

**ANALYSIS OF TEACHER AUTHENTIC ASSESSMENT FOR  
ENGLISH LANGUAGE TESTING  
AT SMK 3 PAREPARE**



Thesis Submitted to Fulfill One of the Requirements for Obtaining  
A Master's Degree in English Language Education (M.Pd)  
at Postgraduate Program of IAIN Parepare

**THESIS**

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Stated declare that the best of my knowledge and belief, this thesis is the result of my own work. To the best of my knowledge, this thesis has not been previously submitted for any academic degree in any university, nor has it been written or published by others, except for those which have been ethically cited and referenced in this manuscript. The authenticity check report of this thesis is attached.

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عَلَى آلِهِ وَصَحْبِهِ أَجْمَعِينَ أَمَّا بَعْدُ

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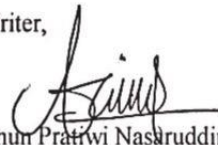
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The Writer humbly request the readers to kindly provide constructive suggestions for the improvement of this thesis.

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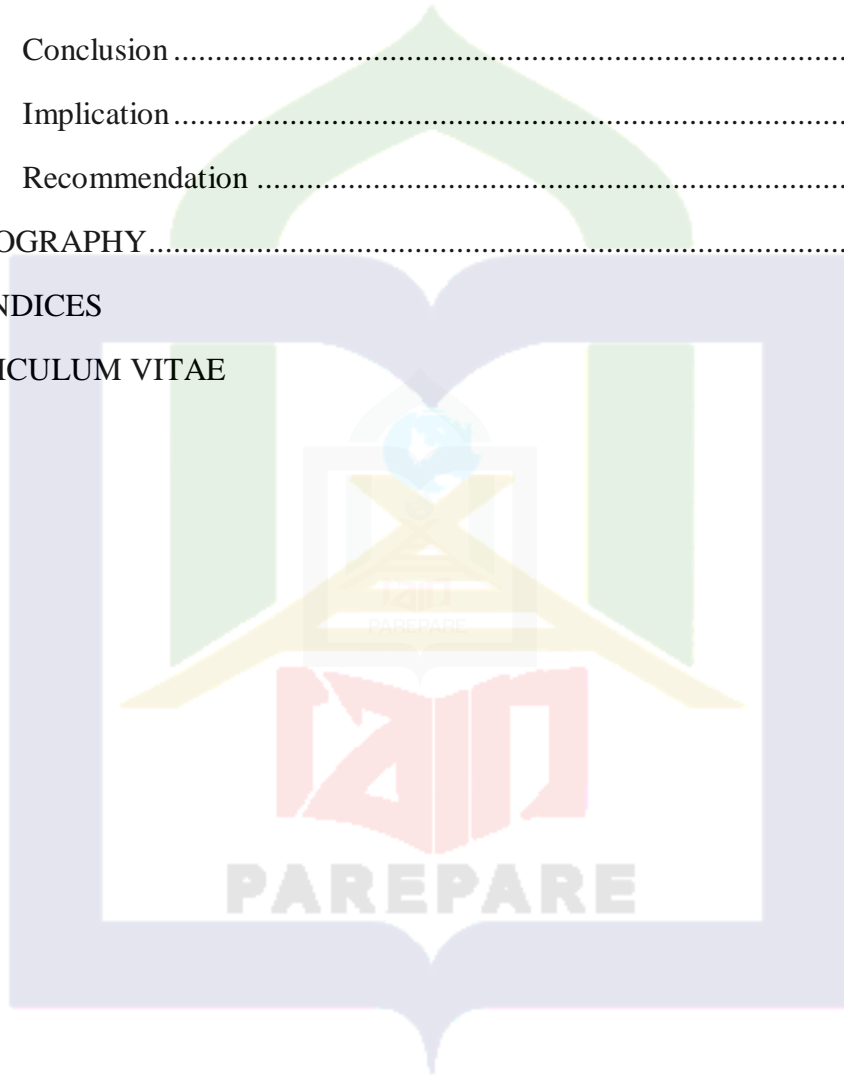


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## PEDOMAN TRANSLITERASI ARAB-LATIN

### 1. Konsonan

Daftar huruf bahasa Arab dan transliterasinya ke dalam huruf Latin dapat dilihat pada halaman berikut:

Huruf Arab	Nama	Huruf Latin	Nama
ا	alif	tidak dilambangkan	tidak dilambangkan
ب	ba	b	Be
ت	ta	t	Te
ث	s\ a	s\	es (dengan titik di atas)
ج	Jim	j	je
ح	h} a	h}	ha (dengan titik di bawah)
خ	kha	kh	ka dan ha
د	dal	d	de
ذ	z\ al	z\	zet (dengan titik di atas)
ر	ra	r	er
ز	zai	z	zet
س	sin	s	es
ش	syin	sy	es dan ye
ص	s} ad	s}	es (dengan titik di bawah)
ض	d} ad	d}	de (dengan titik di bawah)
ط	t} a	t}	te (dengan titik di bawah)
ظ	z} a	z}	zet (dengan titik di bawah)
ع	'ain	'	apostrof terbalik
غ	gain	g	ge
ف	fa	f	ef
ق	qaf	q	qi
ك	kaf	k	ka
ل	lam	l	el
م	mim	m	em
ن	nun	n	en
و	wau	w	we
ه	ha	h	ha
ء	hamzah	'	apostrof
ي	ya	y	ye



Hamzah (ء) yang terletak di awal kata mengikuti vokalnya tanpa diberi tanda apa pun. Jika ia terletak di tengah atau di akhir, maka ditulis dengan tanda (').

## 2. Vokal

Vokal bahasa Arab, seperti vokal bahasa Indonesia, terdiri atas vokal tunggal atau monofong dan vokal rangkap atau diftong.

Vokal tunggal bahasa Arab yang lambangnya berupa tanda atau harakat, transliterasinya sebagai berikut:

Tanda	Nama	Huruf Latin	Nama
اَ	<i>fath}ah</i>	a	a
اِ	<i>kasrah</i>	i	i
اُ	<i>d}ammah</i>	u	u

Vokal rangkap bahasa Arab yang lambangnya berupa gabungan antara harakat dan huruf, transliterasinya berupa gabungan huruf, yaitu:

Tanda	Nama	Huruf Latin	Nama
اَيّ	<i>fath}ah dan ya&gt;'</i>	ai	a dan i
اَوّ	<i>fath}ah dan wau</i>	au	a dan u

Contoh:

كَيْفَ : *kaifa*

هَوَّلَ : *hauला*

## 3. Maddah

*Maddah* atau vokal panjang yang lambangnya berupa harakat dan huruf, transliterasinya berupa huruf dan tanda, yaitu:

Harakat dan Huruf	Nama	Huruf dan Tanda	Nama
اَ...   اِ...   اُ...	<i>fath}ah dan alif</i> atau	a>	a dan garis di atas
اِيّ	<i>kasrah dan ya&gt;'</i>	i>	i dan garis di atas
اُوّ	<i>d}ammah dan wau</i>	u>	u dan garis di atas

Contoh:

مَاتَ : *ma>ta*

رَمَى : *rama>*

قِيلَ : *qi>la*

يَمُوتُ : *yamu>tu*

#### 4. *Ta marbu>t}ah*

Transliterasi untuk *ta>' marbu>t}ah* ada dua, yaitu: *ta>' marbu>t}ah* yang hidup atau mendapat harakat *fath}ah*, *kasrah*, dan *d}ammah*, transliterasinya adalah [t]. Sedangkan *ta>' marbu>t}ah* yang mati atau mendapat harakat sukun, transliterasinya adalah [h]. Kalau pada kata yang berakhir dengan *ta>' marbu>t}ah* diikuti oleh kata yang menggunakan kata sandang *al-* serta bacaan kedua kata itu terpisah, maka *ta>' marbu>t}ah* itu ditransliterasikan dengan ha (h).

Contoh:

رَوْضَةُ الْأَطْفَالِ : *raud}ah al-at}fa>l*

الْمَدِينَةُ الْفَاضِلَةُ : *al-madi>nah al-fa>d}ilah*

الْحِكْمَةُ : *al-h}ikmah*

#### 5. *Syaddah (Tasydi>d)*

*Syaddah* atau *tasydi>d* yang dalam sistem tulisan Arab dilambangkan dengan sebuah tanda *tasydi>d* ( ّ ), dalam transliterasi ini dilambangkan dengan perulangan huruf (konsonan ganda) yang diberi tanda *syaddah*.

Contoh:

رَبَّنَا : *rabbana>*

نَجَّيْنَا : *najjaina>*

الْحَقُّ : *al-h}aqq*

نُعَمَّ : *nu"ima*

عَدُوُّ : *'aduwwun*

Jika huruf *ى* ber-*tasydid* di akhir sebuah kata dan didahului oleh huruf *kasrah* ( ِ ), maka ia ditransliterasi seperti huruf *maddah* menjadi *i>*.

Contoh:

عَلِيٌّ : *'Ali>* (bukan *'Aliyy* atau *'Aly*)

عَرَبِيٌّ : *'Arabi>* (bukan *'Arabiyy* atau *'Araby*)

## 6. Kata Sandang

Kata sandang dalam sistem tulisan Arab dilambangkan dengan huruf ال (*alif lam ma'arifah*). Dalam pedoman transliterasi ini, kata sandang ditransliterasi seperti biasa, al-, baik ketika ia diikuti oleh huruf *syamsiyah* maupun huruf *qamariyah*. Kata sandang tidak mengikuti bunyi huruf langsung yang mengikutinya. Kata sandang ditulis terpisah dari kata yang mengikutinya dan dihubungkan dengan garis mendatar (-).

Contoh:

الشَّمْسُ : *al-syamsu* (bukan *asy-syamsu*)

الزَّلْزَلَةُ : *al-zalزالah* (*az-zalزالah*)

الفَلْسَفَةُ : *al-falsafah*

الْبِلَادُ : *al-bila>du*

## 7. Hamzah

Aturan transliterasi huruf hamzah menjadi apostrof (') hanya berlaku bagi hamzah yang terletak di tengah dan akhir kata. Namun, bila hamzah terletak di awal kata, ia tidak dilambangkan, karena dalam tulisan Arab ia berupa alif.

Contoh:

تَأْمُرُونَ : *ta'muru>na*

النَّوْءُ : *al-nau'*

شَيْءٌ : *syai'un*

أَمِرْتُ : *umirtu*

## 8. Penulisan Kata Arab yang Lazim digunakan dalam Bahasa Indonesia

Kata, istilah atau kalimat Arab yang ditransliterasi adalah kata, istilah atau kalimat yang belum dibakukan dalam bahasa Indonesia. Kata, istilah atau kalimat yang sudah lazim dan menjadi bagian dari perbendaharaan bahasa Indonesia, atau sering ditulis dalam tulisan bahasa Indonesia, atau lazim digunakan dalam dunia akademik tertentu, tidak lagi ditulis menurut cara transliterasi di atas. Misalnya, kata al-Qur'an (dari *al-Qur'a>n*), alhamdulillah, dan munaqasyah. Namun, bila kata-kata tersebut menjadi bagian dari satu rangkaian teks Arab, maka harus ditransliterasi secara utuh. Contoh:

*Fi> Z{ila>l al-Qur'a>n*

*Al-Sunnah qabl al-tadwi>n*

## 9. Lafz} al-Jala>lah (الله)

Kata “Allah” yang didahului partikel seperti huruf *jarr* dan huruf lainnya atau berkedudukan sebagai *mud}a>f ilaih* (frasa nominal), ditransliterasi tanpa huruf hamzah.

Contoh:

اللَّهُ دِينُ اللَّهِ *di>nulla>h billa>h*

Adapun *ta>' marbu>t}ah* di akhir kata yang disandarkan kepada *lafz} al-jala>lah*, ditransliterasi dengan huruf [t]. Contoh:

هُم فِي رَحْمَةِ اللَّهِ *hum fi> rah}matilla>h*

## 10. Huruf Kapital

Walau sistem tulisan Arab tidak mengenal huruf kapital (*All Caps*), dalam transliterasinya huruf-huruf tersebut dikenai ketentuan tentang penggunaan huruf kapital berdasarkan pedoman ejaan Bahasa Indonesia yang berlaku (EYD). Huruf kapital, misalnya, digunakan untuk menuliskan huruf awal nama diri (orang, tempat, bulan) dan huruf pertama pada permulaan kalimat. Bila nama diri didahului oleh kata sandang (al-), maka yang ditulis dengan huruf kapital tetap huruf awal nama diri tersebut, bukan huruf awal kata sandangnya. Jika terletak pada awal kalimat, maka huruf A dari kata sandang tersebut menggunakan huruf kapital (Al-). Ketentuan yang sama juga berlaku untuk huruf awal dari judul referensi yang didahului oleh kata sandang al-, baik ketika ia ditulis dalam teks maupun dalam catatan rujukan (CK, DP, CDK, dan DR). Contoh:

*Wa ma> Muh}ammadun illa> rasu>l*

*Inna awwala baitin wud}i'a linna>si lallaz}i> bi Bakkata muba>rakan*

*Syahru Ramad}a>n al-laz}i> unzila fi>h al-Qur'a>n*

*Nas}i>r al-Di>n al-T{u>si>*

*Abu>> Nas}r al-Fara>bi>*

*Al-Gaza>li>*

*Al-Munqiz} min al-D}ala>l*

Jika nama resmi seseorang menggunakan kata Ibnu (anak dari) dan Abu> (bapak dari) sebagai nama kedua terakhirnya, maka kedua nama terakhir itu harus disebutkan sebagai nama akhir dalam daftar pustaka atau daftar referensi. Contoh:

Abu> al-Wali>d Muh}ammad ibn Rusyd, ditulis menjadi: Ibnu Rusyd, Abu> al-Wali>d Muh}ammad (bukan: Rusyd, Abu> al-Wali>d Muh}ammad Ibnu)

Nas}r H{a>mid Abu> Zai>d, ditulis menjadi: Abu> Zai>d, Nas}r H{a>mid (bukan: Zai>d, Nas}r H{ami>d Abu>)

## 11. Daftar Singkatan

Beberapa singkatan yang dibakukan adalah:

swt.	=	<i>subh}a&gt;nahu&gt; wa ta'a&gt;la&gt;</i>
saw.	=	<i>s}allalla&gt;hu 'alaihi wa sallam</i>
a.s.	=	<i>'alaihi al-sala&gt;m</i>
H	=	Hijrah
M	=	Masehi
SM	=	Sebelum Masehi
l.	=	Lahir tahun (untuk orang yang masih hidup saja)
w.	=	Wafat tahun
QS .../...: 4	=	QS al-Baqarah/2: 4 atau QS A<li 'Imra>n/3: 4
HR	=	Hadis Riwayat

## ABSTRACT

Name : St. Ainun Pratiwi Nasaruddin  
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Title : Analysis of Teacher Authentic Assessment for English Language Testing at SMK Negeri 3 Parepare

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Authentic assessment is an English language testing with referred to the concept of approach in evaluating a person's knowledge, skills, and abilities that emphasizes real-world tasks and meaningful applications of learning English which to apply the knowledge and skills in practical. The research aimed to describe authenticity of the reading, speaking, writing and listening test for English Language Testing at SMK 3 Parepare.

This research used Quantitative design with data collection technique used teacher evaluation test, and validity of the result was English Rubric. The data analysis used define the research questions, define the content to be included and define the units of analysis. Total of the document were 7 documents.

The result of this research were as follow: 1) The assessment of the reading test for English Language were relevant to the authentic assessments indicator of integral, various measure and holistic for meeting idol materials with 100% authentic category. 2) The assessment of the speaking test relevant to the authentic assessment which focused on conditional sentences materials and integrated with real life situation, various measure and with categorized as 100% authentic category. 3) The assessment of the writing test relevant to the authentic assessment with invitation writing such personal and business letter materials referred to integral, various measure and holistic with 100% authentic category. 4) The assessment of the listening test relevant to the integral, various measure and holistic with identifying song materials with 100% authentic category.

**Keywords:** Authentic Assessment; Language Testing.

## ABSTRAK

Nama : St. Ainun Pratiwi Nasaruddin  
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Judul Tesis : Analisis Penilaian Pendekatan Autentik Guru pada Evaluasi Pelajaran Bahasa Inggris di SMK 3 Parepare

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Penilaian autentik adalah pengujian bahasa Inggris yang merujuk pada konsep pendekatan dalam mengevaluasi pengetahuan, keterampilan, dan kemampuan seseorang yang menekankan tugas dunia nyata dan aplikasi yang berarti dari pembelajaran bahasa Inggris untuk menerapkan pengetahuan dan keterampilan secara praktis. Penelitian ini bertujuan untuk menjelaskan keautentikan ujian membaca, berbicara, menulis, dan mendengarkan untuk Pengujian Bahasa Inggris di SMK 3 Parepare.

Penelitian ini menggunakan desain kuantitatif dengan teknik pengumpulan data menggunakan uji penilaian guru, dan validitas hasilnya adalah Rubrik Bahasa Inggris. Analisis data menggunakan mendefinisikan pertanyaan penelitian, mendefinisikan konten yang akan disertakan, dan mendefinisikan unit analisis. Total dokumen yang dianalisis adalah 7 dokumen.

Hasil dari penelitian ini adalah sebagai berikut: 1) Penilaian tes membaca dalam Bahasa Inggris relevan dengan indikator penilaian Autentik seperti integral, berbagai ukuran, dan holistik untuk memenuhi bahan-bahan pelajaran dengan kategori 100% Autentik. 2) Penilaian tes berbicara relevan dengan penilaian Autentik yang berfokus pada materi kalimat kondisional dan terintegrasi dengan situasi kehidupan nyata, berbagai ukuran, dan dikategorikan sebagai kategori 100% Autentik. 3) Penilaian tes menulis relevan dengan penilaian Autentik dengan materi penulisan undangan seperti surat pribadi dan bisnis yang merujuk pada integral, berbagai ukuran, dan holistik dengan kategori 100% Autentik. 4) Penilaian tes mendengarkan relevan dengan integral, berbagai ukuran, dan holistik dengan mengidentifikasi materi lagu dengan kategori 100% Autentik.

**Kata kunci:** Evaluasi Autentik; Evaluasi Bahasa.

## تجريد البحث

الإسم : أندي فتري نورهديات  
رقم التسجيل : ٢١٢٠٢٠٣٨٧٩١٠٢٠٠٦  
موضوع الرسالة : تحليل تقييم الأساليب الحقيقية للمعلمين في تقييم  
دروس اللغة الإنجليزية في المدرسة الثانوية المهنية ٣ برى بارى

أجري هذا البحث لوصف صدق اختبار القراءة، ووصف صدق اختبار التحدث، ووصف صدق اختبار الكتابة، ووصف صدق اختبار الاستماع لاختبار اللغة الإنجليزية في المدرسة الثانوية المهنية ٣ برى بارى.

طريقة البحث المستخدمة هي الطريقة الكمية. تم جمع البيانات من خلال اختبارات تقييم المعلمين، وتم تقييم صحة النتائج باستخدام نموذج تقييم اللغة الإنجليزية. ويتم تحليل البيانات من خلال تحديد أسئلة البحث، وتحديد المحتوى المراد تضمينه، وتحديد وحدة التحليل.

نتائج هذا البحث هي كما يلي: (١) تقييمات اختبار القراءة التي لا تعكس معايير التقييم الحقيقية تثبت أن اختبارات القراءة لا تعكس مواقف الحياة الحقيقية للطلاب ولا تقيم جوانب التقييم الشامل بشكل كامل. (٢) تثبت تقييمات اختبار التحدث التي لا تعكس التقييمات الحقيقية أن اختبارات التحدث تركز على نصوص الجمل الشرطية التي لا تعكس مواقف الحياة الحقيقية للطلاب، كما أن لها تكاملاً مختلفاً مع عملية التعلم بينما المادة لا تعكس مؤشرات شمولية. (٣) تثبت تقييمات اختبارات الكتابة التي لا تعكس التقييمات الحقيقية أن اختبارات الكتابة تركز فقط على واجبات الطلاب الكتابية دون ممارسة النص الحقيقي في الظروف المدرسية للطلاب. (٤) لا يعكس تقييم اختبار الاستماع مؤشرات متكاملة، في حين أن مادة الاستماع لا تعكس مواقف الحياة الحقيقية للطلاب.

الكلمات الرئسية : التقييم الحقيقي؛ تقييم اللغة



# CHAPTER I

## INTRODUCTION

### A. *Background of the Research*

Assessment is vital to education and plays important role in teaching and learning process. The Indonesian 2013 curriculum mandates the teachers to have a competence in assessing students' learning either formative (assessment-for-learning) or summative assessment (assessment-of-learning) to enable students to develop themselves and have learning improvement as well. According to the expert that assessment is a critical aspect of the teaching and learning process. Assessment enables teachers to measure the effectiveness of teaching with student performance to specific learning objectives that is important to assess the performance because it provides feedback to what extent students are successfully meeting the course objectives.<sup>1</sup> It can be said that assessment is an ongoing process that encompasses a much wider domain. To do an assessment, a teacher should consider many aspects in determining the final scores of the students.

The important of good assessment may impact to the quality of education which is able to make regular and good input that can be developed properly so as to produce quality output that can adjust the flow of educational development. Education is a conscious and planned effort to create an atmosphere of learning and learning process so that students actively develop their potential to have

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<sup>1</sup>H. Douglas Brown, *Principles of Language Learning and Teaching* (London: Longman, 2016).

spiritual strength, self-control, personality, intelligence, noble character and, the skills needed by themselves, society, nation, and state.<sup>2</sup>

The explanation above supported by the definition in line with the objectives of national education, as in the Education System Law No. 20 of 2003 it is stated that: "The purpose of national education is to develop the potential of students to become human beings who believe in and have faith in God Almighty, have good morality, be healthy, knowledgeable, capable, creative, independent, and become citizens who are democratic and responsible."<sup>3</sup>

To develop the potential of students in order to achieve these educational goals, many elements play a role not only for educators, facilities and infrastructure, luxurious facilities, good buildings but, the most important element is the curriculum. Curriculum according to Law No. 20 of 2003 concerning the National Education System. "In the Act, it is stated that the curriculum is a set of plans and arrangements regarding the content and subject matter as well as the methods used to guide teaching and learning activities".<sup>4</sup>

According to those regulation which regarding to the objective of educational, it may improve from the analysis of the assessment which implemented in school scope. The assessment basically covered many aspect in order to develop students' capability in their classroom activities. Such like curriculum, method, strategy and other aspect.

The curriculum once become very important for the English teacher in design their assessment indicator at class, curriculum is a container that will

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<sup>2</sup> Harwood, E. M., & Cohen, J. R "Classroom Assessment: Educational and Research Opportunities," *Issues in Accounting Education* 14, no. 4 (2012): p. 691–724

<sup>3</sup> Depdiknas . (Undang-undang RI No.20 tahun 2003.tentang Sistem Pendidikan Nasional).

<sup>4</sup> Depdiknas .(Undang-undang RI No.20 tahun 2003.tentang Sistem Pendidikan Nasional).

determine the direction of education. The success of education depends very much on the curriculum used. Starting the 2013/2014 school year, the government has implemented a new curriculum called the 2013 Curriculum. The curriculum, learning process, and assessment of the process and learning outcomes are important components in learning activities in addition to the other components. These components are interrelated with one another.

Specifically about the curriculum apply toward school, Law Number 20 of 2003 states that "A curriculum is a set of plans and arrangements regarding the objectives, content, and learning materials as well as the ways used as guidelines for organizing learning activities to achieve certain educational goals".<sup>5</sup> The learning process is an effort to achieve the "Basic Competencies" formulated in the curriculum. Meanwhile, assessment activities are carried out to measure and assess the level of achievement of Basic Competencies.

Assessment is also used to determine strengths and weaknesses in the learning process so that it can be used as a basis for decision making, and improvement of the learning process that has been done. Therefore a good curriculum and a correct learning process need to be supported by a good, planned and sustainable assessment system.<sup>6</sup>

Assessment is a series of systematic and systemic processes, collecting data and or information, analyzing and then drawing conclusions about the level of achievement of results and the level of effectiveness and efficiency of an educational program.<sup>7</sup>

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<sup>5</sup> Departemen Pendidikan Nasional. Dokumen 1 Kurikulum Sekolah Menengah Kejuruan Edisi 2004. (Versi elektronik). (Jakarta: Departemen Pendidikan Nasiona, 2013).

