher used were multiple choice, short filling, arrangement, and matching. These tests measure if the students can recall or recognize knowledge or complete paper and pencil exercises to demonstrate what they have already learned. This procedure limits students’ ability to express their knowledge [21]. The tasks or questions should require thinking at a higher level as in Bloom’s Taxonomy. Frey (2013) also states that authentic assessment emphasizes higher-order

Table 5. The Result of the Questionnaire on Assessment Context

Context of the Assessment		
Cognitive Aspect	75%	Effective
Psychomotor Aspect	66.6%	Effective

thinking skills, problem-solving, investigation, and analysis to improve teaching and curriculum coverage [5].

In addition, the teacher had a problem in applying “performance based” tasks. Based on the interview result, the students lacked confidence in displaying their skills. Most students thought learning English was difficult because the pronunciation and writing systems differed. This is similar to the statement of Jannah (2019) who states that most students find difficulties because of internal factors, such as feeling anxious and afraid of incorrect pronunciation [22].

The limited time allocation also caused the problems in implementing authentic assessment on cognitive and psychomotor aspects. This is in line with the findings conducted by Syaifuddin (2020) who found that the problem faced by the teachers was limited time in carrying out the authentic assessment. Insufficient time made the teachers not optimal in assessing the students’ performance directly, delivering material, and discussing in the class because the allocation of learning time was only 80 min a week [7].

3.2.2 Problems of Role of Students

Table 6 showed that the result of questionnaire of the cognitive aspect was 66.6% with effective category and on the contrary the result of questionnaire of the psychomotor aspect was 0% with not effective category. The findings showed that the teachers’ problem in applied “defense is required” characteristics because most of the students did not actively participate during the learning process. The teacher attempted to encourage students to defend their arguments, but they did not give any responses because the students were afraid to express their opinions. The character of passive students makes the teachers difficult to conduct authentic assessment since the students stay calm during the process of learning [23].

The teacher also had a problem in applying “collaborative” characteristics in learning activities. Learning activities were only carried out individually because the current condition was not possible to ask the students to collaborate in groups or in pairs.

Table 6. The Result of the Questionnaire on Role of Students

Role of Students		
Cognitive Aspect	66.6%	Effective
Psychomotor Aspect	0%	Not Effective

Table 7. The Result of the Questionnaire on Scoring Procedures

Scoring Procedures		
Cognitive Aspect	100%	Very Effective
Psychomotor Aspect	100%	Very Effective

The teacher and students were asked to maintain and comply with the health protocol enforced during learning activities. In fact, collaboration was needed in the real world. Collaborative tasks allow for assessment of collaborative skills as students work and learn cooperatively in a group [5].

However, the teacher did not have a problem in applying “formative assessment”. At the end of each chapter, the teacher conducted a formative test so that the students could measure the strengths of their abilities and weaknesses in their learning. Teachers can determine the parts of learning materials where the students need more attention and can help them out to solve their problems. The formative assessment can be a form of quizz, oral test, written test, or assignment [24]. This assessment allows both teacher and students to monitor progress towards achieving learning objectives.

The characteristics of unsupportive students caused the teacher’s problems in implementing the authentic assessment. Students with a careless attitude toward tasks and who are late in completing them waste available time, making it impossible to perform an authentic assessment. Maryam (2014) also found that teachers had problems conducting authentic assessment because the students’ characters lack responsibility and enthusiasm for learning [25] (Table 7).

3.2.3 Problems of Scoring Procedures

The result of the questionnaire in the aspects of cognition and psychomotor was respectively 100% which was categorized as very effective. The findings showed that the teacher used “portfolio” assessment that could be the evidence of students’ progress. Portfolio is defined as a collection of students’ works assembled to demonstrate progress and development [26]. The students were asked to upload their tasks in google classroom, so they could see their progress during learning process. The teacher chose google classroom as a students’ portfolio because it was more effective and easy to access. The teacher also granted “mastery expectation” characteristics of students’ learning. It was because the teacher provided the program of remedy for students whose scores did not meet the criteria of a minimum passing grade. Remedial is useful to improve students’ competence so that they can have more opportunities to expose the course materials [27].

On the other hand, the teacher did not offer “criteria known by students” characteristics of the authentic assessment. The teacher did not explain the scoring rules to students in the learning activities. The teacher only measured the students’ tasks based on the scoring rubric and gave marks A, B, or C on the students’ works. As a result, the students did not know how the teacher corrected their tasks. The students should know the scoring rubric because it has several advantages [28], such as: making the learning target clearer, guiding the instructional delivery, making the assessment process more accurate and fairer, providing the students with a tool for self-assessment and peer feedback, and making the potential to advance the learning of students.

4 Conclusion

The implementation of authentic assessment can be seen from the authentic assessment process followed by preparation, assessment process, assessment result, and reflection. In preparation, the teacher firstly determined the criteria for a minimum passing grade,

prepared a test blueprint and test items/questions. The teacher adapted the lesson plans based on the syllabus of 2013 curriculum designed by the Subject Teacher Consultation (MGMP). The teacher then set the learning indicators following the basic competencies, learning objectives, assessment techniques and the appropriate scoring rubric to the assessment technique through the agreement of SMPN 1 English Teachers forum which adjusted to school conditions.

In the assessment process, among all the techniques of authentic assessment, the English teacher had applied written tests for the cognitive aspect. The form of those tasks were multiple choice, short filling, essay, and rearrangement. Furthermore, the teacher used project assessment for the psychomotor aspect which focused on students' writing skills. The project assessment was in the form of making sentences based on the topic being discussed. At the end of the chapter, the teacher conducted a formative test. Before conducting the formative test, the teacher used to deliver a test blueprint orally, and the blueprints for the mid-test and final test were given in the printed form. Moreover, the authentic assessment in learning activity had been applied to all English skills: listening, reading, speaking, and writing.

In the assessment result, the teacher corrected the students' tasks by checking their answers and correcting the mistakes. In some other tasks, the teacher gave the students scores directly. The teacher conducted a remedial program for the students who did not meet the minimum passing score.

At last, the teacher carried out a reflection by looking at the students' learning achievement, then analyzing the difficulty level of the questions in order to structure the questions according to the students' abilities.

On the other hand, the teacher faced some problems during the implementation of authentic assessment in terms of three categories: context of the assessment, role of students, and scoring procedures. The first category was context of the assessment: (1) realistic activity or context was indicated by the students' lack of mastery of vocabulary, (2) cognitively complex was shown by the differences of students' ability which challenged the teacher to provide the appropriate tasks, (3) performance based was identified by the students' lack of confidence in displaying their skills. In addition, time constraints made the implementation of authentic assessment less optimal.

The second category was role of students: (4) formative assessment, there was no any problems on this characteristics since at the end of each basic competence, the teacher conducted a formative test to control the students' learning progress, (5) collaborative, the students were exposed to do learning activities individually because in the pandemic era was not possible to let the students to collaborate in groups or in pairs, (6) defense is required, the problems found due to passive character of students in the learning process. Students also seemed less responsible and dependent in carrying out the tasks are an obstacle for teacher in implementing the authentic assessment.

Third category was scoring procedures: (7) multiple indicators or portfolio, the teacher used google classroom platform as students' portfolio so that the students can see their progress, (8) mastery expectation, the teacher provided a remedial program for students whose scores did not meet the criteria of a minimum passing grade, and (9) criteria known by students, the teacher did not apply it in the learning activities, so the students did not know how the teacher assessed their tasks.

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