

**THE AUTHENTIC ASSESSMENT FOR ASSESSING THE
STUDENTS' PRODUCTIVE SKILLS DURING ONLINE
LEARNING IN MTS AT TAQWA BONDOWOSO**

THESIS



By:

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**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY
MALANG**

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THE AUTHENTIC ASSESSMENT FOR ASSESSING THE
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THESIS

Submitted to the Faculty of Education and Teacher Training in Partial Fulfillment
of the Requirement for the Bachelor Degree of Education (S.Pd)
in English Education Department



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ENGLISH EDUCATION DEPARTMENT
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JUNE, 2021

APPROVAL SHEET

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IN MTS AT TAQWA BONDOWOSO

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Assalamu'alaikum Wr. Wb.

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DEDICATION

This thesis is dedicated to:

My parents, Mr. H. Anshori and Mrs. Hj. Sutiamalah for their eternal love, prays, and supports. They have motivated me to pursue a college degree and to educate myself until I can become a cultured human being.

MOTTO

اطْلُبُ الْعِلْمَ مِنَ الْمَهْدِ إِلَى اللَّحْدِ

Seek knowledge from the cradle to the grave

Declaration of Authorship

The undersigned.

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Faculty : Education and Teacher Training

Declare that the thesis I wrote entitled "*The Application of Authentic Assessment for Assessing the Students' Productive Skills during Distance Learning in MTs At Taqwa Bondowoso*" is truly entirely my original work. All the direct or indirect sources are acknowledged as references. This thesis has not been previously presented or published to another examination. Due to this fact, I am responsible for the thesis if there is any plagiarism or claim from others.

Malang, June 10th, 2021

The Researcher,



Ilma Rosyidah

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All praise is due to Allah SWT., The Creator of every single thing in this world. Peace and salutation are always delivered to our Prophet Muhammad SAW. who has inherited Islam as a peace and blessing to the entire world.

Alhamdulillah rabbil 'alamin, due to His blessing I am able to accomplish my thesis entitled “**The Authentic Assessment for Assessing the Students’ Productive Skills during Online learning in MTs At Taqwa Bondowoso**” as the requirement for the degree of Sarjana Pendidikan (S.Pd) in English Education Department, Faculty of Education and Teacher Training, Universitas Islam Negeri Maulana Malik Ibrahim Malang.

I acknowledged that my thesis would never get success without the support and contribution from others. Therefore, it is my pleasure to deliver my gratitude to the following people for their contribution in the completion process of this thesis.

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2. Drs. H. Agus Maimun, M.Pd as the Dean of Education and Teacher Training Faculty.
3. Dr. H. Langgeng Budianto, M. Pd as the Head of English Education Department.
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9. All my beloved friends in English Education Department 2017 and other communities for the support and encouragement for finishing this thesis.

Finally, I realized there are some weaknesses and imperfections of this thesis. Therefore, the constructive suggestions are welcomed to make it better. May this thesis be useful for all readers to enhance the understanding about authentic assessment.

Malang, June 10, 2021

The Researcher,

Ilma Rosyidah

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PENULISAN TRANSLITERASI ARAB LATIN

Penulisan transliterasi Arab-Latin dalam skripsi ini menggunakan pedoman transliterasi berdasarkan keputusan bersama Menteri Agama RI dan Menteri Pendidikan dan Kebudayaan RI no. 158 tahun 1987 dan no. 0543 b/U/1987 yang secara garis besar dapat diuraikan sebagai berikut:

A. Huruf

ا = a	ز = z	ق = q
ب = b	س = s	ك = k
ت = t	ش = sy	ل = l
ث = ts	ص = sh	م = m
ج = j	ض = dl	ن = n
ح = h	ط = th	و = w
خ = kh	ظ = zh	ه = h
د = d	ع = ‘	ء = ‘
ذ = z	غ = g	ي = y
ر = r	ف = f	

B. Vokal Panjang

Vokal (a) panjang = â

Vokal (i) panjang = î

Vokal (u) panjang = û

C. Vokal Diftong

اؤ = aw

اي = ay

او = û

اى = î

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ABSTRACT

Rosyidah, I. 2021. The Authentic Assessment for Assessing the Students' Productive Skills during the Online Learning in MTs At Taqwa Bondowoso. Thesis. English Education Department, Faculty of Education and Teacher Training, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Advisor: Ima Mutholliatil Badriyah, M. Pd