<sup>6</sup> Borg, W. R., dan Gall, M. D. *Educational Research: an Introduction (4th Ed.)*. (New York : Longman Inc.2015).

The implementation of the 2013 curriculum that emphasizes activity-based learning, the assessment emphasizes the assessment of processes both in the aspects of attitude, knowledge, and skills. Then a shift is needed from assessment through tests (measuring all knowledge competencies based only on results), to authentic assessments (measuring all competencies in attitudes, skills, and knowledge based on process and results) which called as authentic assessment. Assessment in the 2013 curriculum requires a balance between affective, cognitive and psychomotor assessment. Curriculum 13 emphasizes several aspects of the learning process including effective, cognitive, and psychomotor aspects with these aspects the authenticity assessment process will meet the specified standards.

This research concept regarding to the teaching managers conduct assessments with the intention of seeing whether the efforts made through teaching have reached the goal. Meanwhile classroom assessment is a method that can be used to collect feedback, early and often, on how well students are learning what they are being taught meaning: classroom assessment is a simple method that can be used to gather feedback, both at the beginning and after learning about how well students learn what they have been taught.

The concept of authentic assessment is a characteristic of the 2013 curriculum. This authentic assessment is a comprehensive assessment conducted to assess the input, process, and output of learning.<sup>7</sup> An authentic assessment must reflect real-world problems, not the world of schools. Use a variety of holistic methods and criteria (full competence reflects knowledge, skills, and attitudes). An authentic assessment does not only measure what is known by

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<sup>7</sup> MP, J. H. *Penilaian Autentik dalam Kurikulum 2013. (Al-Ishlah, Volume 6, 2014).*

students but rather emphasizes measuring what students can do. Teachers in this authentic assessment must have broad insights about experiences and real-life problems of the students. Through these experiences and problems, the teacher can provide examples that students might be able to solve. What can be done by students that are the basis of the authentic assessment.

Based on interviews with English teachers at SMK Negeri 3 Parepare, that teachers experience problems in applying authentic assessment to English subjects which identifying that teachers are still having difficulty implementing authentic assessment, students showed monotonous learning interaction and also the impact bring students' in their low performing. It really impact to the student performing when they are in English Subject. Based on the observation trough exam text which delivered by the teacher, the exam school did not coherent to the concept of authentic assessment. It only regarding to the book resources.

Based on the observation did at SMK Negeri 3 Parepare showed that some problems arise because teachers faced difficulty in understanding authentic assessment include that the teacher has not used the authentic assessment instruments properly and the teacher is still having difficulty in implementing three aspects to be assessed namely the aspects of attitude, knowledge, and skills to the students' which also correlate it into real situation of students life.

According to the evaluation test given by the teacher, the materials delivered for structure text giving opinion and suggestion, it stated that, the evaluation used by the teacher follow the concept of authentic assessment, but in fact, according to the Principe of authentic assessment must be related to real-world contexts and actual assignments. Thus, the results of the assessment can provide a more accurate picture of students' abilities to complete tasks in real

life.<sup>8</sup> The test above did not emphasize to the real life condition which faced by the student's. The context of the evaluation test just let the students to identifying without analyzing the context.

The researcher is interested in researching authentic assessment that emphasizes the assessment includes aspects of knowledge, skills, and attitudes imply on school of SMK Negeri 3 Parepare. The authentic assessment considers the development of intellectual diversity. Besides emphasizing the learning process of students rather than just paying attention to the final results of students at SMK Negeri 3 Parepare. Researchers also want to know the advantages of authentic assessment from assessments that were previously in the field. Authentic assessment challenges students to apply new academic information and skills in real situations for specific purposes.

Specifically found during observation that there are some techniques and instruments which are not used by certain teachers, especially in a skills assessment. in this authentic assessment teachers are required to be able to use technology in carrying out assessments, while teachers are still confused in using technology, because in teacher lack of modification of learning media in assessing teachers using a manual system, and also authentic assessment is far more complicated because in each assessment must have a clear rubric, besides presenting values in descriptive form is not easy, assessments that demand to always make observations during-after learning activities in order to have impact toward the students' English performing.

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<sup>8</sup>Adawiyah, R, & S. H. "Implementing Authentic Assessment of Curriculum 2013: Teacher's Problems and Solusions," *Jurnal Pendidikan MIPA Phenomenon*, 3 (2). 2018).

Implementation of lesson plans and authentic assessments is also hampered due to a lack of teacher innovative during classroom. In general, the implementation of authentic assessments conducted by some teachers is quite good in the use of techniques and instruments. But not all teachers use techniques and instruments that are in accordance with the theory and did not really have big impact to the students' performing.

Teacher assessment can have a significant impact on students' results and evaluations. When teachers assess students' work, performance, and progress, they make judgments that can affect students' academic outcomes and their overall learning experience. There are several ways in which teacher assessment can influence students' results and the effectiveness of the evaluation process. When teacher did proper assessment, the next materials and method will be implemented in next meeting can be arranged properly as reflection of the teacher evaluation.

The concept of this research referred to the explanation above, the researcher is interesting to conduct this research for analysis of the authentic assessment by using quantitative research which content analysis approach. Based on these explanations so far, the researchers are interested in conducting research with the title “Analysis of Teacher Authentic Assessment for English Language Testing at SMK 3 Parepare”.

## **B. *Research Questions***

Based on the background explained above, the researcher formulated the question of study below:

1. What is the authenticity of the reading test for English Language Testing at SMK 3 Parepare?
2. What is the authenticity of the speaking test for English Language Testing at SMK 3 Parepare?
3. What is the authenticity of the writing test for English Language Testing at SMK 3 Parepare?
4. What is the authenticity of the listening test for English Language Testing at SMK 3 Parepare?

### **C. *Objective of Research***

Based on the question explained above, the researcher formulated the objective of research below:

1. To describe the authenticity of the reading test for English Language Testing at SMK 3 Parepare.
2. To describe the authenticity of the speaking test for English Language Testing at SMK 3 Parepare.
3. To describe the authenticity of the writing test for English Language Testing at SMK 3 Parepare.
4. To describe the authenticity of the listening test for English Language Testing at SMK 3 Parepare.



#### ***D. Significant of the Research***

The significance of the research is theoretical significance. Theoretically, the result of this research is expected to give some benefit to the reader. The significances of the research are as follows:

1. The result of the research provided useful information about teacher authentic assessment at SMK Negeri 3 Parepare so that the reader can prepare some ways to exploit more this references.
2. The result of the research is expected to expend teacher insight about teacher authentic assessment which implemented at class either effective or not.
3. The result of this research provided useful information about varied method teacher assessment.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### *A. Previous Related Research Findings*

The writer tried to link on the basis of previous research that had been there and considered relevant to the research that researcher did. Research the former is expected to provide clear assumptions about differences in research studied with previous research.

1. The first issue for this article conducted for authentic assessment principle. Some of the article from Abdullah in 2019 stated that English teacher applied the authentic assessment by following four procedures as principle of authentic assessment. These article also supported by Majid in 2014 and Mueller in 2013. They were composed of (1) identifying the standard, (2) selecting the authentic task, (3) identifying criteria for the task (4) creating the rubric. Hence, in accordance with the obstacles of the English teacher, the researcher concluded that the English teacher experienced the obstacles in creating the scoring rubric of performance assessment and giving scores in the group work.<sup>9</sup>

These issue above relevant to this research based on the authentic assessment principle, in summary, some principle also adding to this research more that principle that used by the previous research. Overcome those two obstacles, the English teacher had solutions to solve them. Firstly, the English teacher browsed some references regarding the scoring rubric of performance assessment on internet, and she adapted and adopted them as necessary.

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<sup>9</sup>Abdullah. "An Analysis of Authentic Assessment in 2013 Curriculum at SMA Negeri 4 Malang"(Ejurnal Education Scope Center: <http://eprints.umm.ac.id/id/eprint/32760>).

Secondly, dealing with the second obstacle of the English teacher, she gave another task and peer assessment to students who were in the group work as the individual score.

2. The second issue for this previous research finding related the implication to students' in teaching English. The using of the assessment are covered into project report, students' portfolio and students' behavior. Authentic assessment encourage teachers to observe the progress of each students during in learning process. This assessment also encourage students to explore their learning experience in various ways. The activities designed to optimize students' capacity are recorded by teachers in assessment rubrics. Students' self-esteem, which is defined as the positive or negative evaluation of self, occurs naturally.<sup>10</sup>

The authentic assessment shows are result of the students' capacity in the participation during the learning process. Students' self-esteem is shown whether students feel worthy about themselves. In authentic assessment, teacher does not only have great responsibility in judging the students but also in guiding the students to make progress during the learning process. Based on the curriculum 2013, authentic assessment has purpose to motivate students in participating much during the lesson. This paper describes the implication of authentic assessment to students' self-esteem.

3. The third issue for this research by Yolanda which related to the issue of Teachers Authentic Assessments which is still having difficulty implementing authentic assessment, the characteristics of students who do not support, the lack of development of teacher creativity and lack of time allocation. This authentic

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<sup>10</sup> Hanifatul "Authentic Assessment and the implication to students' selfesteem in teaching English" (*Journal of Education*, 1 (1), 23,2018).

assessments is far more complicated because in very assessment there must be a clear rubric, besides presenting values in a descriptive form is not easy, assessment that demand to always make observations during and after learning activities. This study aims to describe the applications of authentic assessment in learning English in SMP IT Khairunnisa, to describe the authentic assessment models applied and the constrains experienced by the teacher in learning English in SMP IT Khairunnisa. This research was designed as descriptive qualitative research. The object of data in this study was the English teacher of SMP IT khairunnisa. Data obtained through interview, documents analysis, and observations were analyzed with qualitative data analysis techniques.<sup>11</sup>

The results of the qualitative data analysis are then concluded according to the research problem. The result showed that all English subject teachers had applied authentic assessment in learning. The teacher applies a variety of authentic assessment models that show that there is a creativity factor 10 in the application of assessment. Even, so, teachers still experience various kinds of obstacles encountered. This shows that the teacher tried to apply authentic assessment well and in accordance with the applicable curriculum.

4. The fourth issue for the research about step of Authentic Assessment Implementation Based on Curriculums 2013 which focused on (1) describing authentic assessment preparation according to curriculum 2013 by grade seven teachers in SMP Negeri 4 Singaraja, (2) describing authentic assessment implementation according to curriculum 2013 (3) describing obstacles experienced by teachers in implementing authentic assessment according to

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<sup>11</sup> Yolanda "An Analysis on Teachers Authentic Assessments in English Teaching at SMP IT Kharunnas". (*Akses Jurnal English Education and Research*, 2018).

Curriculum 2013 this research is descriptive qualitative study. The data were gaining by study documents, observation, and interview. The result shows that (1) the conformity of authentic assessment preparation based on Curriculum 2013 by the teachers in is 53,97% which category is sufficient. (2) Conformity of authentic assessment implementation by the teachers is 44.4% which category is sufficient. (3) Obstacles experienced by teachers are in terms of students' number and lack of time in the authentic assessment implementation. In conclusion, authentic assessments implementation already measured the competence of knowledge, attitudes and skills of the students according to curriculum 2013.<sup>12</sup>

The conclusion for all the article explained above that the authenticity of the assessment that given to students in accordance with the 2013 Curriculum, and also examine how the teachers contribution in the learning process. The research article also explained about the authentic assessment preparation based on Curriculum 2013 by the teachers in is 53,97% which category is sufficient.

The comparison between the previous article and this result of the research was about the authenticity, this result did not find any authentic assessment, in both instances, reading, speaking, writing, and listening tests were not found to lack alignment with authentic assessment criteria, failing to adequately reflect real-life situations and holistic evaluation. These findings underscore an ongoing challenge in the educational setting and highlight the need for interventions and improvements to enhance the authenticity of assessments in line with the curriculum's goals and principles.

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<sup>12</sup> Kadek, "An analysis of Authentic Assessment Implementation Based on Curriculums 2013 in SMP Negeri 4 Singaraja"(2016).

The comparison shows that the issues related to authentic assessment are persistent in the educational context. Both studies indicate a misalignment between the assessments conducted in these schools and the criteria for authentic assessment, particularly with regard to the real-life relevance and holistic evaluation aspects.

## **B. Some Pertinent Ideas**

### **1. Concept of Authentic Assessment**

#### **a. Definition of Authentic Assessments**

Authentic assessment can be defined as stimulate students to develop skills or competencies relevant for their future world of work. It is subjective and dependent on who is judging the authenticity.<sup>13</sup> In another article, authentic assessment means require students to combine and apply competencies of their knowledge, skills, and attitude in professionals life. So, authentic assessment is the way of lecturer to evaluate students' knowledge and skills also promote them to apply what the have been learnt in to beyond schools.<sup>14</sup>

Authentic assessment also called as performance assessment, alternative assessment, and direct assessment. This kind of assessment focuses on practice of knowledge and skills while non-authentic assessment focuses on test and examination. Increasing assessment authenticity is intended to have a positive effect on students' learning and motivation.<sup>15</sup> The goals of authentic

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<sup>13</sup> Gulikers, Judith T.M, et al A five-Dimensional Framework for Authentic. Assessment. Educational Technology Research and Development, (2017).

<sup>14</sup> Dorn, C,M, et.al. *Assessing Expressive Learning: Practical Guide for. Teacher-Directed Authentic Assessment in K-12 Visual Arts Education*. (New Jersey: LEA, 2014).

<sup>15</sup> Refnaldi, & Zaim, M. Using "Authentic Assessment to Better. Facilitate Theaching and Learning. *Advances in Social Science*" (*Jurnal vol. 2, no. 2, pp. 113-121*, 2017).

assessment are seemed to stimulate higher order thinking and problem solving that are useful for both individual and society.

Authentic assessment is an approach to evaluating students' learning that emphasizes real-world skills, application of knowledge, and problem-solving abilities. It aims to replicate tasks and challenges that students might encounter in their future professional or real-life contexts. Instead of relying solely on traditional tests and exams, authentic assessment requires students to demonstrate their competencies in ways that mirror actual situations they may face beyond the classroom.

One key characteristic of authentic assessment is its subjectivity. The assessment's authenticity depends on who is evaluating the students' performance. Different evaluators may interpret the authenticity of a task differently, which can lead to variations in grading. This highlights the importance of clear and consistent criteria for assessment.

Authentic assessment encourages students to integrate and apply a range of competencies encompassing not only factual knowledge but also practical skills and attitudes. It bridges the gap between theoretical learning and its practical application. This might involve tasks that require critical thinking, problem-solving, communication, collaboration, and creativity.

By simulating real-world texts and challenges, authentic assessment prepares students for their future careers. It equips them with skills that will be valuable beyond their academic journey, fostering a more seamless transition from school to work. Authentic assessment is sometimes referred to by different names, including performance assessment, alternative assessment, and

direct assessment. These terms emphasize the focus on actual performance and application rather than just testing knowledge recall.

Traditional assessment methods like tests and exams measure a student's ability to recall information under timed conditions, authentic assessment centers on practical demonstration of skills and knowledge. This can involve projects, presentations, case studies, simulations, portfolios, and other forms of hands-on application. Authentic assessment is believed to positively impact students' learning experiences and motivation. The engagement required for meaningful real-world tasks can drive students to delve deeper into the subject matter and develop a more profound understanding of the material.

The primary goals of authentic assessment are to foster higher-order thinking skills, problem-solving abilities, and critical analysis. These skills not only benefit the individual student but also contribute to the betterment of society as a whole, as they prepare students to tackle complex challenges effectively.

Authentic assessment goes beyond traditional testing to evaluate students in a way that mirrors real-life situations. It aims to equip them with the skills, knowledge, and attitudes they'll need to thrive in their future professional endeavors, while also promoting deeper learning, critical thinking, and problem-solving capabilities.

In authentic assessment, learners are asked to apply concept or theory in school to the actual conditions. This leads to lecturer and students perceiving a real world activity in the educational process because it can integrate the real application through experiment and experience. Therefore, the education needs to engage students to be powerful in producing achievements between



knowledge, skills, and attitudes to enhance the specific assessment. This assessment makes them easier to confront the professional life cases needed than using a traditional assessment to measure their capabilities in classroom activities.

b. Types of Authentic Assessment

Authentic assessment is an approach to evaluating students' knowledge, skills, and abilities by presenting them with real-world tasks that mirror the challenges and expectations they may encounter in practical, authentic settings. Unlike traditional assessments that rely heavily on standardized tests or rote memorization, authentic assessment emphasizes the application of knowledge in meaningful contexts. This method often involves performance-based tasks, projects, or simulations that require students to demonstrate their understanding through critical thinking, problem-solving, and practical application of concepts. Brown presents some types of authentic assessment or he called it as alternative assessment that can be used by lecturer in assessing language such as:

- 1) Observation
- a) Anecdotal Records

Anecdotal records are a detailed descriptive narrative to record specific observation of student's behavior, skills, and attitude. It may provide information to student's family related to possible developmental delays and direction for further instruction. Authentic assessments are designed to reflect the complexities of the actual situations students may face in their future careers or daily lives. By engaging in tasks that mirror real-world scenarios, students not only showcase their academic knowledge

but also develop and demonstrate skills that are highly transferable to various professional and personal contexts. Authentic assessment aims to go beyond mere memorization, fostering a deeper and more comprehensive understanding of the subject matter while preparing students for the challenges of the real world

Anecdotal records refer to detailed and descriptive narratives that document specific observations of a student's behavior, skills, and attitude. These records are created by educators to capture significant moments or instances in a student's learning journey. Anecdotal records offer a comprehensive account of a student's actions, reactions, interactions, and achievements in various situations within the learning environment.

The purpose of keeping anecdotal records is multifaceted. Firstly, they serve as a valuable tool for teachers to closely monitor and assess a student's progress and development over time. By documenting specific behaviors and skills, educators can gain insights into the student's strengths, weaknesses, interests, and areas that need improvement. These records also play a crucial role in identifying any potential developmental delays or learning challenges. By noting patterns of behavior or difficulties in certain areas, teachers can intervene early and provide necessary support or interventions to address these issues.

Anecdotal records offer a means of communication between teachers, students, and their families. By sharing these detailed narratives, educators can provide families with a clear understanding of their child's actions, interactions, and overall classroom experiences. This communication can help parents or guardians stay informed about their child's progress, as well

as any concerns that may arise. Anecdotal records can guide discussions during parent-teacher conferences and enable collaborative efforts between educators and families to support the student's holistic development.

Provide teachers with insights into instructional strategies that are effective for each student. By analyzing the recorded behaviors and responses, educators can tailor their teaching methods to accommodate individual learning styles and preferences. Anecdotal records also aid in reflecting on teaching practices and adjusting approaches to better meet the needs of students.

Anecdotal records are a powerful assessment and communication tool that allows educators to capture meaningful moments, monitor progress, address developmental concerns, and provide tailored instruction to support each student's growth and learning journey.

b) Checklists

Checklists is written list of criteria in order to assess students' performance. So, the lecturer can focus on specific terms to give students a score. A checklist is a written list of specific criteria used to assess students' performance. It serves as a structured tool that allows instructors or assessors to systematically evaluate and score students' work based on predefined indicators. Checklists are designed to ensure that each important aspect or criterion is considered during the assessment process, and they provide a clear framework for grading or giving feedback.

The primary advantage of using checklists is that they provide a focused and organized approach to assessment. By outlining the key criteria or components that need to be evaluated, checklists help educators

maintain consistency and objectivity in their evaluations. This is especially important when assessing assignments, projects, or tasks that involve multiple dimensions or skills. With a checklist, the assessor can methodically review each item on the list and assign scores or feedback based on the observed performance.

Checklists also benefit students by clarifying expectations and highlighting what is being assessed. Students can use the checklist as a guide to understand what specific aspects of their work will be evaluated. This transparency promotes a sense of fairness in the assessment process and helps students align their efforts with the desired outcomes.

Furthermore, checklists are particularly useful when assessing complex assignments or open-ended tasks. They ensure that assessors do not overlook any important element while evaluating students' work. This systematic approach enhances the reliability of the assessment, making it easier for assessors to assign accurate scores and provide constructive feedback.

c) Rating Scales

Rating scales is similar to checklists but it focuses on the range of scoring. Rating scales is a set of criteria and usually provide several levels of response selections to describe the quality of students' work. Rating scales are a method of assessment similar to checklists, but they place a greater emphasis on capturing a range of scoring options. A rating scale consists of a set of criteria, just like a checklist, but it also includes several levels of response selections that allow assessors to describe the quality of students' work in more detail.

Each criterion on the rating scale is associated with these levels of performance, allowing assessors to assign a specific score or rating based on the degree to which a student's work aligns with each criterion. The rating scale approach enables a more nuanced assessment by capturing gradations of performance and acknowledging that student work can fall at different points along the proficiency spectrum.

The advantages of using rating scales include the ability to provide detailed feedback and a more accurate representation of student performance. This method helps both assessors and students understand the strengths and areas for improvement in a more nuanced way. It also allows for differentiation among various levels of achievement, making the assessment process fairer and more flexible.

Rating scales are particularly useful when assessing assignments or projects that involve multiple dimensions or when assessing subjective qualities, such as critical thinking or creativity. The use of descriptors with defined criteria helps ensure consistency and objectivity in the evaluation process, even when assessing complex skills.

## 2) Self and Peer Assessment

Self and peer assessment is involving students to assess their own performance and their peers which can encourage them to take responsibility for their learning. Through this, students can actively learn their previous mistakes, weaknesses, and strength. This enables students to understand better of assessment expectations and improve their performance.

Self and peer assessment is an instructional strategy that actively involves students in evaluating their own work and the work of their peers. This approach not only empowers students to take ownership of their learning but also promotes a deeper understanding of the assessment process. By participating in self and peer assessment, students engage in a reflective practice that enables them to identify their mistakes, weaknesses, and strengths, ultimately leading to improved performance.

Students critically review their own work against predefined criteria or rubrics. This process encourages them to evaluate their efforts and outcomes objectively, fostering a sense of accountability for their learning. When students assess their own work, they gain insights into their learning progress and can recognize areas where they need to put in more effort. This self-reflective practice enhances metacognition – the awareness of one's own thinking processes – which is crucial for effective learning.

Self-assessment empowers students to set personal goals and monitor their growth over time. They become active participants in their educational journey by taking charge of their learning trajectory. The act of self-assessment also nurtures a sense of responsibility, as students realize that their learning outcomes are a result of their own efforts and engagement.

Peer assessment, on the other hand, involves students evaluating the work of their classmates using the same criteria or rubrics. This practice not only benefits the assessors but also the ones being assessed. When students evaluate their peers' work, they engage in a process of critical analysis that deepens their understanding of the subject matter. They learn to identify

strengths and areas for improvement in others' work, which enhances their own capacity for critical thinking.

Peer assessment encourages collaboration and communication among students. It promotes constructive feedback and the exchange of ideas, creating a supportive learning environment. Students develop skills in giving and receiving feedback, which are valuable in both academic and real-world contexts.

Self and peer assessment, students gain a clearer understanding of what is expected in assessments. They learn to recognize the criteria and standards by which their work is evaluated, enabling them to align their efforts accordingly. As they actively engage in evaluating their work and the work of their peers, they become more attuned to the nuances of quality work, which contributes to continuous improvement and higher achievement.

### 3) Journal and Interview

The concerns of journal are students' expression of opinions or experiences. Meanwhile, interview is interactive communication between a lecturer and students. The lecturer uses an interview for gaining information of students to assess their performance. This kind of assessment can be used daily to assess students' learning progress and attitudes.

Journals and interviews serve as valuable tools in educational assessment, each offering unique advantages in gathering insights into students' opinions, experiences, and learning progress. Journals provide an avenue for students to express their thoughts, feelings, and reflections in a

written format, allowing for a deeper exploration of their perspectives. On the other hand, interviews facilitate interactive communication between a lecturer and students, enabling the lecturer to directly inquire and gather information from students regarding their experiences and progress.

Journals provide students with a platform to articulate their opinions and share their personal experiences. This written form of expression allows students to engage in self-reflection and introspection, helping them make sense of their learning journey. Journals can capture a wide range of emotions, thoughts, and insights that may not be easily conveyed through other assessment methods. By encouraging students to express themselves freely, journals provide a rich source of qualitative data that can inform the assessment process and provide a deeper understanding of individual student experiences

#### 4) Performance Assessment

Performance assessment is to exhibit the knowledge and skills by performing a formal performance. This kind of assessment covers a breadth and depth behaviors includes experiments, tasks, projects, and presentations. It made them enhances their imagination in expressing their thoughts, expand equally in knowledge, attitudes, and skills.

Performance assessment is a dynamic and immersive approach aimed at showcasing students' acquired knowledge and skills through hands-on and practical demonstrations. This form of assessment delves beyond traditional written exams and tests and encourages students to engage in formal performances that highlight their abilities in a comprehensive



manner. This can encompass a wide range of activities, including experiments, tasks, projects, and presentations.

Performance assessment, students are presented with the opportunity to apply what they have learned to real-world situations. By engaging in experiments, tasks, projects, and presentations, students are not only tested on their theoretical understanding but also challenged to put their knowledge into action. This approach fosters a deeper understanding of the subject matter, as students must demonstrate their comprehension through practical application.

One of the significant advantages of performance assessment is its ability to nurture creativity and critical thinking. When students are tasked with designing experiments, completing tasks, or developing projects, they are encouraged to think innovatively and find unique solutions to problems. This process enhances their imagination and allows them to express their thoughts and ideas in creative ways.

Performance assessment promotes a holistic learning experience. It goes beyond merely assessing knowledge retention and extends to evaluating students' attitudes and skills. Through projects and presentations, students not only showcase what they have learned but also demonstrate their communication skills, teamwork, and time management abilities. This comprehensive assessment approach ensures that students' growth is well-rounded, encompassing cognitive, affective, and psychomotor dimensions.

## 5) Portfolio Assessment

Portfolio assessment is a systematic collection of student's work such as written assignments and presentations that represents student's progress. In general education, portfolio assessment is necessary toward achieving academic goals because it can be an examination of student selected samples of work related to outcomes being assessed.

Portfolio assessment is a methodical process of gathering and evaluating a student's body of work, which includes written assignments, presentations, projects, and other artifacts that showcase their progress and achievements over a certain period. In the realm of general education, portfolio assessment holds a significant role in working towards academic objectives, as it provides a comprehensive examination of students' selected samples of work that are directly tied to the learning outcomes being assessed.

This approach to assessment allows educators to gain a holistic perspective of a student's growth and development. Instead of relying solely on traditional exams or isolated assignments, portfolio assessment captures a diverse range of a student's work, illustrating their evolving understanding and skills across various subjects and contexts. By compiling a collection of assignments, projects, and presentations, a portfolio provides a more complete picture of a student's abilities, progress, and areas of strength or improvement.

Portfolio assessment also emphasizes the importance of self-reflection and self-assessment. As students curate their work for their portfolio, they are encouraged to reflect on their own learning journey,

identify their strengths and weaknesses, and set goals for improvement. This process promotes metacognition, enabling students to take ownership of their learning and engage in active self-directed growth.

Portfolio assessment is closely aligned with the learning outcomes of a curriculum. Students select samples of their work that best demonstrate their achievement of specific learning goals or competencies. This direct correlation between the portfolio content and the intended outcomes ensures that the assessment is meaningful and targeted, providing valuable insights into each student's progress and the effectiveness of the educational program.

Portfolio assessment serves as a valuable tool in education by offering a comprehensive view of students' progress and achievements. It encourages self-reflection, aligns with curriculum goals, and provides educators with a well-rounded understanding of each student's capabilities and areas for improvement. This method goes beyond traditional assessments, empowering students to actively participate in their own learning process and enabling educators to make informed instructional decisions.<sup>16</sup>

#### c. Characteristics of Authentic Assessment

There are four observable characteristics that differentiate authentic assessment from other kind of assessment, the characteristics namely:

- 1) Assessment tasks are representative of the materials. Students actually conduct experiments and performance rather than recalling.

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<sup>16</sup> Abdullah Sani, Ridwan. *Penilaian Autentik*. (Jakarta: PT. Bumi Aksara (2016).

- 2) The qualities of performance are carefully designed standards to evaluate and they are shared with students.
- 3) Students have a role in evaluating their work, real world contexts required to be successful and authentic assessment aims to develop skills of self-assess and self-motivate.
- 4) Students present their own work publicly. They reflect on their work, what they know, and share it in an understandable way.<sup>17</sup>

Authentic assessment is distinguishable from other forms of assessment by its distinct set of characteristics, which collectively contribute to its effectiveness in gauging students' real-world skills and abilities. These characteristics serve as key differentiators that make authentic assessment a valuable tool in evaluating student learning:

- 1) **Tasks Representative of Real-World Situations:** One of the defining features of authentic assessment is that the tasks assigned to students closely resemble the types of activities they might encounter in real-world contexts. Instead of merely recalling information, students engage in activities that mirror actual practices. For instance, instead of answering multiple-choice questions about a scientific experiment, students might conduct the experiment themselves. This characteristic ensures that the assessment aligns with practical scenarios, preparing students for application in real-life situations.
- 2) **Clearly Defined Performance Standards:** Authentic assessment incorporates carefully crafted performance standards that serve as benchmarks for

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<sup>17</sup> Black, P.& Wiliam, D. "Assessment and Classroom Learning." *Assessment in Education* (2012): p. 7–74.

evaluating students' work. These standards outline the specific qualities and criteria that are essential for successful completion of the task. Importantly, these standards are transparent and shared with students prior to the assessment. By knowing what is expected of them, students can better focus their efforts on meeting these standards, enhancing the clarity and fairness of the assessment process.

- 3) **Student Involvement in Evaluation:** Authentic assessment promotes active student engagement in the assessment process. Students are encouraged to take responsibility for evaluating their own work, reflecting on their strengths and areas for improvement. This self-assessment component enhances their ability to identify their own learning needs and develop a sense of self-motivation. Furthermore, authentic assessment often requires students to apply their skills in real-world contexts, reinforcing their capacity to solve problems and make informed decisions independently.
- 4) **Public Presentation and Reflection:** A distinct characteristic of authentic assessment is that it encourages students to present their work publicly. This presentation might involve sharing findings, insights, or solutions with peers, instructors, or even a broader audience. This process of public presentation not only encourages students to articulate their thoughts clearly but also allows them to reflect on their work. By explaining what they have learned and how they have applied their knowledge, students deepen their understanding and enhance their ability to communicate effectively

Herrington also state characteristics of authentic assessment, they are:

- 1) Context The realism and connectedness to the real world beyond class situation are required.
- 2) Student Factors Students need problem solving and higher order thinking skills because authentic assessment encourages in the production of knowledge such as create performance to be more active.
- 3) Task Factors Authentic assessment gives opportunity for students to have multiple active responses. The alignment between assessment and classroom activity is also needed.
- 4) Indicators setting criteria for authentic assessment should provide a wide range of learning indicators to score the performances.<sup>18</sup>

#### d. Authentic Assessment Model

Many learning assessment tasks and activities can be grouped into authentic assessments as long as the assignments are in accordance with the nature of authentic assessment. Meidasari mention several authentic assessment models, including oral interviews, retelling texts, writing samples, projects and exhibitions, experiments or demonstrations, constructed-response items, teacher observations, and portfolios. Meanwhile, the authentic assessment model mentioned by Nurgiyanto includes performance appraisal, oral interviews, open questions, retelling texts or stories, portfolios, and projects.<sup>19</sup>

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<sup>18</sup> Harwood, E. M., & Cohen, J. R. "Classroom Assessment: Educational and Research Opportunities." *Issues in Accounting Education* 14, no. 4 (2013): 691–724.

<sup>19</sup> Meidasari, Venny Eka. "The Assessment and Evaluation in Teaching English As a Foreign Language." *Indonesian EFL Journal* 1, no. 2 (2017).

Mueller suggests a number of steps that need to be taken in the development of authentic assessments, namely the determination of standards, determination of authentic tasks, making criteria, and making rubrics:

1) Standard Identification and Determination

Standards are statements of what students must know and be able to do. Standards are better known as competencies in Indonesia. Competence is the goal to be achieved in the learning process. Standards that must be identified before conducting an assessment are determining competency standards, basic competencies, and indicators that form the basis, references, and objectives in the assessment process.

2) Determination of Authentic Tasks

After setting the standard, the second step is to determine the authentic task. Standard language that has been well presented already indicates what tasks students must do. The selection of authentic assignments must be adjusted according to which competencies will be measured and also adjusted to the circumstances in the real world

3) Making Authentic Task Criteria

Criteria in authentic assessment are used to evaluate how well students complete the task and how well they have met the standard. The ability of students on a task is determined by matching students' performance against a set of criteria to determine the extent to which students' performance meets the criteria for the task. Criteria should have been formulated before carrying out learning activities. Criteria are often also referred to as indicators in the competency-based curriculum.

#### 4) Making a Rubric

Rubric is used as a benchmark to determine the level of student achievement. Rubrics are usually made by containing important criteria and the level of achievement of criteria aimed at measuring the performance of students.<sup>20</sup>

The criteria usually consist of certain words that reflect what students must achieve. The level of performance achievement is generally indicated by the numbers, the size of the numbers as well as the high and low levels of student learning outcomes.

#### e. Indicator Authentic Assessment

Authentic assessment is crucial to be implemented in the implementation of Curriculum 2013 by considering assessment and learning that are oriented towards the holistic growth and development of students. Authentic assessment demands students to demonstrate their knowledge and skills to solve real-world problems. In order for the competencies mastered to be used meaningfully in life, teachers must design real-world problems that demonstrate the usefulness of the knowledge learned by students in real life, not just in the world of schools.

Authentic assessment not only measures what is known by students but also focuses on measuring what is done by students.

The indicator principles of authentic assessment are as follows:

1. The assessment process must be an integral part of the learning process, not a separate part of the learning process. The assessment should be integrated into the learning process, rather than being treated as a separate component.

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<sup>20</sup> Kunandar. *Penilaian Hasil Belajar Peserta Didik Berdasarkan Kurikulum 2013*. (Jakarta: Raja Grafindo Persada, 2013).



Assessment should be seen as an essential part of learning, with the purpose of guiding and enhancing the learning experience. It emphasizes the idea that assessment and learning are interconnected and mutually supportive.

2. Assessment should reflect real-world problems, not school problems assessments should be designed in a way that reflects real-world situations and challenges, rather than focusing solely on theoretical or artificial problems that are specific to the school context. By incorporating real-world problems, assessments can better assess a student's ability to apply their knowledge and skills in practical settings, preparing them for the challenges they may encounter outside of the classroom.
3. Assessment should use various measures, methods, and criteria that are appropriate to the characteristics and essence of learning experiences. The emphasis is on using a variety of assessment measures, methods, and criteria that are suitable for capturing the diverse characteristics and essence of the learning experiences. Different students may have different learning styles and preferences, so it is important to employ a range of assessment approaches to accurately evaluate their progress and achievements. This could include written tests, projects, presentations, practical demonstrations, group work, and other forms of assessment.
4. Assessment should be holistic, encompassing all aspects of learning objectives (attitudes, skills, and knowledge). statement highlights the importance of a holistic approach to assessment, which means that assessments should consider all aspects of learning objectives. It goes beyond just assessing knowledge and includes attitudes and skills as well. A holistic assessment takes into account a student's overall development, including their

understanding of concepts, their ability to apply knowledge, their critical thinking skills, their communication skills, and their attitudes towards learning. This approach provides a comprehensive view of a student's abilities and growth.<sup>21</sup>

The concept Educational assessment points to a broader direction. Rating not only to find out the learning outcomes of students, but also to know how the learning process takes place. Authentic assessment uses various holistic ways and criteria, namely competencies as a whole that reflect knowledge, skills, and attitudes. These indicators must be translated into authentic and contextual tasks, such as projects, presentations, and problem-based assignments, which allow students to apply their knowledge and skills in situations that are similar to the real world. In addition, authentic assessment must cover qualitative and quantitative aspects and provide specific and constructive feedback to students about their progress in achieving learning goals.

## **2. Concept of Language Testing**

### **a. Definition of Test**

Testing plays important roles in language teaching. Without testing, there is no reliable means of knowing how effective a teaching sequence has been.<sup>22</sup> Testing provides a form of feedback, both for learners and teachers. Gronlund and Linn define testing as an instrument or systematic procedure for measuring a sample of behavior. Gronlund and Linn defines that it

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<sup>21</sup> Masnur Muslich, *Authentic Assessment: Penilaian Berbasis Kelas dan Kompetensi*, (Bandung: PT Refika Aditama, 2011), p. 1-2

<sup>22</sup> Thornbury, Scott. *How to Teach Grammar*. (Edinburgh: Pearson Education Limited, 2022).

answers the question how individual perform, either in comparison with others or in comparison with domain of performance tasks.

Heaton adds that tests may be constructed primarily as devices to reinforce learning and motivate the student or primarily as means of assessing the student's performance in the language. In the former case, the test is geared to the teaching that has taken place, whereas in the later case the teaching is often geared largely to the test, standardized test and public examination. In fact, may exert such a considerably influence on the average teacher that they are often instrumental in determining the kind of teaching that takes place before the test.

A test is a method or procedure used to measure or evaluate a particular ability, knowledge, skill, aptitude, or characteristic of an individual, group, or system. It involves administering a set of tasks or questions, collecting data or responses, and then analyzing or interpreting the results to draw conclusions or make judgments about the subject being tested. Tests can be used for a wide range of purposes, including educational assessment, clinical diagnosis, employment selection, research, and more. The design and administration of a test must be carefully constructed to ensure accuracy, reliability, validity, and fairness.

According to the theory that:<sup>23</sup>

- 1) Anastasi defines a test as "a procedure consisting of a series of questions or tasks designed to measure some aspect of a person's ability or psychological characteristic".

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<sup>23</sup> Weir, Cyril. *Understanding and Developing Language Test*. (New York: Prentice Hal, 2021).

- 2) Cronbach defines a test as "a measuring instrument consisting of a series of items or questions intended to measure a particular individual characteristic or several characteristics simultaneously".
- 3) Guilford defines a test as "a measurement consisting of a series of tasks or questions designed to obtain information about a specific ability or skill of the person being tested".

From these three definitions, it can be concluded that a test is a procedure or measuring instrument consisting of a series of tasks or questions designed to measure the ability or psychological characteristic of an individual being tested.

b. Principle of Test

Every test should fulfil some criteria to be useful and full-value. There are some factors a testing needs to take:

1) Validity

Hughes declares that a test is said to be valid if it measures accurately what is intended to measure. also mentions some aspects of validity:

a) Content Validity

A test is said to have content validity if its content constitutes a representative sample of the language skills, structure, etc. with which it is meant to be concerned. It is obvious that vocabulary test, for instance, must be made up of items testing knowledge.

b) Criterion-related Validity

A test is said to have criterion-related validity if the test can be used to see how far results on the test agree with those provided by some

independent and highly dependable assessment of the candidate's ability. There are essentially two kinds of criterion-related validity: concurrent validity and predictive validity. Concurrent validity is established when the test and the criterion are administered at about the same time. While predictive validity concerns the degree to which a test can predict candidates' future performance.<sup>24</sup>

## 2) Reliability

Anastasi in Weir said that a fundamental criterion against which any language test had to be judged is its reliability. The concern here is with how far we can depend on the results that a test produces or, in other words, could the results be produced consistently.<sup>25</sup>

Anastasi in also mentioned three aspects of reliability usually taken into account. The first concerns the consistency of scoring among different markers. The degree of inter-marker reliability is established by correlating the scores obtained by candidates from marker A with those from marker B. It is also considered necessary to try and ensure that relevant sub-tests are internally consistent in the sense that all items in sub-test are judged to be measuring the same attribute. The third aspect of reliability is that of parallel forms reliability, the requirements of which have to be borne in mind when future alternative forms of a test have to be devised.

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<sup>24</sup> Hughes, Arthur. *Testing for Language Teachers*. (Cambridge: Cambridge University Press. 2021).

<sup>25</sup> Weir, Cyril J. *Communicative Language Testing*. (New York: Prentice Hall. 2021).

The second important quality of measuring instrument is its reliability. Reliability is the next important characteristic of assessment results after validity. Testers should be certain that the assessment has a high degree of validity and must also be reliable. Reliability refers to its consistency. A reliable instrument is one which is consistent enough that subsequent measurements give approximately the same numerical status to the thing or person being measured. If a reliable test is given two or three times to the same group, each person in the group should get approximately the same score on all tests.

Reliability or the stability of results are necessary but not sufficient for validity. Like validity, reliability refers to the results and not necessarily to a particular assessment. In other words, we cannot say that a particular test is reliable, but we can say that a set of results is reliable. Unlike validity which is based on evidence or inference, reliability is largely a statistical approach and is reported mainly as a correlation coefficient.

### 3) Practicality

Considers practicality another principle which is important for a good test. He suggests that every test should be easy to mark and evaluate for teacher. It means that correcting and assessing a test should be as simple as possible. In addition, there should not be much space for several variants of a task because it takes so much time when a teacher has to think about every item individually.<sup>26</sup>

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<sup>26</sup> Brown, H. Douglas. *Language Assessment: Principles and Classroom Practices*. (Longman: Pearson Education, Inc, 2014).

Practicality refers to its usability. It is the third desirable quality of tests. A test should be applicable to our particular situation, In the preparation of a new test or the adoption of an existing one, we must keep in our mind a number of very practical considerations. A test should be economy in cost and time. In writing or selecting a test, we should certainly pay some attention to how long the administering and scoring of it will take. This point is of particular importance when the test must be administered in the classroom and scored by the classroom teacher. Other considerations of test usability involve the ease with which the test can be administered. Scoring procedures, too, can have a significant effect on the practicality of a given instrument.

c. Item analysis of Test

After the pretest answer sheets have been accumulated, the items should be analyzed to determine their effectiveness in terms of the two criteria listed in the preceding section.

1) Determining item difficulty

A very satisfactory method is simply to ascertain the percent of the sample who answered each item correctly.

2) Determining item discrimination

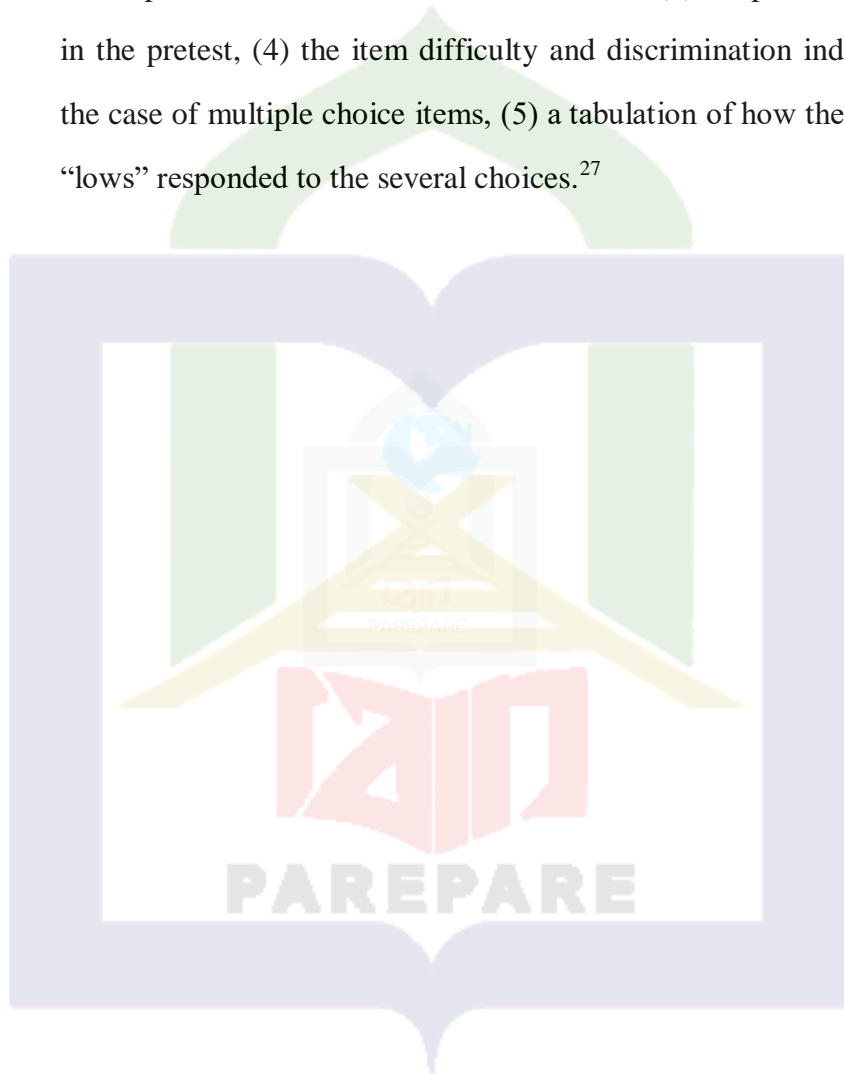
This step is to determine how well each item discriminates between high- and low-level examinees, for each item in a test should help to separate the proficient subjects from those who lack the tested skills or learning

3) Determining the Effectiveness of Distracters

One further step in the analysis of multiple-choice items is highly desirable, and that is to inspect the way each item distracter functioned

4) Recording item analysis data

It is most convenient to record item analysis data on an “item analysis slip” which contains (1) the item, written out in full, (2) an identification of the pretest in which the item was tried out, (3) the position of the item in the pretest, (4) the item difficulty and discrimination indices, and, in the case of multiple choice items, (5) a tabulation of how the “highs” and “lows” responded to the several choices.<sup>27</sup>



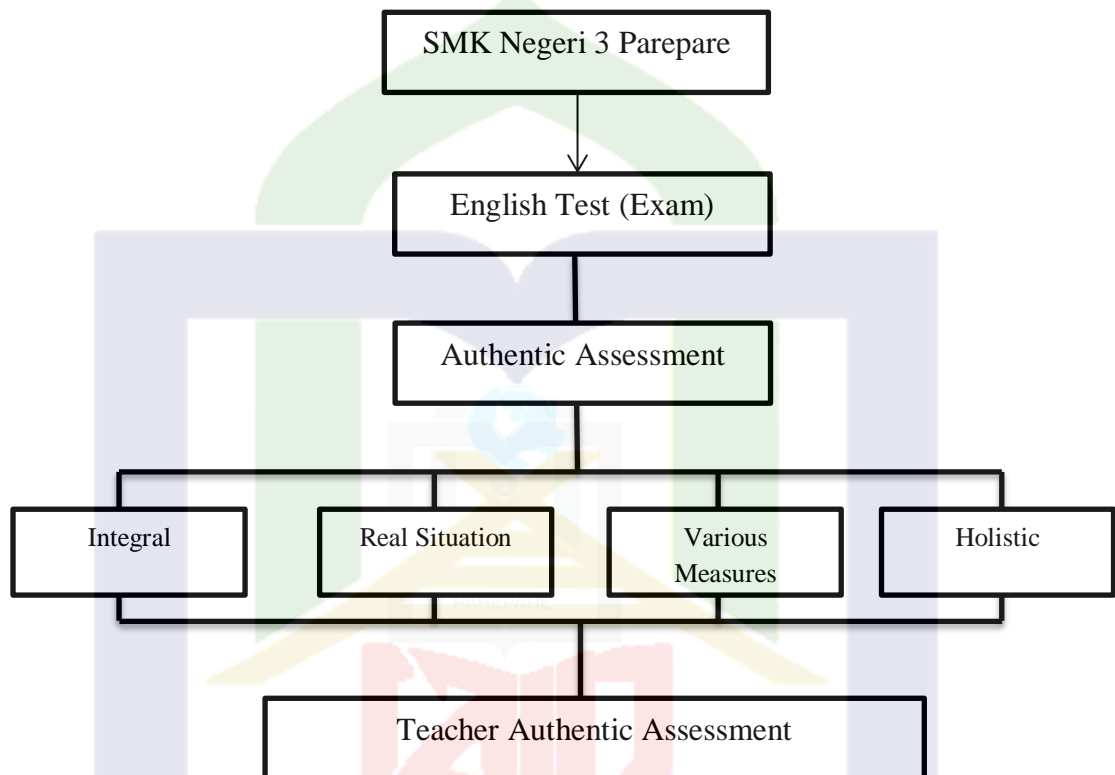
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<sup>27</sup> Athanasou James A and Iasonas Lamprianou. “A Teacher’s Guide to Assessment. Sydney” (Social Science Press. 2022).



### C. Conceptual Framework

The main focus of this research is Analysis of Teacher Authentic Assessment for English Language Testing at SMK 3 Parepare. The researcher design the conceptual framework as follow below:



**Picture 01 Conceptual Framework**

According to the picture conceptual framework above, the concept of the research beginning for English test which identified for authentic term which indicator of integral, real situation, various measure and holistic which the final result identification of Authentic Assessment made by the teacher at SMK 3 Parepare.

## CHAPTER III

### METHODOLOGY OF THE RESEARCH

#### A. *Research Design*

This research used Quantitative design which followed analysis content of authentic assessment test; Quantitative research was a systematic empirical approach to research that involves the collection, analysis, and interpretation of numerical data. It was a method used to gather information and draw conclusions based on numerical evidence and statistical analysis.

Quantitative research aimed to provide objective and reliable information by focusing on measurable variables and using statistical analysis to generalize findings to a larger population. It allowed researchers to quantify and analyze data systematically, providing numerical evidence to support or reject hypotheses

Content Analysis was a research technique or method used to examine various types of documents or materials, such as writing, text, images, or videos, with the aim of identifying certain patterns or themes contained in them. In content analysis research, the researcher collects data from various documents or materials, then analyzes them using predetermined categories or units of analysis.<sup>28</sup> This research design chosen by the researcher in order to identify and to analyze the Authentic Assessment which using by the teacher at Second Grade of SMK Negeri 3 Parepare.

According to Hamidi that Content analysis was a research method used to systematically analyze qualitative data, such as written or visual media, by

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<sup>28</sup> Hamidi. *Metode Penelitian Kualitatif* (Malang: UMM Press, 2018).

identifying patterns, themes, and meanings within the data. The goal of content analysis was to provide an objective, replicable, and valid way to analyze the content of a text or media. The process of content analysis involved several steps, including selecting the data to be analyzed, defining the coding categories, coding the data according to the categories, analyzing the data, and interpreting the results.<sup>29</sup>

### **B. *Location and Duration of the Research***

This research conducted at SMK Negeri 3 Parepare which located in Jl. Karaeng Burane No.16, Mallusetasi, Kec. Ujung, Kota Parepare Prov. Sulawesi Selatan. This Research chosen after did observation before conducted this research. The problem faced related to the concept of this research. The duration of the research were 45 days.

### **C. *Subject of Research***

The subject of this research were English teacher which teaching at the second grade of SMK Negeri 3 Parepare. There was 1 English teacher as a subject of this research. The researcher chosen the subject identified as subject to be analyzed. The following document needed explained below:

Table 3.2 Document Research

<b>No.</b>	<b>Type of Document</b>	<b>Total</b>
1.	Evaluation Test	7

Based on the table above, the researcher took 7 of the documents to be analyzed refers to the concept and indicator of authentic assessment.

<sup>29</sup> Hamidi. *Metode Penelitian Kualitatif* (Malang: UMM Press, 2018).

#### **D. *Technique of Data Collection***

The researcher applies the measurement technique to measure the effectiveness of teacher authentic assessment. The procedure of collecting data can be explained as followed below:

1. Researcher presented the purpose of this research to the English Teacher
2. Researcher took document which needed.
3. Researcher analyzed the document based on the concept and indicator of authentic assessment
4. Researcher analyzed the result data based on quantitative analysis theory.
5. Researcher concluded the result of the research.

#### **E. *Instrument of Research***

The instrument used in this research were document. There were some objects reconsidered in obtaining information and one of them is paper or document.<sup>30</sup> In this research, some documents collected and analyzed. The Evaluation test which related to the concept of research.

#### **F. *Technique of Data Analysis***

Quantitative research in many data analysis using analytical model referred to as interactive data analysis method.<sup>31</sup> It revealed that the activities carried out in the analysis of quantitative data in an interactive and takes place continuously until complete, so the data is already saturated. According to Holsti

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<sup>30</sup>Arikunto, S. *Dasar-Dasar Evaluasi Pendidikan*. (Jakarta: Bumi Aksara, 2013).

<sup>31</sup> Sukardi, *Metode Penelitian Pendidikan*, (Cet XI; Jakarta: PT Bumi Aksara, 2004).

referred to content analysis theory, known as the Holsti Method or Holsti's Content Analysis, was developed by Richard Holsti in 1968. This theory is one of the earliest and best known of content analysis theories. It stated that content analysis is a research technique used to analyze written or spoken messages. The goal is to determine certain patterns, themes, or trends related to the message. The process of analysis data would be processed of content analysis the researcher explains five steps that are appropriate with this research as follows:

1. Define the research questions by the content analysis

Firstly, as mentioned in chapter one, this research would be research problems. Then, those research problems are solved by using the content analysis method so that the researcher has to prepare the appropriate data to be analyzed.

2. Define the content to be included

Secondly, the researcher define the content to be included at random. As mentioned in data collection, the research decides to analyze the data from basic principle, theory or concept regarding to the sources of analysis.

3. Define the units of analysis

Thirdly, the researcher develops the data by using context units as the units of analysis. In general, a natural choice for the context unit is in the form of sentences, paragraphs, words, and whole text. So, the researcher identifies the concept and indicator of authentic assessment used.

The Analysis of the item will be conducted by follow the evaluation of rubric below:

Table 3.3 Rubric of Evaluation

No	Criteria	Score
1	Authentic	10
2	Not Authentic	0

Sources: *Arifin, "Kriteria Instrumen dalam Suatu Penelitian"*

Table 3.4 Indicator Evaluation

No	Indicator	Explanation
1	Integral Part	<ul style="list-style-type: none"> <li>▪ Assessment is given with coherent into the learning process. It is ongoing and provides immediate feedback to learners, influencing the students' progress and approach to learning.(100)</li> <li>▪ Assessment is given with integrated into learning, but there may be occasional separations where assessment is not fully aligned with the learning process.(75)</li> <li>▪ Assessment is given somewhat integrated into learning, with occasional gaps where assessment and learning are not closely connected.(50)</li> <li>▪ Assessment is given with mostly separate from the learning process, with only a few</li> </ul>

		<p>attempts to connect the two students.(25)</p> <ul style="list-style-type: none"> <li>▪ Assessment is given with entirely separate from the learning process, serving no evident role in guiding or enhancing learning.(0)</li> </ul>
2	Real-World Problems	<ul style="list-style-type: none"> <li>▪ Assessments is given closely mirror real-world situations and challenges, requiring students to apply their knowledge and skills in practical, authentic contexts.(100)</li> <li>▪ Assessments is given with predominantly focus on real-world problems but may include some school-specific elements.(75)</li> <li>▪ Assessments is given with incorporate real-world elements to some extent but still rely on school-related scenarios.(50)</li> <li>▪ Assesment is given with there are minimal connections to real-world problems in assessments, with most content being theoretical or artificial without any practice.(25)</li> <li>▪ Assessments is given with entirely disconnected from real-world situations and challenges.(0)</li> </ul>
3	Various Measures	<ul style="list-style-type: none"> <li>▪ Assessment is given with multiple</li> </ul>

		<p>assessment methods, such as written tests, projects, presentations, practical demonstrations, and group work, are used to capture the diverse aspects of learning experiences. (100)</p> <ul style="list-style-type: none"> <li>▪ Assessment is given with a good variety of assessment methods are employed, but there could be more diversity in the approaches.(75)</li> <li>▪ Assessment is given with some different assessment methods are used, but there's a notable reliance on a particular type.(50)</li> <li>▪ Assessment is given with few distinct assessment methods are utilized, with a significant focus on a single approach.(25)</li> <li>▪ Assessment is given with relies on one specific method with minimal variation.(0)</li> </ul>
4	Holistic	<ul style="list-style-type: none"> <li>▪ Assessment is given with evaluates all aspects of learning objectives, including knowledge, skills, and attitudes. It provides a comprehensive view of a student's development. (100)</li> <li>▪ Assessment is given with predominantly includes all learning dimensions but may</li> </ul>



	<p>have some gaps or limitations in assessing attitudes or skills. (75)</p> <ul style="list-style-type: none"> <li>▪ Assessment is given with includes knowledge and some skills but may overlook attitudes or certain skills.(50)</li> <li>▪ Assessment is given with focuses mainly on knowledge, with minimal consideration of skills and attitudes.(25)</li> <li>▪ Assessment is given with exclusively measures knowledge and overlooks skills and attitudes entirely. (0)</li> </ul>
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Table 3.5 Criteria of Valid Analysis

No	Criteria	Category
1	51-100	Authentic
2	0-50	Not Authentic

Sources : Arifin, "Kriteria Instrumen dalam Suatu Penelitian"

#### 4. Construct the categories for analysis

Fourthly, the researcher organizes the data that is found based on types, classifications and indicator of authentic assessment. This is done by examining the data according to the theories that has been explained in chapter two. The arrangement of data is set into two parts in detail, the first is data findings and the second is analysis.

## 5. Summarizing

Fifthly, the researcher makes summary of the research finding. These are the result of this research.<sup>32</sup>



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<sup>32</sup> Holsti, *Content Analysis for the Science and Humanities. Reading*, (Massachusetts : Addison – Westley Publishing, 2014).

## CHAPTER IV

### FINDINGS AND DISCUSSION

#### A. *Findings*

This research findings explained about the result of analysis data of document regarding to the methodology of research, this analysis data conducted from English Teacher at SMK 3 Parepare. The research process at SMK 3 Parepare started with observation. This means carefully looking at things and situations in the school to gather information especially for English teaching activities during using Test evaluation. Conducting in watching and paying close attention to what's happening around the class activities. The research conducting on 08 August 2023 to 18 October 2023 at SMK 3 Parepare, this research using document and observation to the English teacher who teach at SMK 3 Parepare. The name of English teacher was Hj.Sri Ummi Kalsum S,Pd, the total document conducted for the class XI were 7 documents which analysis based on the research question explained below:

#### **1. The authenticity of the reading test for English Language Testing at SMK 3 Parepare**

This research focused on authenticity of the reading test, the test about reading test for English Language Testing at SMK 3 Parepare, the test analyzed using quantitative approaches, the students reading evaluation conducted in reading text which used for one semester, it consisted by 2 evaluation test, the researchers first outline the purpose of the test.

The analysis can be explained below:

Table 4.1 First Reading Evaluation

No	Reading Evaluation
1	<p><b><i>First Test</i></b></p> <p>a. The assessment consisted with Reading Text about “<b>Meeting My Idolmeeting My Idol</b>”. Some text as follow:</p> <p>Afgan has always been my favorite singer. I had always been thinking of how I would feel when I met him. Then I was suddenly hit by lightning when I found out Afgan was coming to town for a concert in a local auditorium. A day before the concert, there would be a meet-and-greet event at a local radio station. Feeling excited, I packed all my Afgan’s CDs to get his signature at the event.</p> <p>On that bright and sunny Saturday morning, the radio station was full of Afganism (that’s how Afgan’s fans are called). They sat on the chairs prepared inside the radio station’s lobby. Some stood in rows in the front yard of the radio station. A spot inside a lobby was prepared with a mini stage for Afgan’s singing performance and a table for Afgan to sign Afganism’s memorabilia. Finally, after about 40 or 50 minutes wait, Afgan showed up from inside the radio station. He smiled and waved to all Afganism who had been. waiting excitedly saying, “Good morning. How are you all?”. The crowd went crazy. The shouts sounded like a mix of “Fine, thank you” and screams of Afgan’s name.</p> <p>b. The assessment consisted with multiple Questions as follow:</p> <ol style="list-style-type: none"> <li>1. How did the writer feel when she knew that Afgan was coming to town?</li> <li>2. Did the writer want to see the concert?</li> <li>3. When and where was the meet-and-greet event?</li> <li>4. What is Afganism?</li> <li>5. How did the fans wait for Afgan?</li> <li>6. What did Afgan do when he showed up in the lobby?</li> <li>7. How did the fans react when Afgan sang his hit single?</li> <li>8. How did the writer feel when she finally got the turn to get Afgan’s signature?</li> <li>9. Did she feel nervous?</li> </ol>

10. What is the writer's opinion about the meet-and-greet
11. Why do you think people like afgan?
12. Is there something in the text that is not relevant to your life?why?
13. Have you heard or read a text about a similar event?

## ANALYSIS

### 1. According to Integral

According to the assessment above which provided reading text aligns well with the learning process. According to the learning processed, the reading materials taught totally relevant with this evaluation.

According to the context of the material which teach about afgan, afgan in the term of the evaluation were as artist which also relevant to the materials. It categorized of **100% Integral**.

#### *RPP and Classroom observation :*

The materials taught during learning processed including of reading materials with artist context, the materials taught by another text which regarding to the reading approach.

The reading material revolves around a personal experience of meeting the writer's idol, Afgan, who is described as a favorite singer. The narrative captures the anticipation, excitement, and interactions during a meet-and-greet event at a local radio station. It relevant to the materials taught at class.

The assessment comprises multiple questions, likely aimed at gauging comprehension and understanding of the text. These questions cover a range of aspects, from the writer's feelings about Afgan's visit to details about the meet-and-greet event and the fans'

reactions which all conducted during learning processed.

According to the Integral assessment, the reading text aligns well with the learning process. The material is deemed relevant to the evaluation criteria, with a focus on Afgan as an artist. The evaluation categorizes the content authentic, indicating its reliability and credibility to be categorized as authentic.

Learning process involves the use of reading materials with an artist context, specifically the narrative about meeting Afgan. Additionally, the materials are complemented by another text, possibly to provide a more comprehensive understanding through a varied reading approach.

The assessment suggests that the reading materials effectively contribute to the learning process. The content is considered authentic and relevant, aligning with the evaluation criteria and teaching objectives. The integration of different texts enhances the overall learning experience, providing a well-rounded perspective on the subject matter.

## **2. According to Real world situation**

According to the assessment with the text reflects a real-world situation where fans eagerly anticipate meeting their idol, Afgan, at a concert and meet-and-greet event. This mirrors the real-life experiences of fans who have the opportunity to meet celebrities, making it an authentic context. This assessment did authentic because the students just have reading materials which has an experiences meet afgan in real situation. According to the context of

the reading evaluation, the assessment did reflect to the real situation. It only categorized as *50% real situation*.

The assessment of the provided text based on real-world situations, the text portrays a scenario where fans eagerly anticipate meeting their idol, Afgan, at a concert and a meet-and-greet event. This mirrors the real-life experiences of fans who have the opportunity to meet celebrities, making it seem like an authentic context. However, the evaluation suggests that the assessment is not fully authentic. This is because, in a real-world situation, students wouldn't actually have the chance to meet Afgan; they only have access to reading materials about the experience. The discrepancy lies in the fact that while the narrative mirrors a real-world scenario, the students themselves are not directly engaged in the live experience described in the text.

Therefore, the assessment is categorized as 50% authentic. This indicates that while the text captures the essence of a real-world situation, the disconnect between the narrative and the students' actual experiences reduces the overall authenticity of the assessment. It emphasizes the importance of aligning assessments with tangible, real-world experiences to enhance authenticity in educational contexts.

### **3. According to Various Measure**

According to the assessment about reading test which reading text primarily uses narrative storytelling to describe the writer's experience, it doesn't incorporate a wide variety of assessment methods as described

in the rubric. It focuses more on the writer's personal account rather than employing multiple assessment measures. Therefore, it aligns with the "predominantly" category rather than the "multiple" category.

According to the explanation which the assessment of reading test did not reflect to the authentic assessment of holistic indicator. It categorized as **25% of Various Measure**.

The assessment of the reading test suggests that the reading text primarily relies on narrative storytelling to depict the writer's personal experience. The evaluation criticizes the lack of diversity in assessment methods, pointing out that the text predominantly uses a single approach rather than incorporating a wide range of assessment measures as outlined in the rubric.

According to the assessment which terms of various measures, an effective assessment would ideally encompass different evaluation techniques, such as analytical questions, critical thinking exercises, or application-based queries. The critique suggests that the current assessment, centered around narrative storytelling, falls short in incorporating this variety.

The overall authenticity of the assessment is then evaluated as 25%. This low percentage indicates that the assessment lacks alignment with the holistic indicators of authentic evaluation. Authentic assessments typically aim to simulate real-world scenarios and measure a broader set of skills, including critical thinking, analysis, and application. In this case, the assessment is considered less authentic due to its limited focus on personal narrative storytelling and the absence of



a more diverse set of evaluation methods.

According to all explanation that highlights the need for a more varied and comprehensive assessment approaches that aligns with the holistic indicators of authenticity, moving beyond a singular reliance on narrative storytelling.

#### **4. According to Holistic**

According to the assessment above, the reading text consider different aspects of the writer's experience, including emotions, anticipation, and the actual event. However, it also delve deeply into the attitudes and skills of the writer. The focus is primarily on knowledge (the writer's feelings and thoughts). Therefore, it falls under the "predominantly" holistic category also from "fully holistic".

According to the assessment above, the assessment which related to the holistic, the assessment reflected to the authentic assessment, because the assessment evaluates more than one skill, it develop for students' cognitive aspect, affective and psychometric aspect. It categorized as *100% of Holistic*.

The authentic categorization emphasizes that the assessment aligns closely with the principles of holistic evaluation. In an authentic holistic assessment, the goal is to evaluate multiple dimensions of a learner's abilities and understanding. The assessment in question achieves this by considering not only the cognitive aspects (knowledge and thoughts) but also the affective (emotions and attitudes) and psychometric (skills) aspects, providing a more complete and authentic representation of the learner's capabilities.

	In summary, the assessment is recognized for its authenticity as it successfully evaluates a range of skills and dimensions, contributing to a holistic understanding of the writer's experience.
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*Sources: Research Appendices*

According to the explanation above, the provided reading assessment, while having certain elements of alignment with the learning process and offering insights into the writer's comprehension during reading materials.

According to the document analysis above that the incorporation of a variety of assessment measures, making it predominantly narrative in nature and primarily focused on the writer's personal account. Additionally, it falls short in evaluating a holistic set of skills and attitudes as it primarily targets the cognitive aspect. Furthermore, the context of the material, which revolves around a celebrity meeting, doesn't directly connect to real-life situations for the students. Therefore, although it has elements of authenticity, the assessment could benefit from a more comprehensive approach encompassing various measures and a broader range of skills and contexts to align more closely with the principles of authentic assessment.

Another assessment from reading evaluation explained below:

Table 4.2 Second Reading Evaluation

No	Reading Evaluation
1	<p><b><i>Second Test</i></b></p> <p>a. The assessment consisted with Reading Text about “News”  <b>Explore the Enchanting Beauty of Bali: A Tropical Paradise Awaits</b>  <i>Bali, Indonesia, September 28, 2023</i> - Bali, often referred to as the</p>

"Island of the Gods," continues to beckon travelers from around the world with its mesmerizing beauty and rich cultural heritage. Nestled in the heart of Southeast Asia, this Indonesian gem offers an unforgettable escape from the hustle and bustle of everyday life.

Known for its stunning beaches, lush rice terraces, and vibrant culture, Bali is a destination that appeals to all types of travelers. Whether you're seeking relaxation on the sun-kissed shores of Kuta Beach, an adventure through the dense jungles of Ubud, or a glimpse into Bali's spiritual side at the magnificent Uluwatu Temple, this island has it all.

Bali's cuisine is a tantalizing fusion of flavors, with traditional dishes like Nasi Goreng and Satay captivating the taste buds of food enthusiasts. And let's not forget the vibrant nightlife in Seminyak, where beachfront clubs and bars come alive after sunset, offering unforgettable evenings under the stars.

Nature lovers can explore the serene water temples and cascading waterfalls in the central highlands or dive into the crystal-clear waters surrounding Bali to discover vibrant marine life and spectacular coral reefs.

For those seeking a spiritual journey, Bali's temples and shrines provide a profound experience. The iconic Tanah Lot Temple, perched on a rocky outcrop overlooking the Indian Ocean, and the mystical Goa Gajah (Elephant Cave) are just a few of the island's sacred sites.

With its warm and welcoming locals, Bali embraces visitors with

open arms. Whether you're a solo traveler, a couple seeking romance, a family on a tropical adventure, or a group of friends in search of excitement, Bali offers a plethora of activities and experiences to suit every traveler's desires.

So, why wait? Pack your bags and embark on an unforgettable journey to Bali, where paradise awaits at every turn. Discover the magic of this island and create memories that will last a lifetime. Bali truly is a destination like no other.

- b. After reading the text with couple of students, the students asked to answer the question below:
- 1) What is Bali often referred to as, and why?
  - 2) What are some of the key attractions that make Bali a popular destination for travelers?
  - 3) Can you describe the cuisine mentioned in the article, and what makes it appealing to visitors?
  - 4) What types of activities can nature enthusiasts enjoy on the island of Bali?
  - 5) Which famous temple is perched on a rocky outcrop overlooking the Indian Ocean, and why is it significant?
  - 6) How is Bali's nightlife described in the article, and where can you find it?
  - 7) What types of travelers is Bali suitable for, according to the article?
  - 8) What are some of the cultural and spiritual experiences that travelers can have in Bali?
  - 9) How does the article characterize the locals in Bali?

10) What is the main message or invitation to readers in the news article about Bali?

## **ANALYSIS**

### **1. According to Integral**

According to the assessment above which, The assessment in the provided reading text aligns well with the learning process. It seamlessly integrates information about Bali, its attractions, and its culture, providing readers with an immersive and engaging experience. The content is coherent and serves as an integral part of informing and engaging the readers. According to the explanation above, it analyzed that the integral materials which taught at the class already coherent, but in specific characteristic of authentic assessment it was related to the students real situation.

According to the rubric, the assessment can be scored for ***100% of integral.***

#### ***RPP and Classroom observation :***

The materials taught during learning processed including News which explain about A Tropical Paradise Awaits context, the materials taught by another text which focused on how to identifying idea from the context.

According to the integral analysis, the assessment in the provided reading text is deemed effective in aligning with the learning process. It successfully integrates information about Bali, its attractions, and its culture, providing readers with an immersive and engaging experience. The content is coherent and serves as an integral part of informing and engaging the readers.

The analysis relevant that the integral materials taught in the class are coherent. However, it highlights a specific characteristic of authentic assessment related to the students' real-life situations. While the provided reading text is integral in delivering information about Bali, the connection to authentic assessment involves ensuring that students can relate the content to their own experiences or the real world.

In the context of the rubric, the assessment is considered relevant for integral. This indicates that the assessment effectively integrates the learning materials and aligns well with the objectives of the learning process.

## **2. According to Real world situation**

Assessment of the reading test above related to the real-world situation Bali as a tourist destination. It describes the island's attractions and encourages readers to consider it as a vacation spot. While it doesn't replicate the real experience of physically being in Bali, it accurately portrays the island's appeal, making it authentic in the sense of representing a real travel destination.

According to the assessment above, the indicator of real situation did reflected to the rubric, it can be seen that, students just fell imagination of their holiday, the category of the assessment was *50% real life situation*.

According to the analysis based on a real-world situation, the assessment of the reading test above is related to the real-world scenario of Bali as a tourist destination. The text effectively describes

the island's attractions and invites readers to consider it as a vacation spot. While the assessment replicates the physical experience of being in Bali, it accurately portrays the island's appeal, making it authentic in the sense of representing a real travel destination.

The analysis also points out that the indicator of a real-life situation did not fully reflect the rubric's criteria. The assessment is considered half real-life situation because students are primarily engaging in the imaginative process of envisioning their holiday rather than directly experiencing the real-life context. The assessment falls short of fully immersing students in a genuine real-world situation.

### **3. According to Various Measure**

Assessment above explained about primarily employs a narrative storytelling approach to describe Bali's attractions and cultural aspects. While it provides a rich narrative, it doesn't incorporate a wide variety of assessment methods as described in the rubric. The text focuses on providing knowledge and information to the readers rather than employing multiple assessment measures.

According to the assessment above, the various measure did not fully reflected to the materials and assessment because it only focused on the students' knowledge without covering all the skill needed. The category of the authentic assessment was *25% of Various Measure*.

According to the analysis based on various measures, the assessment in the provided reading text primarily employs a narrative

storytelling approach to describe Bali's attractions and cultural aspects. While the narrative provides a rich and engaging account, the assessment is critiqued for not incorporating a wide variety of assessment methods, as outlined in the rubric. The text is observed to focus predominantly on providing knowledge and information to the readers, with a lesser emphasis on employing multiple assessment measures.

The assessment, according to the analysis, does not fully reflect the various measures as it mainly centers on assessing students' knowledge without comprehensively covering all the skills needed. The critique suggests that the assessment lacks diversity in evaluating students' abilities, such as critical thinking, analysis, or application of knowledge. This limited focus on one aspect of assessment contributes to the overall score of authenticity.

An authentic assessment typically involves a comprehensive evaluation of multiple skills and dimensions, going beyond merely conveying information. The critique points out that the assessment's emphasis on narrative storytelling may not effectively capture the full range of students' capabilities, and it falls short in aligning with the rubric's criteria for various measures.

#### **4. According to Holistic**

Assessment above regarding to the reading text offers a holistic view of Bali by addressing various aspects, including its attractions, cuisine, culture, and the types of travelers it caters to. However, it predominantly focuses on providing knowledge and information rather than evaluating



a holistic set of skills and attitudes. It lacks depth in assessing attitudes and skills. The context of the material, which revolves around a travel destination, aligns more closely with knowledge-based assessment.

According to the assessment and analysis above, the evaluation regarding to the holistic assessment was reflected, it because the assessment focused on the knowledge skill and practicing and also reflected to the real life situation. The authentic assessment can be categorized as ***100% of Holistic***.

According to the analysis based on a holistic perspective, the assessment related to the reading text offers a comprehensive view of Bali by addressing various aspects such as attractions, cuisine, culture, and the types of travelers it caters to. However, the critique suggests that the assessment predominantly focuses on providing knowledge and information rather than evaluating a holistic set of skills and attitudes. It is noted that there is a lack of depth in assessing attitudes and skills, and the context of the material, which revolves around a travel destination, aligns more closely with knowledge-based assessment.

The analysis concludes that the assessment reflects the holistic evaluation criteria effectively. The evaluation focused on knowledge-based skills and practices, but it also successfully reflected real-life situations, aligning with the principles of authentic assessment. The assessment is considered authentic, indicating that it comprehensively evaluates various dimensions, including knowledge, skills, and the application of understanding in real-world contexts

*Sources: Research Appendices*

The assessment fully align with the principles of authentic assessment, scoring lower in the rubric's categories. It underscores the importance of enriching assessments to encompass real-world situations, diverse measures, and holistic evaluation for a more authentic learning experience. The score of analysis document can be showed below:

Table 4.3 Reading Evaluation Rubric

No	Assessment	Indicator Authentic Assessment				Result
		Integral	Real Situation	Various Measure	Holistic	
1	First Assessment	100	50	25	100	<i>Authentic</i>
2	Second Assessment	100	50	25	100	<i>Authentic</i>

Sources: Appendix 2 (Data Processing)

The analysis of the reading assessment against the rubric for authentic assessment reveals significant shortcomings across all categories. The assessment considered authentic due to its limited integration with real-life situations, lack of diverse assessment methods, and a predominant focus on delivering knowledge rather than evaluating holistic skills and attitudes. The result analysis for reading was authentic.

## ***2. The authenticity of the speaking test for English Language Testing at SMK 3 Parepare.***

This research focused on authenticity of the speaking test, the test was about speaking test for English Language Testing at SMK 3 Parepare, the test analyzed using quantitative approaches, the students speaking evaluation conducted in

speaking text by several test in one semester , the researcher first outline the purpose of the test, which evaluate the effectiveness of the speaking test, identify areas of indicators or compare the test performance across different student.

The analysis can be explained below:

Table 4.4 First Speaking Evaluation

No	Speaking Evaluation
1	<p><b><i>First Test</i></b></p> <p>a. The assessment evaluate about retelling the material of “the experience of meeting Afgan”</p> <p style="padding-left: 40px;">Retell the experience of meeting Afgan using your own words. Use the following questions to help you retell?</p> <ol style="list-style-type: none"> <li>1. Who were involved in the event?</li> <li>2. When and where did the event happen?</li> <li>3. What were the activities (events) that happened?</li> </ol> <p>b. The assessment asked about conditional sentences which asked by essay test</p> <p style="padding-left: 40px;">If I met Afgan/if were Afgan</p> <ol style="list-style-type: none"> <li>1. If you were the author, what would you do if you met Afgan?</li> <li>2. How would you feel?</li> <li>3. What would you say to him?</li> <li>4. Would you give him something?</li> <li>5. What would you give him?</li> <li>6. Why would you give him?</li> <li>7. What would you expect him to do?</li> <li>8. Would you expect him to give you something?</li> <li>9. What would you expect him to give you?</li> <li>10. What if you were Afgan?</li> </ol>

11. What would you do if you met your fans?
12. How would you feel?
13. What would you say to them?
14. Would you give them something?
15. What would you give them?
16. Why would you that to them?
17. Where do you think you can find a similar text?

## ANALYSIS

### 1. According to Integral

This assessment question aligns with the integral aspect of authentic assessment. It requires students to retell their experience, demonstrating their understanding of the event. It's an essential part of the learning process and engages students in reflecting on the material.

These questions are directly related to an integral learning process. They involve hypothetical scenarios and do not necessarily integrate seamlessly with the primary learning content. Therefore, they may fully align with the integral aspect. According to the rubric of authentic assessment which the integral assessment did reflect to the assessment. The category was ***100% of Integral.***

#### *RPP and Classroom observation :*

The materials taught during learning processed including experiences meeting afgan, the materials taught by another text but still little bit focused on explaining idols.

According to the integral analysis, the assessment question that requires students to retell their experience aligns well with the integral aspect of authentic assessment. It is seen as an integral part of the learning process as it engages students in reflecting on the

material and demonstrating their understanding of the event.

The analysis also points out that the follow-up questions related to conditional sentences may not seamlessly integrate with the primary learning content. They involve hypothetical scenarios and might not be fully aligned with the integral aspect of authentic assessment. Despite this, the rubric assessment concludes that the integral aspect of the assessment fully aligns with the criteria. The category of integral is rated as 100% authentic.

Classroom observation noted that the materials taught during the learning process include experiences of meeting Afgan, with another text introduced that still focuses somewhat on explaining idols. This suggests that the content aligns with the assessment questions, reinforcing the integral aspect by directly connecting the learning materials with the assessment.

The assessment question is considered integral as it effectively engages students in reflecting on their understanding of the material. The follow-up questions are seen as related but may not integrate seamlessly, yet they still contribute to the overall learning process. The analysis suggests that the integral aspect is well-reflected in the assessment, meeting the criteria for authenticity.

## **2. According to Real world situation**

This question not reflects a real-world situation where students are asked to recount a personal experience. While the context itself (meeting a celebrity) may not be entirely common, the task itself mirrors the real-world skill of recounting personal experiences

These questions are less connected to real-world situations as they involve hypothetical scenarios. They ask students to imagine meeting Afgan or being Afgan, which is not a real-life context. The category was **50% of real situation** .

The analysis suggests that the assessment question, which prompts students to recount a personal experience of meeting Afgan, reflects a real-world situation to some extent. While the specific context of meeting a celebrity may not be entirely common, the task itself is recognized for mirroring the real-world skill of recounting personal experiences, contributing to authenticity.

According to the assessment which follow questions related to conditional sentences, particularly those asking students to imagine meeting Afgan or being Afgan, are considered less connected to real-world situations. These questions involve hypothetical scenarios that may not align closely with everyday experiences. The analysis concludes that this aspect of the assessment, dealing with hypothetical situations, reduces the overall authenticity in terms of reflecting situations directly applicable to real-life experiences.

The category of real-world situations is rated at authentic. This indicates that while the initial task of recounting a personal experience is recognized for its connection to real-world skills, the follow-up questions introduce a degree of hypothetical scenarios that diminish the overall authenticity in terms of directly reflecting situations commonly encountered in real life.

### 3. According to Various Measure

This question primarily assesses students' verbal communication and writing skills. While it evaluates their ability to retell a story, it also incorporate a variety of assessment methods as described in the rubric. These questions focus on students' ability to construct conditional sentences and also for another measure. The assessment also involve diverse assessment methods but rather concentrate on a specific language skill. The category was *100% of various measure*.

The analysis suggests that the assessment question, which requires students to retell their experience of meeting Afgan, primarily assesses verbal communication and writing skills. While it evaluates the ability to retell a story, it is recognized for incorporating a variety of assessment methods as described in the rubric. The questions, dealing with conditional sentences, further contribute to diversifying the assessment methods, concentrating on a specific language skill.

The assessment is considered to involve diverse assessment methods, focusing on language skills such as verbal communication, writing, and the construction of conditional sentences. This comprehensive approach aligns well with the rubric's criteria for various measures, contributing to a more holistic evaluation of students' abilities.

The category of various measures is rated as authentic. This indicates that the assessment effectively incorporates a range of evaluation methods, providing a well rounded assessment that goes

beyond a singular focus on a particular skill. The diverse nature of the assessment methods contributes to its authenticity in measuring multiple dimensions of students' language proficiency and expression.

#### **4. According to Holistic**

According to the assessment which this question is holistic in the sense that it requires students to consider various aspects of the event, including who was involved, when and where it happened, and the activities that took place. However, it still primarily assesses cognitive skills related to comprehension and communication.

These questions are focused on language skills related to constructing conditional sentences. The test encompass a wide range of skills or attitudes and rather target specific language abilities. The category was *100% of holistic*.

The analysis indicates that the assessment question, which requires students to retell their experience of meeting Afgan, is holistic in the sense that it prompts consideration of various aspects of the event, including who was involved, when and where it happened, and the activities that took place. However, it is noted that the assessment still primarily assesses cognitive skills related to comprehension and communication.

The follow questions related to conditional sentences are recognized as focused on specific language skills. Although these questions target language abilities related to constructing conditional sentences, the overall assessment is considered holistic because it



encompasses a wide range of skills or attitudes beyond language proficiency.

The holistic aspect is rated as authentic. This suggests that while the primary focus may be on cognitive skills related to comprehension and communication, the assessment is acknowledged for its inclusivity of various aspects, contributing to a more comprehensive evaluation of students' understanding and language abilities.

*Sources: Research Appendices*

The analysis of the assessment questions against the rubric of authentic assessment, several key observations emerge. The question related to retelling the experience of meeting Afgan aligns reasonably well with the integral aspect of authentic assessment. It requires students to engage with the material and demonstrate their understanding by recounting a personal experience, making it an integral part of the learning process. However, the questions about conditional sentences, while valuable for language skills, do not fully integrate with the primary learning content. They involve hypothetical scenarios that directly relate to real-world situations or provide a diverse range of assessment methods. Consequently, these conditional sentence questions fall short of aligning with integral, real-world situation, and various measure criteria in the rubric, scoring lower in those categories.

No	Speaking Evaluation
1	<p><b>Second Test</b></p> <p>a. The assessment about dialogue.</p> <p><b>Helmi</b> : Retno, what do you think is the best action to reduce global warming?  <b>Rani</b> : I think everyone should start changing their way of life.  <b>Helmi</b> : What do you mean?  <b>Rani</b> : Well, we have to start to do what we can, to help reduce global warming.  <b>Helmi</b> : What do you suggest that we should do?  <b>Rani</b> : Well, there are lots of things that we can do. We should start saving electricity, start recycling things, start using public transport means, buying and consuming as much as we need only, etc. Basically, just save anything that we can.  <b>Helmi</b> : Wow! You know a lot of things about reducing global warming. Where did you learn all of that from?  <b>Rani</b> : Well, I read newspapers, magazines, and also search for information in the internet. Actually, I want to inform what I've learned to everyone so that everybody can start helping to save our mother nature.  <b>Helmi</b> : You're so awesome. How about if you write it in our school magazine next month?  <b>Rani</b> : That's a great idea. I'll do that.</p> <hr/> <p><b>ANALYSIS</b></p> <p><b>1. According to Integral</b></p> <p>The assessment for speaking test was about the dialogue indeed serves as an integral part of the learning process by fostering a conversation about global warming. However, the assessment strengthen its integration by explicitly connecting the dialogue to specific learning objectives, demonstrating how this conversation contributes to the broader learning goals. According to that explanation, the assessment fully integral with the materials given, the authentic score for the test was <i>100% of integral</i> .</p>

*RPP and Classroom observation :*

The materials taught during learning processed including conversation about global warming, the materials taught by another text conversation.

According to the integral analysis, the assessment for the speaking test, which involves a dialogue about global warming, serves as an integral part of the learning process. The act of fostering a conversation on a real-world issue aligns with integral learning by encouraging students to apply their knowledge and express opinions in a practical context. However, the assessment strengthens its integration by explicitly connecting the dialogue to specific learning objectives, demonstrating how this conversation contributes to the broader learning goals.

The analysis concludes that the assessment is fully integral with the materials provided. It effectively incorporates the dialogue into the learning process and aligns closely with the learning objectives related to global warming. As a result, the authenticity score for the test is rated at authentic.

The materials taught during the learning process include conversations about global warming, with another text focusing on dialogue. This suggests that the content aligns with the assessment, reinforcing the integral aspect by directly connecting the learning materials with the speaking test about a relevant real-world issue.

**2. According to Real world situation**

The dialogue effectively simulates a real-world conversation on the topic of global warming, making it a suitable context. However, it could

not enhance its authenticity by considering the diverse perspectives and backgrounds of individuals engaged in such discussions in the real world, potentially making the dialogue even more reflective of genuine conversations. This indicator did not reflected to the real life situation. The authentic assessment can be categorized as *50% real situation*.

The real world situation analysis acknowledges that the dialogue effectively simulates a conversation on the topic of global warming, making it a suitable context for assessment. However, the critique suggests that the assessment could enhance its authenticity by considering the diverse perspectives and backgrounds of individuals engaged in such discussions in the real world. By incorporating a broader range of viewpoints, the dialogue could better reflect the complexity of genuine conversations on the topic.

The analysis concludes that while the dialogue is relevant and represents a real-world scenario, it falls short of fully capturing the diverse perspectives and backgrounds that might be present in actual conversations about global warming. Therefore, the indicator of real-world situations is rated at authenticity.

The assessment effectively simulates a real-world situation, but there is room for improvement in terms of considering a wider range of perspectives, making the dialogue even more reflective of genuine conversations on the topic of global warming.

### **3. According to Various Measure**

The dialogue assesses conversational and communication skills, it primarily focuses on this single aspect only, which limits its alignment

with the various measures aspect of authentic assessment. A more authentic approach involve incorporating a broader range of assessment methods, such as critical thinking exercises or collaborative problem-solving tasks, to comprehensively evaluate students' abilities. This indicator reflected to the authentic rubrics. The category for this indicator was *100% of various Measure*.

The analysis points out that the dialogue assessment, while effective in assessing conversational and communication skills, primarily focuses on this single aspect. This limitation suggests that the assessment could benefit from incorporating a broader range of assessment methods, such as critical thinking exercises or collaborative problem-solving tasks, to comprehensively evaluate students' abilities. A more diverse set of measures would provide a more holistic evaluation of students' skills and competencies.

The analysis notes that the indicator of various measures is reflected in the authentic rubrics. The category for this indicator is rated as authentic, indicating that despite the primary focus on conversational and communication skills, the assessment aligns well with the criteria outlined in the rubrics for various measures.

#### **4. According to Holistic**

The dialogue encourage students to consider various aspects of global warming and its solutions. Still, it falls fully holistic as it mainly assesses communication and comprehension skills. To embrace a more holistic approach, the assessment involve evaluating additional dimensions, such as critical thinking, teamwork, and the ability to

synthesize information effectively. According to the indicator related to the rubric of authentic assessment, this assessment did reflected to the authentic based on especially for holistic assessment. The category score of this indicator was *100% of Holistic*.

The analysis acknowledges that the dialogue encourages students to consider various aspects of global warming and its solutions, which aligns with a certain level of holistic assessment. However, it suggests that the assessment doesn't fully embrace a holistic approach as it predominantly assesses communication and comprehension skills.

The holistic nature of the assessment, the analysis recommends incorporating additional dimensions, such as critical thinking, teamwork, and the ability to synthesize information effectively. These additional elements contribute to a more comprehensive evaluation of students' skills and competencies.

Despite the suggestion for improvement, the analysis notes that the indicator related to the rubric of authentic assessment reflects the assessment's authenticity, particularly in the context of holistic assessment. The category score for this indicator is rated as authentic, indicating that, while there is room for enhancement, the assessment aligns well with the criteria outlined in the rubrics for holistic assessment.

The dialogue assessment is recognized for encouraging consideration of various aspects related to global warming, but there is a suggestion to further enhance its holistic nature by incorporating additional dimensions for a more comprehensive evaluation of students'

skills. Nevertheless, the assessment is deemed authentic according to the rubric, especially in the context of holistic assessment.
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*Sources: Research Appendices*

The analysis of the speaking test, which involved a dialogue on the topic of global warming, reveals that the assessment did not fully align with the criteria of authentic assessment, as outlined in the rubric. While the dialogue did serve as an integral part of the learning process by fostering a conversation on a relevant issue, it lacked a clear connection to specific learning objectives, missing an opportunity to demonstrate how the conversation contributed to broader learning goals. Additionally, the dialogue, though simulating a real-world conversation, did not sufficiently consider the diverse perspectives and backgrounds that characterize genuine discussions on the topic of global warming, falling short of enhancing its authenticity in reflecting real-life situations.

The assessment predominantly focused on assessing conversational and communication skills, neglecting the inclusion of a variety of assessment methods to comprehensively evaluate students' abilities. It missed the chance to incorporate critical thinking exercises or collaborative problem-solving tasks that would have enriched the assessment.

No	Assessment	Indicator Authentic Assessment				Result
		Integral	Real Situation	Various Measure	Holistic	
1	First Assessment	100	50	100	100	<i>Authentic</i>
2	Second Assessment	100	100	100	100	<i>Authentic</i>

*Sources: Appendix 2 (Data Processing)*

The rubric provided above indicates that the assessment did relevant to the criteria for authenticity in any of the four aspects: Integral, Real Situation, Various Measure, and Holistic, The assessment was considered integral because it effectively integrate the dialogue into the learning process or connect it to specific learning objectives. It lacked a clear demonstration of how the conversation contributed to broader learning goals which failing to align with the integral aspect of authentic assessment.

The assessment also reflect a real world situation as it simulated a conversation on global warming without adequately considering the diverse perspectives and backgrounds typically present in real discussions. It did enhance and its authenticity by referred to genuine conversations on the topic. The assessment primarily focused on assessing conversational and communication skills and did not incorporate a variety of assessment methods as described in the rubric. The assessment assessed communication and comprehension skills, it encompass a broader range of dimensions like critical thinking, teamwork, or information synthesis, which are characteristic of a holistic assessment approach.

### ***3. The authenticity of the writing test for English Language Testing at SMK 3 Parepare.***

This research focused on authenticity of the writing test, the test is about writing test for English Language Testing at SMK 3 Parepare, the test was analyzed using quantitative approaches, the students writing evaluation conducted in writing text by using materials about writing letter and recount text. The researcher first outline the purpose of the test, which could be to evaluate the



effectiveness of the writing test, identify areas of indicators or compare the test performance across different student.

The analysis can be explained below:

Table 4.7 Writing Evaluation

No	Writing Evaluation
1	<p><b><i>First Test</i></b></p> <p>a. Please write an invitation</p> <p>Minnie</p> <p>Place : McDonild Attire : Casual Attire Time : 09.00 p.m – 12.00 p.m Date : 1st January 2013 Games : Clown, piñata, hides and seeks, egg bounce, and many more</p> <p>Please, Come to my 9th birthday! And don't forget to bring your sincere present and don't forget to pray for God. I'm waiting for your coming! Come before 09.00 pm and wear your casual attire! To: All my beloved friends and family</p> <hr/> <p>My sincere greeting,</p> <p>b. Please write an invitation</p> <p>Heru Susanto, S.Kom Maju Terus, Ltd Soedirman Street no. 56 South Jakarta Jakarta, Indonesia 12000</p> <p><u>Dear</u> Mr. Heru Susanto, S.Kom, To celebrate the third anniversary of our company, through this letter we invite all managers of Maju Terus, Ltd to attend the last preparation meeting which will be held on: <u>Day/date</u> : Saturday/ 30th April 2016 <u>Hours</u> : 9 A.M – end <u>Venue</u> : SHERATON Convention Hall</p> <p>We hope that you will be able to come because we will take the final decision of our program. <u>Thanks for your nice attention.</u></p> <p><u>Sincerely,</u> <i>[signature]</i> <b><u>Toni Purwanto, S.E</u></b> Chairman of the Committee</p>

## ANALYSIS

### 1. According to Integral

According to the assessment which regarding to the first invitation is for a casual birthday party and requires deep integration into a learning process. It serves the purpose of informing people about an event and providing details. Therefore, it aligns with the integral aspect but delve deeply into the learning process.

The second invitation is for a company meeting to discuss the final preparation for an anniversary celebration. It also serves the purpose of informing and organizing an event but is more work-related. While it may align with the integral aspect in a corporate context, it still primarily serves an organizational purpose rather than a deep learning purpose. According to the assessment above which explain that invitation assessment reflected to the authentic assessment. The authentic assessment scores for **100% of integral**.

#### *RPP and Classroom observation :*

The materials taught during learning processed including of writing invitation among the party either for personal party, or business party, the materials taught relevant to the test.

The integral analysis notes that invitations effectively serve their purposes of informing people about events and providing details. In the context of the first invitation for a casual birthday party, it requires deep integration into the learning process. It aligns with the integral aspect by engaging students in a practical writing task that involves organizing information and conveying it in a friendly manner. The second invitation, for a company meeting related to the

final preparation for an anniversary celebration, also serves the purpose of informing and organizing an event in a corporate context. However, it is highlighted that it primarily serves an organizational purpose rather than contributing to deep learning.

The assessment above concludes that the invitations, despite their different contexts, reflect the integral aspect of authentic assessment. The invitations effectively align with the criteria of informing and organizing events, contributing to a practical learning experience for students. As a result, the authentic assessment score for both invitations is rated at authentic.

## **2. According to Real world situation**

According to the assessment above, the first invitation reflects a real-world situation by inviting friends and family to a birthday party. It mirrors the type of invitations people commonly send for social events, making it authentic in this aspect.

The second invitation reflects a real-world situation in the corporate world by inviting managers to a meeting to finalize preparations for a company event. It aligns with common business practices for such meetings, making it authentic in a corporate context. The authentic assessment scores for ***100% of Real Situation.***

The real world situation analysis recognizes that both invitations effectively reflect real-world scenarios in their respective contexts. The first invitation, for a casual birthday party, authentically mirrors the type of invitations people commonly send for social events, such

as inviting friends and family to celebrate special occasions. This authenticity is acknowledged, contributing to a score of authentic for the real-world situation aspect.

The second invitation, for a company meeting related to the final preparations for a corporate anniversary celebration, reflects a real-world situation in the business context. It aligns with common business practices for inviting managers to a meeting to discuss and finalize details for an upcoming company event. This authenticity in a corporate context contributes to a score for the real-world situation aspect.

According to both invitations successfully capture real-world scenarios, whether in a personal or corporate setting, enhancing the authenticity of the assessments in relation to real-world situations.

### **3. According to Various Measure**

According to the assessment which the first invitation does involve a variety of assessment measures as it primarily serves the purpose of providing event details. It require diverse skills or evaluation criteria. The second invitation, although more formal, also does incorporate various assessment measures. It primarily aims to inform and coordinate a meeting, which doesn't involve a range of assessment methods. The authentic score was *100% of various measure*.

The analysis of various measures recognizes that both invitations effectively incorporate various assessment measures aligned with their specific purposes. In the case of the first invitation

for a casual birthday party, it is noted that it involves a variety of assessment measures, particularly as it serves the purpose of providing event details for a social gathering. While the analysis does not explicitly specify the diverse skills or evaluation criteria involved, the overall implication is that the invitation successfully assesses various aspects related to organizing and presenting information for a personal event.

The second invitation related to a company meeting, the analysis acknowledges that, although more formal, it also incorporates various assessment measures. The primary aim of this invitation is to inform and coordinate a meeting in a corporate setting. While the analysis suggests that it may not involve a wide range of assessment methods, it is implied that the invitation effectively assesses skills related to organizing and presenting information for a business event.

The authentic score for various measures is consistently rated at authentic. This discussed that both invitations successfully encompass a variety of assessment measures aligned with their specific contexts, contributing to the authenticity of the assessments in terms of various measures.

#### **4. According to Holistic**

According to the assessment which the first invitation is holistic as it assess a comprehensive set of skills or attitudes. It mainly conveys event information and lacks depth in assessing other dimensions. Similar to the first invitation, the second invitation is holistic. It focuses

skills or attitudes. The assessment score was *100% of Holistic*.

The analysis regarding the holistic aspect recognizes that both invitations are considered holistic in their assessment approach. However, it notes that the assessments primarily focus on specific dimensions related to their contexts which is for a casual birthday party, the analysis suggests that it is holistic in assessing a comprehensive set of skills or attitudes related to conveying event information. However, it points out that the assessment lacks depth in assessing other dimensions beyond the practical aspects of organizing a social event.

According to the second invitation related to a company meeting, the analysis indicates that it is holistic, focusing on the practical aspects of organizing a meeting in a corporate context. While the assessment is holistic in assessing a wide range of skills or attitudes related to business event coordination, the analysis implies that it may not delve deeply into other dimensions.

Despite these considerations, the overall assessment score for the holistic aspect is rated at authentic. This suggests that both invitations effectively encompass a comprehensive set of skills or attitudes aligned with their specific contexts, contributing to the authenticity of the assessments in terms of the holistic aspect.

The assessment provided above evaluates two invitations, one for a casual birthday party and the other for a corporate meeting, based on four criteria: Integral, Real World Situation, Various Measure, and Holistic. The invitations were effective in conveying event information and organizing activities, they fell

short in terms of deep integration into a learning process, practical application, assessment diversity, and holistic evaluation.

Another assessment test can be discussed below:

Table 4.8 Writing Evaluation

No	Writing Evaluation
1	<p><b><i>Second Test</i></b></p> <p><b><i>a. The assessments about make Paragraph</i></b></p> <p>Have you ever had a holiday? What happened? How was the holiday? Write a recount about your holiday. Make the outline of your story below:</p> <p style="text-align: center;">Orientation (Who, What, When, Where)</p> <p style="text-align: center;">Series of Events</p> <p style="text-align: center;">Reorientation (stating personal comments about the events)</p> <p><b>ANALYSIS</b></p> <p><b>1. According to Integral</b></p> <p>The assessment prompts students to write a recount of their holiday experience, it effectively integrate this task into the broader learning process. It lacks a clear connection to specific learning objectives or skills development, making it less integral to the overall educational context. The assessment score for this indicator was <b><i>100% Integral</i></b>.</p> <p><i>RPP and Classroom observation :</i></p> <p>The materials taught during learning processed including of writing recount text for many example adopting by the teacher, the materials taught relevant to the test.</p> <p>The analysis notes that the paragraph writing assessment, which prompts students to recount their holiday experiences, effectively</p>

integrates this task into the broader learning process. However, it suggests that there may be a lack of a clear connection to specific learning objectives or skills development, which could potentially limit its integral nature within the overall educational context.

Despite this consideration, the overall assessment score for the integral aspect is rated at authentic. This indicates that, regardless of potential limitations, the assessment successfully engages students in a practical writing task that aligns with the integral aspect of authentic assessment.

According to the materials taught during the learning process include writing recount texts with many examples adopted by the teacher. This reinforces the alignment between the materials taught and the assessment, indicating that the classroom activities are relevant to the test. The integration of recount writing into the curriculum further supports the integral aspect of authentic assessment.

## **2. According to Real world situation**

The assessment asks students to write about a personal holiday experience, which is a real-world scenario. However, it replicates a genuine real-world situation that would require the skills typically associated with recounting events. Instead, it presents a simplified and isolated task. The students are in their holiday action. It reflected to the real world situation even only for adopting from the students experiences. The authentic assessment scores for **100% real situation**.

The analysis explained that the paragraph writing assessment, which prompts students to write about a personal holiday experience,



does reflect a real-world scenario by drawing on students' experiences. However, it also notes that the task might be simplified and isolated, lacking the complexity and context typically associated with real-world situations.

Despite this consideration, the assessment is deemed authentic in relation to real-world situations, especially since it draws on students' personal experiences. The analysis acknowledges that the task might not fully replicate the complexity of genuine real-world situations but still affirms its authenticity in tapping into students' own holiday experiences.

According to the authentic assessment score for the real-world situation aspect is rated at authentic, indicating that the assessment effectively connects with students' real-life experiences and reflects a real-world scenario, even if in a simplified context.

### **3. According to Various Measure**

The assessment primarily evaluates students' ability to write a recount. While this is an important skill, it incorporate a variety of assessment methods or a comprehensive evaluation of students' abilities. It diversity in measuring their language skills. The authentic assessment score for *100% for various measure*.

The analysis relevant to the paragraph writing assessment primarily focuses on evaluating students' ability to write a recount. While it recognizes the importance of this specific skill, it suggests that the assessment may lack diversity in measuring other language skills or incorporating a variety of assessment methods.

Despite this consideration, the overall authentic assessment score for various measures is rated at authentic. The analysis indicates that, even though the assessment may predominantly assess a specific skill, it is deemed authentic in terms of evaluating students' ability to write a recount.

The assessment is effective in evaluating the targeted skill, and its authenticity in this regard contributes to a high score for various measures, despite potential limitations in assessing a broader range of language skills.

#### **4. According to Holistic**

The assessment focuses narrowly on the task of writing a recount, without considering a holistic set of skills or attitudes. It assess critical thinking, creativity, or other higher-order thinking skills that are important for effective writing. This assessment reflected to the holistic authentic assessment. The score for *100% of holistic*.

The analysis points out that the paragraph writing assessment narrowly focuses on the specific task of writing a recount. It suggests that the assessment may lack consideration for a holistic set of skills or attitudes, such as critical thinking and creativity, which are essential for effective writing.

According to assessment is deemed authentic in the context of evaluating the targeted skill of recount writing. The analysis suggests that while the assessment may not explicitly assess higher-order thinking skills, its authenticity in evaluating the specific task aligns with the holistic aspect of authentic assessment.

	<p>The assessment is related as being authentic in evaluating recount writing skills, even though it may explicitly measure a broader set of skills or attitudes.</p>
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*Sources: Research Appendices*

The authentic assessment above categorized with fully authentic, the assessment primarily evaluates students' ability to write a recount. While this is an important skill, it could benefit from incorporating a variety of assessment methods or a comprehensive evaluation of students' abilities. It lacks diversity in measuring their language skills, but the assessment still receives a 100% Authentic score..

No	Assessment	Indicator Authentic Assessment				Result
		Integral	Real Situation	Various Measure	Holistic	
1	First Assessment	100	100	100	100	<i>Authentic</i>
2	Second Assessment	100	100	100	100	<i>Authentic</i>

*Sources : Appendix 2 (Data Processing)*

The assessment's focus is narrow, centering on the task of writing a recount without considering a holistic set of skills or attitudes. It does not assess critical thinking, creativity, or other higher-order thinking skills crucial for effective writing. Despite this limitation, the assessment is deemed authentic, receiving a score of 100%, as it aligns with the principles of holistic authentic assessment.

**4. The authenticity of the listening test for English Language Testing at SMK 3 Parepare.**

This research focused on authenticity of the listening test, the test about listening test for English Language Testing at SMK 3 Parepare, the test analyzed using quantitative approaches, the students writing evaluation conducted in listening text by using materials which theme of Song which title *My Love By Westlife* , the researchers first outline the purpose of the test, which could be to evaluate the effectiveness of the listening test, identify areas of indicators or compare the test performance across different student.

The listening test can be explained below:

Table 4.10 Listening Evaluation Rubric

No	Listening Evaluation
1	<p><b><i>First Test</i></b></p> <p><b><i>a. The assessments about make List a SONG</i></b></p> <p><i>An empty street, an empty.....</i>  <i>A hole inside ..... heart</i>  <i>I'm ..... , the rooms are getting .....</i>  <i>..... how, I wonder why</i>  <i>I wonder where .....</i>  <i>The days ..... had, the songs we ..... together</i>  <i>Oh, yeah</i></p> <p><i>And oh, .....</i>  <i>I'm ..... on forever</i>  <i>Reaching for ..... that seems so far</i></p> <p><i>So ..... a little prayer</i>  <i>And ..... will take me there</i>  <i>Where the skies .....</i>  <i>To ..... , my love</i>  <i>Overseas, from coast to coast</i></p>

*To ..... a place I love the most  
 ..... fields are green  
 To ..... once again  
 My love*

## **ANALYSIS**

### **1. According to Integral**

The assessment for creating a song list appears was relevant to partially integral. It aligns with the integral aspect in the sense that it's an activity related to creating a list of songs, which is a specific task or learning objective. However, it may fully integrate into a broader learning process unless it's part of a larger music-related curriculum. The assessment can be categorized as authentic. It scores for **100% authentic**.

#### *RPP and Classroom observation :*

The materials taught during learning processed including of song of the popular artist, the materials taught relevant to the test as listening materials.

The analysis recognizes that the assessment for creating a song list is relevant to the integral aspect but notes that it may not be fully integrated into a broader learning process unless it is part of a larger music-related curriculum. Despite this consideration, the assessment is categorized as authentic, and it receives a score of authentic for the integral aspect.

According to the terms of the Lesson Implementation Plan and classroom observation, it is mentioned that the materials taught during the learning process include songs from popular artists, and these materials are considered relevant to the test as listening materials. This

reinforces the alignment between the materials taught and the assessment, indicating that the classroom activities are pertinent to the test and contribute to the authenticity of the assessment.

The assessment is viewed as authentic in terms of the integral aspect, especially when considering its relevance to the specific task of creating a song list and its connection to the learning materials in the classroom.

## **2. According to Real world situation**

The assessment creation of a song list is reflective of a real-world situation where individuals curate playlists or song lists for various purposes, such as events, personal enjoyment, or sharing music with others. This aspect aligns with the idea of real-world applicability. This song is not reflected to the song which very famous and not easy to find the students real life condition. The song did not reflected to the authentic assessment. ***It score for 50% Authentic.***

The analysis acknowledges that the creation of a song list is reflective of a real-world situation where individuals curate playlists for various purposes. However, it points out that the specific song used in the assessment might not be reflective of the songs that are very famous and commonly known to students, potentially not aligning well with their real-life experiences. This consideration leads to a lower score of the real-world situation aspect.

The argument explained that using a more universally recognized or popular song could enhance the authenticity of the assessment, aligning it more closely with students' real-life experiences and increasing the

overall real-world situation score.

The task of creating a song list is inherently connected to a real-world situation, the specific choice of the song in this assessment may not fully align with the students' real-life condition, resulting in a slightly lower authenticity score for the real-world situation aspect.

### **3. According to Various Measure**

The assessment primarily focuses on the ability to select and list songs based on incomplete lyrics. It does incorporate a wide variety of assessment measures, as it primarily assesses the knowledge of song titles and lyrics' completion. While it assesses a specific skill, it may fully encompass a broad range of abilities. It scores for *50% authentic*.

The analysis points out that the assessment primarily focuses on the ability to select and list songs based on incomplete lyrics, and it doesn't incorporate a wide variety of assessment measures. While it assesses a specific skill related to knowledge of song titles and lyric completion, it may not fully encompass a broad range of abilities, such as critical thinking, analysis, or creativity. This consideration leads to a score for the various measure aspect.

The argument suggests that incorporating additional measures or tasks that require different cognitive skills could enhance the authenticity of the assessment, providing a more comprehensive evaluation of students' abilities. The assessment is viewed as limited in terms of incorporating various measures, primarily focusing on a specific skill related to song titles and lyric completion. This results in a score for the various measure aspect.

#### 4. According to Holistic

The assessment was holistic because it evaluated a comprehensive set of skills or attitudes. It mainly assesses the ability to recognize songs based on incomplete lyrics but it does delve into critical thinking, creativity, or deeper understanding of music. It's a relatively narrow assessment in this regard. It scores for *100% authentic*.

The analysis acknowledges that the assessment, which focuses on the ability to recognize songs based on incomplete lyrics, is holistic to some extent. It assesses a comprehensive set of skills related to music recognition. However, it also notes that the assessment does not delve into critical thinking, creativity, or a deeper understanding of music, suggesting that it is relatively narrow in scope.

The assessment is considered holistic because it evaluates a range of skills related to music recognition. This leads to a score of 100% for the holistic aspect. In summary, while the assessment may not cover certain higher-order thinking skills, it is still viewed as holistic in the context of evaluating the ability to recognize songs based on incomplete lyrics. The score for the holistic aspect is authentic.

*Sources: Research Appendix*

The assessment related to creating a song list received a score of each aspect evaluated in the authentic assessment rubric. These assessments appear to lack authenticity as they are primarily focused on a single task identifying songs based on incomplete lyrics.



No	Assessment	Indicator Authentic Assessment				Result
		Integral	Real Situation	Various Measure	Holistic	
1	First Assessment	100	50	50	100	<i>Authentic</i>

*Sources: Appendix 2 (Data Processing)*

The assessments discussed in the document in terms of authenticity across all four categories. It can be seen that the assessment do effectively integrate into the broader learning process, lack relevance to real-world situations or students' experiences, focus predominantly on single skills without diversity, and encompass a holistic set of skills and attitudes. These limitations indicate the need for significant improvements in designing assessments that genuinely reflect authentic assessment principles, such as alignment with learning objectives, real-world relevance, diverse measurement methods, and consideration of a broader range of skills and attitudes for evaluation.

According to the explanation above, the researcher summary the authentic indicator based on the evaluation test above, the explanation can be explained below:

Table 4.12 Authentic Assessment Analysis

No	Indicator	Analysis
1	Integral	The evaluation showed the indicator of integral discussed align with the integral aspect to some extent, but the assessment don't fully meet the criteria for integral assessments based on the analysis. In each case, while there is a connection between the assessment and the learning process, it's not deeply integrated into the broader educational context or

		<p>aligned with specific learning objectives.</p> <p>The reading text about Afgan, the content about Bali, and the dialogue about global warming all have some integration with the learning process, but they lack a profound connection to students' real-life situations. The holiday recount and the song list creation assessment lack clear connections to learning objectives, making them less integral to the overall educational context. Finally, the invitations for a birthday party and a company meeting do align with an integral aspect to some extent, but they primarily serve organizational purposes rather than deep learning purposes.</p> <p>There is an alignment with integral aspects, there are missing links in terms of deeper integration and relevance to students' real-life experiences. As a result, these assessments fall short of fully reflecting the integral aspect as per the authentic assessment criteria, and the assessment fulfill about the integral indicator.</p>
2	Real Situation	<p>The evaluation showed the Real situation which indicator that the assessments discussed under the indicator, the assessment indeed not fully reflect real-world contexts to some extent. However, the extent of their authenticity is questionable due to certain limitations.</p>

		<p>The evaluation showed the Real situation which indicator that the assessments discussed under the indicator, the assesment indeed reflect real-world contexts to some extent. However, the extent of their authenticity is questionable due to certain limitations.</p> <p>The reading test about Bali as a tourist destination is presented as a real-world situation. It describes the attractions and encourages readers to consider it as a vacation spot. However, the assessment lacks the ability to provide students with a real travel experience, and they might not connect it to their own real-life situations.</p> <p>The assessment questions that ask students to imagine meeting Afgan do not replicate common real-world situations. These questions involve hypothetical scenarios and the imagination of meeting a celebrity.</p>
3	Various Measure	<p>The evaluation showed the various measure which indicator limited assessment methods and a lack of diversity in measuring students' abilities. This results in these assessments not being fully aligned with the Various Measure aspect of authentic assessment.</p> <p>The reading test primarily uses a narrative storytelling approach to describe the writer's experience. While it provides a rich narrative, it focuses more on the writer's personal account and storytelling,</p>

		<p>not incorporating multiple assessment measures. This alignment is more with the category and lacks the diversity required for various measures.</p> <p>The assessment related to the text about Bali's attractions and culture primarily employs a narrative storytelling approach. It provides knowledge and information but does not incorporate a wide variety of assessment methods as described in the rubric. It aligns with the predominantly category, focusing more on conveying information than engaging students in diverse assessment activities.</p> <p>The assessment for recounting a personal holiday experience primarily evaluates students' ability to write a recount. It is an important skill which incorporate a variety of assessment methods or a comprehensive evaluation of students' abilities, failing to meet the diversity criteria set for Various Measure in authentic assessment.</p>
4	Holistic	<p>The evaluation showed the holistic which indicator that any skill text does consider different aspects of the writer's experience, such as emotions and anticipation, it primarily assesses the writer's feelings and thoughts. It does delve deeply into evaluating various skills and attitudes beyond cognitive aspects. Consequently, it falls under the predominantly holistic category, and the</p>

		<p>assessment does fully align with the holistic aspect of authentic assessment.</p> <p>The assessment related to the Bali attraction text offers a holistic view of Bali by addressing various aspects, such as attractions, cuisine, culture, and traveler types. However, it predominantly focuses on conveying knowledge and information without assessing a holistic set of skills and attitudes. It lacks depth in evaluating attitudes and skills beyond knowledge.</p>
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The assessments do not reflect authentic assessment principles because they fail to fully meet the criteria set out in the rubric for authentic assessment. They often focus on specific aspects and miss the mark in terms of aligning with real-life contexts, evaluating a broad range of skills and attitudes, and integrating seamlessly with learning content. To make these assessments more authentic, they would need revisions that encompass a more holistic approach, a real-world context, diversified assessment methods, and deeper integration with learning objectives and materials.

## **B. Discussions**

The explanation about the result of findings regarding to the research question in analysis document which explained below:

### ***1. The Authenticity of the reading test for English Language Testing at SMK 3 Parepare.***

The explanations provided findings above, the reading test for English Language Testing at SMK 3 Parepare appears to incorporate several principles of

authentic assessment effectively. Based on the theory stated that assessment become very important to be assets for best provided reading text seems to align relatively well with the learning process.<sup>33</sup> It effectively integrates the writer's emotional journey of meeting Afgan into the narrative, providing insights into the writer's excitement. However, when analyzed further, it becomes evident that the context of the material, which revolves around Afgan as an artist, might significantly impact the students' real-life situations. While it is integral in the sense that it's coherent with the material, it lacks a deeper connection to the students' lives.

According to the analysis that assessment presents a scenario where fans eagerly anticipate meeting Afgan, which mirrors the real life experiences of fans meeting celebrities. However, it authenticity because the students are merely reading about this situation and have a genuine opportunity to meet Afgan in a real-world context. The reading material does provide a realistic scenario that directly relates to the students' own lives.

The reading assessment primarily relies on narrative storytelling to describe the writer's experience, which limits its authenticity in terms of employing various assessment methods. It predominantly focuses on the writer's personal account, failing to encompass a wide range of assessment measures as outlined in the rubric.<sup>34</sup> It also stated by the author that reading text consider different aspects of the writer's experience, such as emotions and anticipation, it primarily focuses on the writer's feelings and thoughts, indicating a knowledge-based assessment. It delves deeply

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<sup>33</sup> Nunan, *Research Methods in Language Learning*, (New York: Cambridge University Press, 2016)

<sup>34</sup> David Hughes, *Research and The Teacher: A Qualitative introduction to school- based research*, (London: Routledge, 2019)

into evaluating a holistic set of skills and attitudes, such as critical thinking or creativity. Therefore, it does meet the criteria for a fully holistic assessment.<sup>35</sup>

The assessment more authentic and relevant to students' real life situations, several adjustments and strategies can be applied, the assessment can be revised to incorporate situations or scenarios that are relatable to the students' lives. The assessment could focus on personal experiences, such as meeting a role model, overcoming a challenge, or achieving a goal. This shift allows students to draw from their own life experiences, making the assessment more authentic.

Providing students with choices and opportunities to express their own experiences and perspectives can enhance authenticity. Instead of a fixed topic, allow students to select a personal event, experience, or issue that matters to them. This encourages them to invest emotionally in the assignment and relate it to their real-world concerns. Emphasize how the assessment relates to students' future careers or academic pursuits. Highlight the practical skills and knowledge they are acquiring and how these will benefit them in their chosen paths.<sup>36</sup>

According to the statement that assessments can become more authentic by aligning with students' real-life situations and fostering a deeper connection between classroom learning and their everyday experiences.<sup>37</sup> This approach enhances engagement but also equips students with skills and knowledge that are directly applicable to their lives beyond school.

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<sup>35</sup> Eka. "The Assessment and Evaluation in Teaching English As a Foreign Language." (*Indonesian EFL Journal* 1, no. 2 .2017)

<sup>36</sup>Zaim, M. Using Authentic Assessment to Better. Facilitate Theaching and Learning. *Advances in Social Science*, .(*Jurnal vol. 2, no. 2, 2017*)

<sup>37</sup>Thorndike .ed., *Educational. Measurment .2nd edition..* .(Wasington, D.C: American Council on. Education, 2019)

## ***2. The Authenticity of the speaking test for English Language Testing at SMK 3 Parepare.***

The explanation was about Authenticity of the speaking test for English Language Testing at SMK 3 Parepare which the speaking test for English Language Testing at SMK 3 Parepare excels in integrating assessment seamlessly with the learning process. The assessment's integral aspect is lacking as it involves hypothetical scenarios rather than integrating seamlessly with the primary learning content. While retelling an experience can be a valuable learning exercise, in this case, it does not fully align with the core learning objectives or the content being taught. The assessment's connection to the material was somewhat weak.

The questions which especially those related to imagining meeting Afgan or being Afgan, several explanations related to reflect real-world situations. They are more creative writing exercises rather than authentic reflections of personal experiences. The assessment does effectively replicate genuine real-world scenarios, while the assessment focuses on specific language skills related to constructing conditional sentences it falls short of embracing a variety of assessment methods. It does not fully provide opportunities for students to demonstrate a range of skills or abilities, which is a key aspect of authentic assessment.

The assessment touches on various aspects of the event, such as who was involved and where it happened. However, it primarily assesses language skills related to constructing conditional sentences.<sup>38</sup> While it addresses some aspects of the holistic evaluation approach, it does not fully embrace a wide range of skills or attitudes. The assessment questions, as currently structured, fully reflect the criteria

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<sup>38</sup>Wiggins, GP. *Authentic Assessment*. (Washington: American Psychological Association, 2021)



of authentic assessment. They lack integration with the core learning content, the assessments also replicate real-world situations effectively, focus narrowly on specific language skills, and fall short of evaluating a comprehensive set of skills and attitudes. To enhance authenticity, the assessment may need to be revised to better align with the rubric's criteria and provide a more meaningful and real-world context for students.

The dialogue does serve as an integral part of the learning process by fostering a conversation about global warming, it lacks explicit connections to specific learning objectives. The assessment could be improved by clearly demonstrating how this conversation contributes to broader learning goals, thus enhancing its integral aspect. The dialogue simulates a conversation about global warming, which is a real-world topic. However, it does not fully embrace authenticity in reflecting diverse perspectives and backgrounds that individuals engage with in real-world discussions.

The assessment primarily focuses on assessing conversational and communication skills, which is important. However, it lacks diversity in measurement by not incorporating a wider variety of assessment methods. Authentic assessments should encompass a broader range of abilities and skills, such as critical thinking or collaborative problem-solving.<sup>39</sup>

The dialogue primarily assesses communication and comprehension skills and does not encourage students to consider various aspects of global warming and its solutions. To be considered fully holistic, it should evaluate a more comprehensive set of skills and attitudes, such as critical thinking, teamwork, and the ability to synthesize information effectively. The assessment for the dialogue on

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<sup>39</sup> Gall, M. D. *Educational Research: An Introduction*. 4th ed. (New York : Longman Inc.2015)

global warming does not fully meet the criteria of authentic assessment based on the rubric. It lacks explicit connections to learning objectives, does not fully replicate diverse real-world perspectives, focuses narrowly on specific language skills, and does not assess a comprehensive set of skills and attitudes. To enhance authenticity, the assessment could be revised to better align with the rubric's criteria and provide a more meaningful and realistic context for students to engage with the topic of global warming.

The assessments analyzed in the provided scenarios do not fully align with the criteria of authentic assessment as outlined in the rubric. They exhibit several shortcomings, including a lack of integration with core learning content, an inability to effectively replicate real-world situations, a focus on specific language skills to the detriment of broader skill assessment, and a failure to evaluate a comprehensive set of skills and attitudes.<sup>40</sup> These assessments may benefit from revisions that enhance their authenticity by connecting more closely to learning objectives, replicating genuine real-world contexts, diversifying assessment methods, and evaluating a broader range of student abilities. Authentic assessments should strive to provide students with meaningful, real-world experiences that reflect the complexities and diversity of their future challenges and responsibilities.

### ***3. The Authenticity of the writing test for English Language Testing at SMK 3 Parepare.***

The explanation of Authenticity of the writing test for English Language Testing at SMK 3 Parepare regarding to the findings which explained that the

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<sup>40</sup> Ayu made sri. "Formative Assessment in EFL Classroom Practices." *Supporting Teachers' Formative Assessment Practice With Learning Progressions* (2019)

authenticity of the writing test conducted for English Language Testing at SMK 3 Parepare. Basic principle that assessment design reflects to strong alignment with the principles of authentic assessment.<sup>41</sup> The first invitation, which is for a casual birthday party, does require deep integration into a learning process. It serves its purpose of providing event details and inviting people, but it does not significantly contribute to a learning experience. Similarly, the second invitation, which pertains to a corporate meeting, primarily serves an organizational purpose rather than a deep learning objective. While it may align with business practices, it still lacks a strong connection to the integral aspect of authentic assessment. Therefore, both invitations scored low in terms of the integral aspect.

The first invitation reflects a real-world situation by inviting friends and family to a birthday party, mirroring common practices for social event invitations. However, it falls short of being fully authentic because the students did not have the opportunity to practice sending real invitations for a birthday party. On the other hand, the second invitation aligns with corporate practices for organizing meetings, making it authentic in a business context. However, It stated that on a theory that lacks authenticity as it remains a conceptual exercise without actual practice. Both invitations demonstrate some aspects of authenticity but still have room for improvement in fully replicating real-world situations.<sup>42</sup>

Both invitations primarily serve the purpose of providing event details and inviting participants. They do not incorporate a variety of assessment measures or require the demonstration of diverse skills. In essence, they focus on a singular

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<sup>41</sup> Lado R, *Language Testing*. (London : Longman Group, 2017)

<sup>42</sup> Mary Finocchiaro, *English as a Second Language: from Theory to Practice*, (New York: Regents Publishing Company, 2014)

aspect of communication and organization, which results in a low score for various measures of authenticity.

Neither invitation is holistic in assessing a comprehensive set of skills or attitudes. They both focus on practical aspects related to event planning and do not assess a wide range of skills or attitudes, such as creativity, critical thinking, or adaptability. As a result, they scored low in terms of the holistic aspect of authentic assessment. The invitations do possess some elements of authenticity, particularly in mirroring real-world situations, they fall short in terms of being fully integral, diverse in assessment measures, and holistic. To enhance their authenticity, the invitations could be redesigned to involve more active participation and practice in real-life scenarios, fostering a deeper connection to the learning process and a broader range of skills and attitudes.

#### ***4. The Authenticity of the listening test for English Language Testing at SMK 3 Parepare***

The explanation about Authenticity of the listening test for English Language Testing at SMK 3 Parepare can be explained that not Integral Part of Learning (Integral) aspect, the text in question appears to be a lyrical passage that could potentially resemble song lyrics. However, there isn't explicit information regarding how the text is integrated into a learning process. This lack of context suggests that it might not align seamlessly with the integral principle of assessment as a natural part of learning.

The assessment involves creating a song list, which is a specific task that aligns with the integral aspect of authentic assessment. However, it's important to consider whether this task is fully integrated into a broader learning process. In this case, the

assessment appears to be a standalone activity focused solely on creating a list of songs based on incomplete lyrics. While it relates to a specific task, it may not be part of a larger, more comprehensive music-related curriculum. Therefore, it is not fully integral as it lacks a clear connection to a broader learning context.

The assessment of the authentic must simulates the real-world scenario of curating song lists, which people commonly do for various purposes like events or personal enjoyment.<sup>43</sup> This aspect aligns with the idea of real-world applicability, indicating that the task has relevance to practical situations. However, the challenge arises when the assessment does not reflect the real-world relevance of the songs chosen. If the songs are well-known or do not have a clear connection to students' experiences, it may diminish the authenticity of the assessment.

The assessment primarily focuses on a specific skill recognizing songs based on incomplete lyrics and does incorporate a wide variety of assessment measures. While it evaluates this particular skill, it lacks diversity in assessing different aspects of learning or abilities. Authentic assessments should encompass a broad range of skills and evaluation criteria to be considered genuinely authentic.

The assessment was holistic because it narrows its focus to a single skill – recognizing songs based on incomplete lyrics. It does not evaluate a comprehensive set of skills or attitudes such as critical thinking, creativity, or deeper understanding of music. A truly holistic assessment should consider multiple dimensions of learning and provide opportunities for students to demonstrate a wide range of abilities. The assessment for creating a song list lacks authenticity in several key areas, including integration into a broader learning process, real-world relevance of

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<sup>43</sup> Ramelan, *Introduction to Assessment Analysis*. (Semarang : IKIP Semarang Press, 2014)

the song choices, diversity in assessment measures, and consideration of a comprehensive set of skills and attitudes.

According to Thorndike that the analysis of the listening assessment indicates that it did not fully reflect the criteria of an authentic assessment. The assessment lacked authenticity in multiple aspects, including its integration into a broader learning process, its real world relevance, the limited variety of assessment measures used, and its focus on a single skill without considering a holistic set of skills and attitudes.<sup>44</sup> Enhance the authenticity of this listening assessment, revisions may be necessary to better align it with the criteria of authentic assessment and provide a more meaningful and realistic context for students to engage with listening tasks.

The listening assessment more authentic several considerations and adjustments, Introduce listening tasks that mirror real-world situations or scenarios students might encounter in their daily lives. Use materials that feature different accents, speech rates, and background noises to expose students to the diversity of real-life listening situations.

According to the theory assessments were assessed as authentic due to challenges in aligning them with real-world situations or integrating them effectively into the learning process. Both studies emphasize the complexities involved in creating assessments that truly reflect the authenticity of real-life tasks and skills. The previous research, the characteristics of students were explicitly mentioned as a challenge, but Yolanda's study suggests that students may play a role in the difficulties faced by teachers.

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<sup>44</sup> Thorndike .ed., *Educational. Measurment .2nd edition.* (Wasington, D.C: American Council on. Education, 2019)

This research comparing to the previous research that Yolanda's research points out that there is a lack of development of teacher creativity in the context of authentic assessments. This aligns with the findings in the previous research, which indicated that some assessments lacked creativity and did not fully engage students in meaningful tasks. Both studies emphasize the importance of fostering teacher creativity to design assessments that are both authentic and engaging.<sup>45</sup> Yolanda's research on the challenges faced by teachers in implementing authentic assessments in English language learning complements the findings of the previous research. Both studies underscore the complexities and considerations involved in designing assessments that are truly authentic, engage students effectively, and align with real-world situations. The comparison with this research that authentic assessment more focused on creativity in the context and this research focused on every skill teaching.

According to the previous research from Abdullah (2019) stated that English teacher applied the authentic assessment by following four procedures as principle of authentic assessment. These article also supported were composed of (1) identifying the standard, (2) selecting the authentic task, (3) identifying criteria for the task (4) creating the rubric. Hence, in accordance with the obstacles of the English teacher, the researcher concluded that the English teacher experienced the obstacles in creating the scoring rubric of performance assessment and giving scores in the group work.<sup>46</sup> Comparing to this research which found there were not reflected to the authentic assessment different with the research conducted from Abdullah. This research found that all the assessment reflected to the authentic assessment.

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<sup>45</sup> Yolanda "An Analysis on Teachers Authentic Assessments in English Teaching at SMP IT Kharunnas". (*Akses Jurnal English Education and Research*, 2018)

<sup>46</sup>Abdullah. "An Analysis of Authentic Assessment in 2013 Curriculum at SMA Negeri 4 Malang"(*Ejurnal Education Scope Center*: <http://eprints.umm.ac.id/id/eprint/32760>)

According to the previous research from Hanifatul (2018) that the using of the assessment are covered into project report, students' portfolio and students' behavior. Authentic assessment encourage teachers to observe the progress of each students during in learning process. This assessment also encourage students to explore their learning experience in various ways. The activities designed to optimize students' capacity are recorded by teachers in assessment rubrics. Students' self-esteem, which is defined as the positive or negative evaluation of self, occurs naturally.<sup>47</sup> Comparing to this research which found that assessment did not reflected to the assessment authentic meanwhile the assessment categorized as general assessment without considering of authentic assessment which need by the students.

According to the previous research from Kadek (2016) that Authentic Assessment Implementation Based on Curriculums 2013 which focused on (1) describing authentic assessment preparation according to curriculum 2013 by grade seven teachers in SMP Negeri 4 Singaraja, (2) describing authentic assessment implementation according to curriculum 2013 (3) describing obstacles experienced by teachers in implementing authentic assessment according to Curriculum 2013 this research is descriptive qualitative study. The data were gaining by study documents, observation, and interview. The result shows that (1) The conformity of authentic assessment preparation based on Curriculum 2013 by the teachers in is 53,97% which category is sufficient. (2) Conformity of authentic assessment implementation by the teachers is 44.4% which category is sufficient. (3) Obstacles experienced by teachers are in terms of students' number and lack of time in the authentic assessment implementation. Authentic assessments implementation already

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<sup>47</sup> Hanifatul "Authentic Assessment and the implication to students' selfesteem in teaching English" (*Journal of Education*, 1 (1), 23,2018)



measured the competence of knowledge, attitudes and skills of the students according to curriculum 2013.<sup>48</sup>

The comparison between that result and this research that all the indicator which identified from Kadek also category is sufficient which relevant to this result of research where the authentic assessment did not relevant to the indicator used.

The assessments conducted for English language learning in the previous research did not fully reflect the characteristics of authentic assessments. Several key factors contributed to this lack of authenticity.<sup>49</sup> First, the assessments often fell short in terms of integral alignment, as they did not seamlessly integrate into the broader learning process or connect clearly to specific learning objectives. Second, while some assessments mirrored real-world situations, they frequently relied on hypothetical scenarios, limiting their authenticity. Additionally, the assessments primarily focused on specific skills or language constructs, lacking diversity in measurement methods and not fully encompassing a broad range of abilities. Lastly, the assessments did not adopt a holistic approach, as they primarily assessed cognitive skills related to comprehension and communication, neglecting other crucial dimensions.

These findings emphasize the need for a more comprehensive and thoughtful approach to designing authentic assessments in English language learning. Authentic assessments should be seamlessly integrated into the learning process, replicate genuine real-world situations, incorporate diverse measurement methods, and assess a wide range of skills and attitudes. By addressing these aspects, educators can create

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<sup>48</sup> Kadek, "An analysis of Authentic Assessment Implementation Based on Curriculums 2013 in SMP Negeri 4 Singaraja"(2016)

<sup>49</sup> Zaim, M. *Using Authentic Assessment to Better. Facilitate Theaching and Learning. Advances in Social Science*, ,(Jurnal vol. 2, no. 2, 2017)

assessments that better prepare students for real-life communication and problem-solving, ultimately enhancing the authenticity and effectiveness of English language learning assessments



## CHAPTER V

### CONCLUSION AND SUGGESTION

#### **A. Conclusion**

The conclusion of this research can be explained below:

1. The assessment of the reading test for English Language Testing at SMK 3 Parepare showed that reading test which consisted with 2 test were relevant to the authentic assessments indicator of integral, various measure and holistic for meeting idol materials with 100% authentic category.
2. The assessment of the speaking test for English Language Testing at SMK 3 Parepare showed that speaking test relevant to the authentic assessment which focused on conditional sentences materials and integrated with real life situation, various measure and with categorized as 100% authentic category.
3. The assessment of the writing test for English Language Testing at SMK 3 Parepare showed that writing test relevant to the authentic assessment with invitation writing such personal and business letter materials referred to integral, various measure and holistic with 100% authentic category.
4. The assessment of the listening test for English Language Testing at SMK 3 Parepare showed that listening test relevant to the integral, various measure and holistic with identifying song materials with 100% authentic category.

#### **B. Implication**

This result implicated the assessment which benefit from incorporating a more diverse range of assessment methods (*various measures*) to capture a spectrum of students' abilities in class. Despite this, the reading, speaking,

writing test holistic approach is evident (*holistic*), ensuring a comprehensive evaluation of students' cognitive, emotional, and social aspects.

### **C. Recommendation**

#### 1. Teacher

The teacher was suggested to enhance assessment diversity by given that the test demonstrates a lower alignment with various measures and the teachers could focus on incorporating a wider range of assessment methods to assess students' skills.

#### 2. Next Researcher

Next researcher was suggested to investigate listening assessment approaches which could delve into designing listening assessments that align more closely with authentic language use and real-world contexts.

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# APPENDIX

PAREPARE





KEPUTUSAN  
REKTOR INSTITUT AGAMA ISLAM NEGERI PAREPARE  
NOMOR : 406 TAHUN 2022

TENTANG

PENUNJUKAN PEMBIMBING UTAMA DAN PENDAMPING TESIS  
PASCASARJANA IAIN PAREPARE

DENGAN RAHMAT TUHAN YANG MAHA ESA  
REKTOR INSTITUT AGAMA ISLAM NEGERI PAREPARE

- Menimbang : 1. Bahwa penulisan tesis merupakan salah satu syarat dalam penyelesaian studi pada jenjang S2 Pascasarjana IAIN Parepare, untuk itu dipandang perlu membuat keputusan tentang penunjukan pembimbing utama dan pendamping Tesis.  
2. Bahwa saudara yang tertera namanya dalam surat keputusan ini dipandang cakap/mampu melaksanakan tugas tersebut.
- Mengingat : 1. Undang-Undang Nomor : 20 Tahun 2003 tentang Sistem Pendidikan Nasional (SISDIKNAS);  
2. Peraturan Pemerintah RI Nomor : 12 Tahun 2012 tentang Pendidikan Tinggi;  
3. Peraturan Pemerintah RI Nomor : 12 Tahun 2012 tentang Perguruan Tinggi;  
4. Keputusan Direktur Jenderal Pendidikan Islam No. 1426 Tahun 2014 tentang izin Penyelenggaraan Pascasarjana STAIN Parepare dengan Program Studi Pendidikan Agama Islam.  
5. Keputusan Direktur Jenderal Pendidikan Islam No. 961 Tahun 2016 tentang izin Penyelenggaraan Pascasarjana STAIN Parepare dengan Program Studi Ekonomi Syariah dan Program Studi Komunikasi dan Penyiaran Islam.  
6. Keputusan Direktur Jenderal Pendidikan Islam No. 3576 Tahun 2017 tentang izin Penyelenggaraan Program Studi pada Program Magister Pascasarjana Sekolah Tinggi Agama Islam Negeri Parepare. Prodi Tadris Bahasa Inggris, Pendidikan Bahasa Arab dan Prodi Hukum Keluarga Islam (Ahwal Asy-Syakhsiyah).  
7. Peraturan Presiden Nomor 29 Tahun 2018 Tentang Perubahan Bentuk STAIN Parepare Menjadi IAIN Parepare.  
8. Peraturan Menteri Agama Nomor 16 Tahun 2019 tentang Statuta Institut Agama Islam Negeri Parepare
- Memperhatikan : Surat pengesahan Daftar Isian Pelaksana Anggaran Nomor : SP DIPA 025.04.2.307381/2020 tanggal 07 Desember 2021 tentang DIPA IAIN Parepare Tahun Anggaran 2022.

MEMUTUSKAN

- Menetapkan : a. Surat Keputusan Rektor tentang penunjukan pembimbing utama dan pembimbing pendamping Tesis Pascasarjana IAIN Parepare  
b. Menunjuk Saudara: 1. Dr. Abdul Haris Sunubi, M.Pd  
2. Dr. Zulfah, M.Pd  
masing-masing sebagai pembimbing utama dan pendamping bagi mahasiswa:  
Nama Mahasiswa : ST.AINUN PRATIWI NASARUDDIN  
NIM : 2120203879102006  
Program Studi : Tadris Bahasa Inggris  
Judul Penelitian : Autenticity Analysis Of Teacher Assessment And Their Contribution To English Language Achievement Of Students At SMK Negeri 3 Parepare
- c. Tugas pembimbing utama dan pendamping adalah membimbing dan mengarahkan mahasiswa mulai pada penyusunan sinopsis sampai selesai sebuah karya ilmiah yang berkualitas dalam bentuk tesis  
d. Segala biaya akibat diterbitkannya Surat keputusan ini dibebankan kepada Anggaran belanja IAIN Parepare.  
e. Surat Keputusan ini disampaikan kepada masing-masing yang bersangkutan untuk dilaksanakan sebagaimana mestinya.

Ditetapkan di : Parepare

Pada Tanggal : 24 Desember 2022

Direktur



Dr. Hj. Darmawati, S.Ag., M.Pd  
NIP. 197207031998032001



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Nomor : B-623 /In.39/PP.00.09/PPS.05/08/2023  
Lampiran : -  
Perihal : Permohonan Rekomendasi Izin Penelitian

14 Agustus 2023

Yth. **Bapak Walikota Parepare**  
Cq. **Dinas Penanaman Modal Dan Pelayanan  
Terpadu Satu Pintu**

Di

Tempat

*Assalamu Alaikum Wr. Wb.*

Sehubungan dengan rencana penelitian untuk Tesis mahasiswa Pascasarjana  
IAIN Parepare tersebut di bawah ini :

Nama : ST. AINUN PRATIWI NASARUDDIN  
NIM : 2120203879102006  
Program Studi : Tadris Bahasa Inggris  
Judul Tesis : **Analysis Of Teachers' Authentic Assessment For English  
Language Testing At SMK Negeri 3 Parepare.**

Untuk keperluan Pengurusan segala sesuatunya yang berkaitan dengan penelitian  
tersebut akan diselesaikan oleh mahasiswa yang bersangkutan. Pelaksanaan penelitian  
ini direncanakan pada bulan **Agustus sampai Oktober Tahun 2023**

Sehubungan dengan hal tersebut diharapkan kepada bapak/ibu kiranya yang  
bersangkutan dapat diberi izin dan dukungan seperlunya.

*Assalamu Alaikum Wr. Wb.*



Direktur,

*Darmawati*  
Dr. Hj. Darmawati, S.Ag., M.Pd  
NIP. 19720703 199803 2 001



PEMERINTAH PROPINSI SULAWESI SELATAN  
DINAS PENDIDIKAN  
**UPT SMKN 3 PAREPARE**

Jl. Karaeng Burane No. 16 Tlp/Fax (0421) 21266 Kota Parepare 91111  
Email : smkntiga parepare@gmail.com/ Website : www.smkntigaparepare.sch.id

**SURAT KETERANGAN**

Nomor : 421.5/200 - UPT SMKN.3/PARE/DISDIK

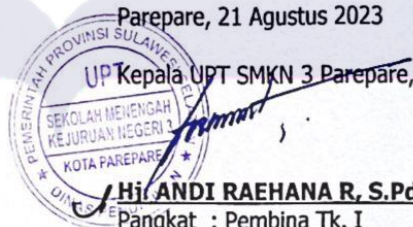
Yang bertanda tangan dibawah ini, Kepala UPT SMKN 3 Parepare menerangkan bahwa :

Nama : ST. AINUN PRATIWI NASARUDDIN  
NIM : 2120203879102006  
Program Studi : TADRIS BAHASA INGGRIS  
Perguruan Tinggi : IAIN PAREPARE

Benar telah melakukan penelitian di UPT SMKN 3 Parepare untuk memperoleh data yang berkaitan dengan penyusunan Skripsi yang berjudul : **"ANALYSIS OF TEACHERS' AUTHENTIC ASSESSMENT FOR ENGLISH LANGUAGE TESTING AT SMK NEGERI 3 PAREPARE"** .

Demikian Surat Keterangan ini diberikan kepada yang bersangkutan untuk dilaksanakan sebagaimana mestinya.

Parepare, 21 Agustus 2023



**Hj. ANDI RAEHANA R, S.Pd.MM**

Pangkat : Pembina Tk. I

NIP : 19721102 200005 2 001



#BerAKHLAK  
#SIFAKATAU

#CERDASKI

• Berakhlak • Berkeadilan • Berkeadilan • Berkeadilan • Berkeadilan

SETULUH RAGU, SEPENYU JUWA, SEKUT BAGA  
MEMORODASAKAN SULAWESI SELATAN

Dipindai dengan CamScanner

## Appendix 01 : Evaluation Test

# READING

## MEETING MY IDOLMEETING MY IDOL

Afgan has always been my favorite singer. I had always been thinking of how I would feel when I met him. Then I was suddenly hit by lightning when I found out Afgan was coming to town for a concert in a local auditorium. A day before the concert, there would be a meet-and-greet event at a local radio station. Feeling excited, I packed all my Afgan's CDs to get his signature at the event.

On that bright and sunny Saturday morning, the radio station was full of Afganism (that's how Afgan's fans are called). They sat on the chairs prepared inside the radio station's lobby. Some stood in rows in the front yard of the radio station. A spot inside a lobby was prepared with a mini stage for Afgan's singing performance and a table for Afgan to sign Afganism's memorabilia. Finally, after about 40 or 50 minutes wait, Afgan showed up from inside the radio station. He smiled and waved to all Afganism who had been waiting excitedly saying, "Good morning, How are you all? The crowd went crazy. The shouts sounded like a mix of " fine, thank you " and screams of Afgan's name.

Then, he started the event by singing his hit single "Dia dia dia". Afganisme went even crazier; they sang along with him throughout the song. Of course, I did too. I couldn't take my eyes off this amazing singer who had released three albums. When he was finished with the song, the host announced that it was time for autographing the memorabilia. I prepared my CDs and began to stand in the line. When I arrived at the table, I was speechless. It was unreal just seeing him that close. I thought it was really cool seeing him like that because he really just felt like a normal person, which was awesome. He asked my name so that he could write it on the CD to say "To Mia, Love Afgan". He was also very friendly, so I didn't feel too nervous when I had a chance to take pictures with him. He was just an amazing person. And it was the best day ever!

### QUESTIONS

1. How did the writer feel when she knew that Afgan was coming to town?
2. Did the writer want to see the concert?
3. When and where was the meet-and-greet event?

4. What is Afganism?
5. How did the fans wait for Afgan?
6. What did Afgan do when he showed up in the lobby?
7. How did the fans react when Afgan sang his hit single?
8. How did the writer feel when she finally got the turn to get Afgan's signature?
  
9. Did she feel nervous?
10. What is the writer's opinion about the meet-and-greet?
11. Why do you think people like afgan?
12. Is there something in the text that is not relevant to your life?why?
13. Have you heard or read a text about a similar event?



# SPEAKING

## TASK 1

Retell the experience of meeting Afgan using your own words. Use the following questions to help you retell.

1. Who were involved in the event?
2. When and where did the event happen?
3. What were the activities (events) that happened?

## Task 2

If I met Afgan/if were Afgan

18. If you were the author, what would you do if you met Afgan?
19. How would you feel?
20. What would you say to him?
21. Would you give him something?
22. What would you give him?
23. Why would you give him?
24. What would you expect him to do?
25. Would you expect him to give you something?
26. What would you expect him to give you?
27. What if you were Afgan?
28. What would you do if you met your fans?
29. How would you feel?
30. What would you say to them?
31. Would you give them something?
32. What would you give them?
33. Why would you that to them?
34. Where do you think you can find a similar text?

Now, find a classmate to be your speaking partner. Take turns using the questions above to talk about and listen to things you would do if you met Afgan, or if you yourself were Afgan.



# WRITING

Have you ever had a holiday? What happened? How was the holiday? Write a recount about your holiday. Make the outline of your story below:

Orientation  
(Who,What,When,Where)

I once visited.....

Series of Events

Event 1:

Event 1:

Event 2:

Event 3:

Event 4:

Event 5:

Event 6:

Event 7:

Event 7:

Reorientation (stating personal  
comments about the evnets)

I felt.....



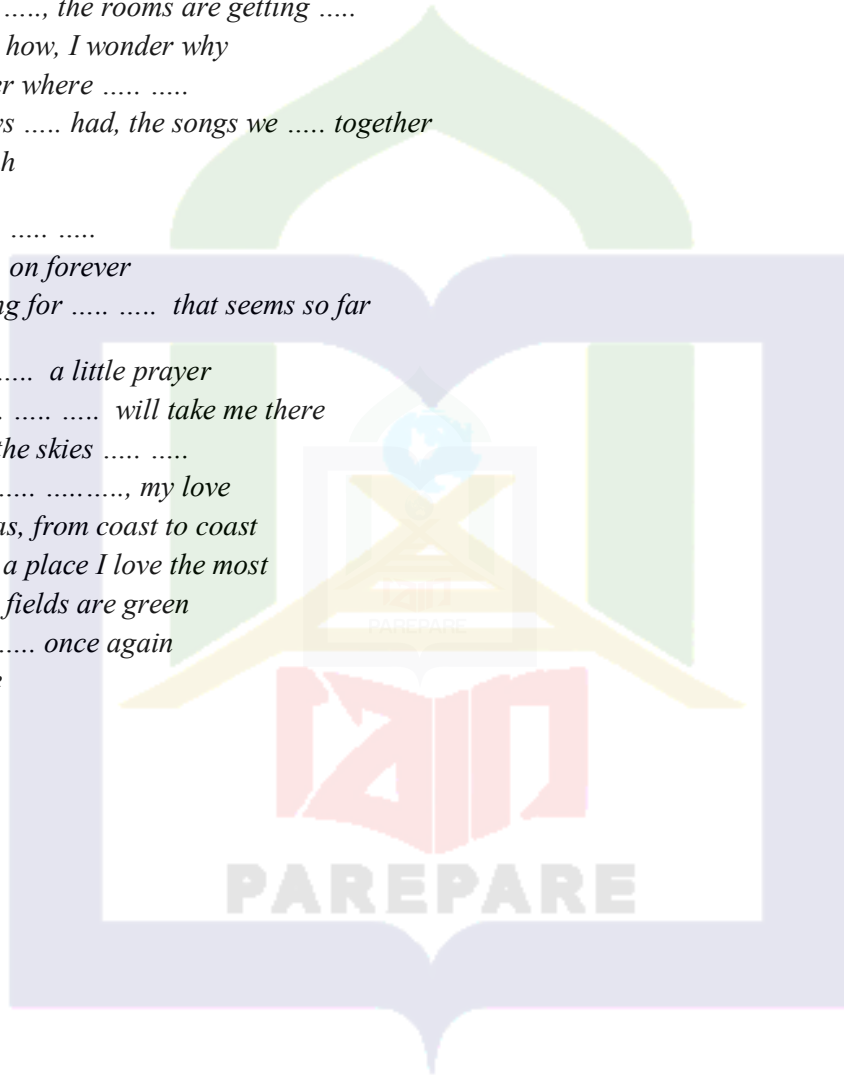
# LISTENING

## *My Love By Westlife*

*An empty street, an empty.....  
A hole inside ..... heart  
I'm ..... , the rooms are getting .....  
..... how, I wonder why  
I wonder where .....  
The days ..... had, the songs we ..... together  
Oh, yeah*

*And oh, .....  
I'm ..... on forever  
Reaching for ..... that seems so far*

*So ..... a little prayer  
And ..... will take me there  
Where the skies .....  
To ..... , my love  
Overseas, from coast to coast  
To ..... a place I love the most  
..... fields are green  
To ..... once again  
My love*





**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**INSTITUT AGAMA ISLAM NEGERI PAREPARE**  
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Nama : St. Ainun Pratiwi Nasaruddin  
Nim : 2120203879102006  
Berkas : Abstrak

Telah selesai diterjemahkan dari Bahasa Indonesia ke Bahasa Inggris dan Bahasa Arab pada tanggal 19 November 2023 oleh Unit Pelaksana Teknis Bahasa IAIN Parepare.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Parepare, 12 Januari 2024

Kepala,



**Hj. Nurhamdah, M.Pd.**

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Dengan ini menyatakan bahwa naskah dengan identitas di bawah ini :

Judul : Analisis of Teachers' Authentic Assessment for English  
Language Testing at SMK Negeri 3 Parepare  
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Benar telah diterima pada Jurnal **Jurnal Edumaspul Volume 8 No. 1 . 2024** yang telah terakreditasi **SINTA 4**.

Demikian surat ini disampaikan, atas partisipasi dan kerja samanya diucapkan terima kasih

Ari, Ketua LP2M  
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**MAJELIS DIKTI DAN LITBANG PIMPINAN PUSAT MUHAMMADIYAH  
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**LETTER OF ACCEPTANCE**

Nomor: 05/edumaspul/1/2024

Dear,

St Alnun Pratiwi, Abdul Haris Sunubi, Zulfah, H. Ambo Dalle, Magdalena Tjalla

*Greetings from Edumaspul*

Thanks for submitting your valuable research result for publication in  
Edumaspul:  
Jurnal Pendidikan.

Article Title

**ANALYSIS OF TEACHERS' AUTHENTIC ASSESSMENT FOR  
ENGLISH LANGUAGE TESTING  
AT SMK 3 PAREPARE**

Submission: *Accepted letter*

We are doing our best to publish your paper for Volume 8 No. 1. 2024.

We suggest you visit <https://ummaspul.e-journal.id/maspuljr> for full details.

Enrekang, 2<sup>nd</sup> Januari 2024

Thank you,

Editorial in-Chief



**Dr. Elihami, S.Pd., M.Pd.I.**



**ANALYSIS OF TEACHERS' AUTHENTIC ASSESSMENT FOR  
ENGLISH LANGUAGE TESTING  
AT SMK 3 PAREPARE**

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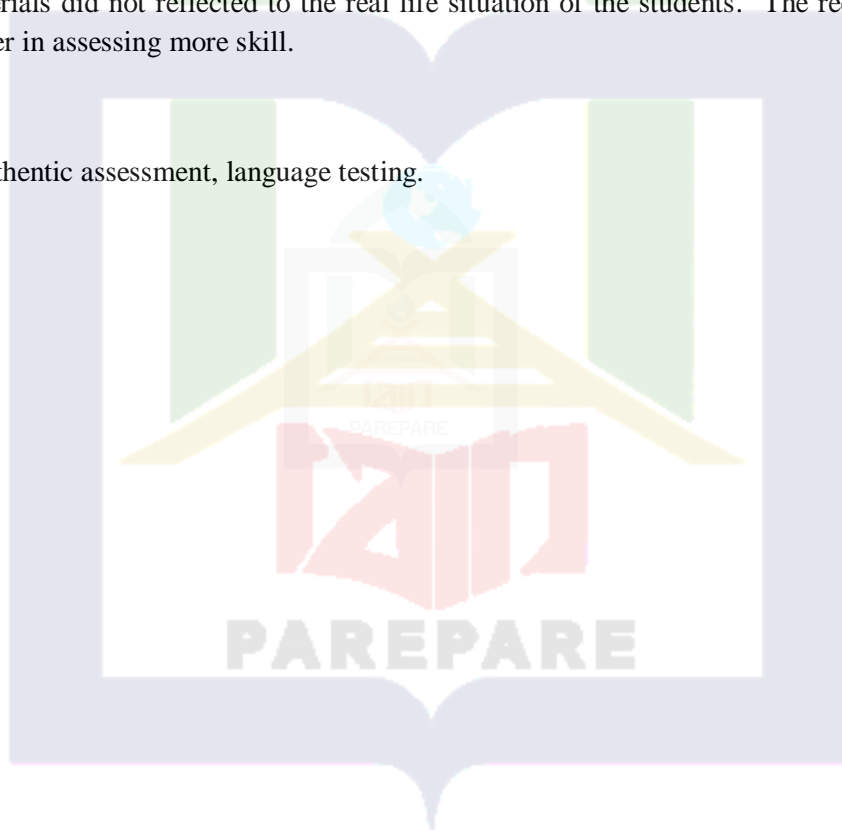
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### Abstract

The aimed of this research to describe authenticity of the reading, writing, reading and listening test for English Language Testing at SMK 3 Parepare. The result of this research were as follow: 1) The assessment of the reading test not reflected to the authentic assessment rubric proved that reading test did not reflected to the real life situation of the students and not totally evaluate holistic evaluation. 2) The assessment of the speaking test not reflected to the authentic assessment proved that speaking test focused on the text of conditional sentences which not reflected to the students real life situation, it also has different integral to the learning processed while the material did not reflected to the holistic indicator. 3) The assessment of the writing test not reflected to the authentic assessment proved that writing test just focused on the students' written task without practice the real text in student's school condition. 4) The assessment of the listening test not reflected to the integral indicator while also listening materials did not reflected to the real life situation of the students. The recommendation for English teacher in assessing more skill.

**Keyword:** authentic assessment, language testing.



## Introduction

Assessment is vital to education and plays an important role in teaching and learning process. The Indonesian 2013 curriculum mandates the teachers to have a competence in assessing students' learning either formative (assessment-for-learning) or summative assessment (assessment-of-learning) to enable students to develop themselves and have learning improvement as well. According to the expert that assessment is a critical aspect of the teaching and learning process. Assessment enables teachers to measure the effectiveness of teaching with student performance to specific learning objectives that is important to assess the performance because it provides feedback to what extent students are successfully meeting the course objectives. (Brown, 2016) It can be said that assessment is an ongoing process that encompasses a much wider domain. To do an assessment, a teacher should consider many aspects in determining the final scores of the students.

The importance of good assessment may impact to the quality of education which is able to make regular and good input that can be developed properly so as to produce quality output that can adjust the flow of educational development. Education is a conscious and planned effort to create an atmosphere of learning and learning process so that students actively develop their potential to have spiritual strength, self-control, personality, intelligence, noble character and, the skills needed by themselves, society, nation, and state. (Cohen, 2012)

The explanation above supported by the definition in line with the objectives of national education, as in the Education System Law No. 20 of 2003 it is stated that: "The purpose of national education is to develop the potential of students to become human beings who believe in and have faith in God Almighty, have good morality, be healthy, knowledgeable, capable, creative, independent, and become citizens who are democratic and responsible. (Depdiknas, 2003) To develop the

potential of students in order to achieve these educational goals, many elements play a role not only for educators, facilities and infrastructure, luxurious facilities, good buildings but, the most important element is the curriculum. Curriculum according to Law No. 20 of 2003 concerning the National Education System. "In the Act, it is stated that the curriculum is a set of plans and arrangements regarding the content and subject matter as well as the methods used to guide teaching and learning activities".

According to those regulation which regarding to the objective of educational, it may improve from the analysis of the assessment which implemented in school scope. The assessment basically covered many aspect in order to develop students' capability in their classroom activities. Such like curriculum, method, strategy and other aspect. The curriculum once become very important for the English teacher in design their assessment indicator at class, curriculum is a container that will determine the direction of education. The success of education depends very much on the curriculum used. Starting the 2013/2014 school year, the government has implemented a new curriculum called the 2013 Curriculum. The curriculum, learning process, and assessment of the process and learning outcomes are important components in learning activities in addition to the other components. These components are interrelated with one another.

Specifically about the curriculum apply toward school, Law Number 20 of 2003 states that "A curriculum is a set of plans and arrangements regarding the objectives, content, and learning materials as well as the ways used as guidelines for organizing learning activities to achieve certain educational goals". The learning process is an effort to achieve the "*Basic Competencies*" formulated in the curriculum. Meanwhile, assessment activities are carried out to measure and assess the level of achievement of Basic Competencies.

Assessment is also used to determine strengths and weaknesses in the learning process so that it can be used as a basis for decision making, and improvement of the learning process that has been done. Therefore a good curriculum and a correct learning process need to be supported by a good, planned and sustainable assessment system. (Gall, 2015) Assessment is a series of systematic and systemic processes, collecting data and or information, analyzing and then drawing conclusions about the level of achievement of results and the level of effectiveness and efficiency of an educational program. The implementation of the 2013 curriculum that emphasizes activity-based learning, the assessment emphasizes the assessment of processes both in the aspects of attitude, knowledge, and skills. Then a shift is needed from assessment through tests (measuring all knowledge competencies based only on results), to authentic assessments (measuring all competencies in attitudes, skills, and knowledge based on process and results) which called as authentic assessment. Assessment in the 2013 curriculum requires a balance between affective, cognitive and psychomotor assessment. Curriculum 13 emphasizes several aspects of the learning process including effective, cognitive, and psychomotor aspects with these aspects the authenticity assessment process will meet the specified standards. This research concept regarding to the teaching managers conduct assessments with the intention of seeing whether the efforts made through teaching have reached the goal. Meanwhile classroom assessment is a method that can be used to collect feedback, early and often, on how well students are learning what they are being taught meaning: classroom assessment is a simple method that can be used to gather feedback, both at the beginning and after learning about how well students learn what they have been taught.

The concept of authentic assessment is a characteristic of the 2013 curriculum. This authentic assessment is a comprehensive assessment conducted to assess the input, process, and output of

learning. (Marvel, 2018) An authentic assessment must reflect real-world problems, not the world of schools. Use a variety of holistic methods and criteria (full competence reflects knowledge, skills, and attitudes). An authentic assessment does not only measure what is known by students but rather emphasizes measuring what students can do. Teachers in this authentic assessment must have broad insights about experiences and real-life problems of the students. Through these experiences and problems, the teacher can provide examples that students might be able to solve. What can be done by students that are the basis of the authentic assessment.

Based on interviews with English teachers at SMK Negeri 3 Parepare, that teachers experience problems in applying authentic assessment to English subjects which identifying that teachers are still having difficulty implementing authentic assessment, students showed monotonous learning interaction and also the impact bring students' in their low performing. It really impact to the student performing when they are in English Subject. Based on the observation trough exam text which delivered by the teacher, the exam school did not coherent to the concept of authentic assessment. It only regarding to the book resources.

Based on the observation did at SMK Negeri 3 Parepare showed that some problems arise because teachers faced difficulty in understanding authentic assessment include that the teacher has not used the authentic assessment instruments properly and the teacher is still having difficulty in implementing three aspects to be assessed namely the aspects of attitude, knowledge, and skills to the students' which also correlate it into real situation of students life. According to the evaluation test given by the teacher, the materials delivered for structure text giving opinion and suggestion, it stated that, the evaluation used by the teacher follow the concept of authentic assessment, but in fact, according to the Principe of authentic assessment must be related to real-world contexts and actual assignments. Thus, the results of



the assessment can provide a more accurate picture of students' abilities to complete tasks in real life. (Adawiyah, 2018) The test above did not emphasize to the real life condition which faced by the student's. The context of the evaluation test just let the students to identifying without analyzing the context.

The researcher is interested in researching authentic assessment that emphasizes the assessment includes aspects of knowledge, skills, and attitudes imply on school of SMK Negeri 3 Parepare. The authentic assessment considers the development of intellectual diversity. Besides emphasizing the learning process of students rather than just paying attention to the final results of students at SMK Negeri 3 Parepare. Researchers also want to know the advantages of authentic assessment from assessments that were previously in the field. Authentic assessment challenges students to apply new academic information and skills in real situations for specific purposes.

Specifically found during observation that there are some techniques and instruments which are not used by certain teachers, especially in a skills assessment. in this authentic assessment teachers are required to be able to use technology in carrying out assessments, while teachers are still confused in using technology, because in teacher lack of modification of learning media in assessing teachers using a manual system, and also authentic assessment is far more complicated because in each assessment must have a clear rubric, besides presenting values in descriptive form is not easy, assessments that demand to always make observations during-after learning activities in order to have impact toward the students' English performing. Implementation of lesson plans and authentic assessments is also hampered due to a lack of teacher innovative during classroom. In general, the implementation of authentic assessments conducted by some teachers is quite good in the use of techniques and instruments. But not all teachers use techniques and instruments that are in

accordance with the theory and did not really have big impact to the students' performing.

Teacher assessment can have a significant impact on students' results and evaluations. When teachers assess students' work, performance, and progress, they make judgments that can affect students' academic outcomes and their overall learning experience. There are several ways in which teacher assessment can influence students' results and the effectiveness of the evaluation process. When teacher did proper assessment, the next materials and method will be implemented in next meeting can be arranged properly as reflection of the teacher evaluation. The concept of this research referred to the explanation above, the researcher is interesting to conduct this research for analysis of the authentic assessment by using quantitative research which content analysis approach. Based on these problem above, the goal of this research is to describe authenticity of the reading, writing, reading and listening test for English Language Testing at SMK 3 Parepare.

### **Research Methods**

Researcher uses Quantitative design which followed analysis content of authentic assessment test, the instrument used in this research were document. The document was evaluation test from First Grade of SMK Negeri 3 Parepare. The data analysis by define the research questions, define the content to be included and define the units of analysis.

### **Result and Discussion**

#### ***The Authenticity of the Reading Test for English Language Testing at SMK 3 Parepare***

This research focused on authenticity of the reading test, the test about reading test for English Language Testing at SMK 3 Parepare, the test analyzed using quantitative approaches, the students reading evaluation conducted in reading text which used for one semester, it consisted by 4 evaluation

test, the researchers first outline the purpose of the test, which could be to evaluate the coherent with the reading test, identify areas of indicators or compare the test's performance across different student

No	Indicator	Percent (%)	Category
1	Integral	25%	Not authentic
2	Real Situation	0%	Not authentic
3	Various Measure	0%	Not authentic
4	Holistic	0%	Not authentic

The analysis of the reading assessment against the rubric for authentic assessment reveals significant shortcomings across all categories. The assessment falls short of being considered authentic due to its limited integration with real-life situations, lack of diverse assessment methods, and a predominant focus on delivering knowledge rather than evaluating holistic skills and attitudes. These deficiencies collectively contribute to the assessment's overall score of "Not authentic" in each category, highlighting the need for a more comprehensive and authentic approach to evaluating students' learning experiences.

***The authenticity of the speaking test for English Language Testing at SMK 3 Parepare***

This research focused on authenticity of the speaking test, the test about speaking test for English Language Testing at SMK 3 Parepare, the test analyzed using quantitative approaches, the students speaking evaluation conducted in speaking text by several test in one semester, the researchers first outline the purpose of the test, which could be to evaluate the effectiveness of the speaking test, identify areas of indicators or compare the test performance across different student.

No	Indicator	Percent (%)	Category
1	Integral	25%	Not Authentic
2	Real Situation	0%	Not Authentic
3	Various Measure	0%	Not Authentic
4	Holistic	0%	Not Authentic

The rubric provided above indicates that the assessment did not meet the criteria for authenticity in any of the four aspects: Integral, Real Situation, Various Measure, and Holistic, The assessment was not considered integral because it did not effectively integrate the dialogue into the learning process or connect it to specific learning objectives. It lacked a clear demonstration of how the conversation contributed to broader learning goals, thus failing to align with the integral aspect of authentic assessment.

The assessment did not reflect a real-world situation as it simulated a conversation on global warming without adequately considering the diverse perspectives and backgrounds typically present in real discussions. It did not enhance its authenticity by mirroring genuine conversations on the topic. The assessment primarily focused on assessing conversational and communication skills and did not incorporate a variety of assessment methods as described in the rubric. It missed the opportunity to comprehensively evaluate a broader range of students' abilities, such as critical thinking or collaborative problem-solving.

The assessment assessed communication and comprehension skills, it did not encompass a broader range of dimensions like critical thinking, teamwork, or information synthesis, which are characteristic of a holistic assessment approach. It fell short of evaluating a comprehensive set of skills and attitudes.

***The authenticity of the writing test for English Language Testing at SMK 3 Parepare***

This research focused on authenticity of the writing test, the test about writing test for English Language Testing at SMK 3 Parepare, the test analyzed using quantitative approaches, the students writing evaluation conducted in speaking text by using materials about Have you ever had a holiday? What happened? How was the holiday? Write a recount about your holiday?, the researchers first outline the purpose of the test, which could be to evaluate the effectiveness of the writing test, identify areas of indicators or compare the test performance across different student.

No	Indicator	Percent (%)	Category
1	Integral	0%	Not authentic
2	Real Situation	0%	Not authentic
3	Various Measure	0%	Not authentic
4	Holistic	0%	Not authentic

The assessments provided for writing a paragraph about a personal holiday experience received a score of 0% for each aspect evaluated in the authentic assessment rubric. This score indicates that these assessments do not align well with the criteria for authentic assessment. They lack integral integration with broader learning goals, fail to replicate real-world situations effectively, primarily focus on a single skill without incorporating diverse assessment methods, and do not assess higher-order thinking skills. In essence, they do not meet the essential elements of authentic assessment, signaling a need for revision and enhancement to better align with the principles of authentic evaluation.

***The authenticity of the listening test for English Language Testing at SMK 3 Parepare***

This research focused on authenticity of the listening test, the test about listening test for English Language Testing at SMK 3 Parepare, the test analyzed using quantitative approaches, the students writing evaluation conducted in listening text by using materials which theme of Song which tittle *My Love By Westlife* , the researchers first outline the purpose of the test, which could be to evaluate the effectiveness of the listening test, identify areas of indicators or compare the test performance across different student.

No	Indicator	Percent (%)	Category
1	Integral	0%	Not authentic
2	Real Situation	0%	Not authentic
3	Various Measure	0%	Not authentic
4	Holistic	0%	Not authentic

The assessments discussed in the document fall short in terms of authenticity across all four categories. It can be seen that the assessment do not effectively integrate into the broader learning process, lack relevance to real-world situations or students' experiences, focus predominantly on single skills without diversity, and do not encompass a holistic set of skills and attitudes. These limitations indicate the need for significant improvements in designing assessments that genuinely reflect authentic assessment principles, such as alignment with learning objectives, real-world relevance, diverse measurement methods, and consideration of a broader range of skills and attitudes for evaluation.

**Conclusion**

The assessment of the speaking test for English Language Testing at SMK 3 Parepare showed that speaking test not reflected to the authentic assessment proved that speaking test focused on the text of conditional sentences which not reflected to

the students real life situation, it also has different integral to the learning processed while the material did not reflected to the holistic indicator. It categorized as not authentic assessment for 0%. The assessment of the writing test for English Language Testing at SMK 3 Parepare showed that writing test not reflected to the authentic assessment proved that writing test just focused on the students' written task without practice the real text in student's school condition. It categorized as not authentic because has 0% of authenticity. The assessment of the listening test for English Language Testing at SMK 3 Parepare showed that listening test not reflected to the integral indicator while also listening materials did not reflected to the real life situation of the students. It can be categorized that listening test did not reflected to the authentic assessment which score 0% of authentic.

The teacher was suggested to enhance assessment diversity by given that the test demonstrates a lower alignment with various measures and the teachers could focus on incorporating a wider range of assessment methods to assess students' skills. Including activities like group discussions, critical analyses, and projects can capture different aspects of understanding and interpretation, leading to a more comprehensive assessment experience

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## Appendix 02 Documentation



Analysis Document



Observation Students



Observation Class

## CURRICULUM VITAE



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2. Mts.N Parepare Tahun 2013
3. SMAN 1 Parepare Tahun 2016
4. Pendidikan Bahasa Inggris IAIN Parepare Tahun 2021

### RIWAYAT ORGANISASI:

1. LIBAM (lintasan Imajinasi Bahasa Mahasiswa)
2. SC-MIPA (Study Club Mahasiswa Parepare)

### KARYA PENELITIAN ILMIAH YANG DIPUBLIKASIKAN:

1. THE TEACHERS' TECHNIQUE IN TEACHING SPEAKING SKILL AT SMK 3 NEGERI PAREPARE