Keyword: authentic assessment, online learning, writing skill, speaking skill

The shifting of education system from face-to-face to online classroom due to pandemic has required teachers and students to enroll in online learning. Meanwhile, the learning and assessment process still need to be held during the online learning based on the design from the national curriculum. Therefore, this research aimed to investigate the authentic assessment in MTs At-Taqwa Bondowoso during the online learning. This research focused on the authentic assessment for assessing the students' productive skills, i.e. writing and speaking skill. Further, this research discussed on the challenges of applying authentic assessment with its problem solving. The researcher used case study as the research design that involved an English teacher from MTs At-Taqwa Bondowoso as the research subject. The data were obtained from interview and document observation then analyzed by using triangulation method.

The results showed that the authentic assessment during online learning was possible to assess the students' knowledge, skill, and attitude toward writing and speaking material. The teaching method which support the practice of authentic assessment were discovery and project-based learning. There were various aspects to be considered in applying authentic assessment during online learning, i.e. the accessible and flexible online media, the suitable technique and instrument of assessment, clear objectives and instructions, proper grade and teacher feedback. The researcher found that there were several steps in applying authentic assessment, i.e. pre-assessing, assessment process, and post-assessing. The most difficult process was pre-assessing for preparing the needed document for authentic assessment. The challenges of applying authentic assessment were on the limitation of time and communication. Therefore, the teacher emphasized on the preparation process to overcome the limitation of time. Then built communication with homeroom teacher and parent to encounter the communication challenge.

ABSTRAK

Rosyidah, I. 2021. *The Authentic Assessment for Assessing the Students' Productive Skills during the Online Learning in MTs At Taqwa Bondowoso*. Skripsi. Tadris Bahasa Inggris, Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing: Ima Mutholliatil Badriyah, M. Pd

Kata Kunci: penilaian otentik, pembelajaran jarak jauh, kemampuan menulis, kemampuan berbicara

Perubahan sistem pendidikan pada masa pandemi dari pertemuan tatap muka menjadi kelas jarak jauh mengharuskan guru dan murid untuk beradaptasi dengan keadaan. Seluruh guru dan murid diharuskan untuk melaksanakan pembelajaran jarak jauh. Sedangkan proses pembelajaran dan penilaian tetap harus dilaksanakan sesuai dengan ketentuan kurikulum nasional. Oleh karena itu, penelitian ini bertujuan untuk meninjau pelaksanaan penilaian otentik di MTs At-Taqwa Bondowoso selama pembelajaran jarak jauh. Fokus penelitian ini adalah pelaksanaan penilaian otentik untuk menilai kemampuan siswa dalam menulis dan berbicara. Selain itu, penelitian ini juga membahas tantangan dalam pelaksanaan penilaian otentik selama pembelajaran jarak jauh serta cara menghadapi tantangan tersebut. Peneliti menggunakan studi kasus sebagai kerangka penelitian yang melibatkan seorang guru Bahasa Inggris di MTs At Taqwa Bondowoso. Data penelitian diperoleh melalui wawancara dan observasi dokumen dan dianalisis menggunakan metode triangulasi.

Hasil penelitian menunjukkan bahwa pelaksanaan penilaian otentik juga dapat dilaksanakan dalam pembelajaran jarak jauh untuk menilai pengetahuan, keterampilan, dan sikap siswa terhadap pembelajaran menulis dan berbicara. Model pengajaran yang cocok untuk mendukung pelaksanaan penilaian otentik adalah pembelajaran penemuan dan pembelajaran berbasis proyek. Terdapat beberapa aspek yang perlu dipertimbangkan dalam menerapkan penilaian otentik selama pembelajaran jarak jauh. Aspek tersebut adalah ketersediaan media yang dapat diakses dan fleksibel, pemilihan teknik dan instrumen penilaian yang sesuai, tujuan dan instruksi penilaian yang jelas, serta pemberian nilai dan tanggapan yang sesuai. Selain itu, terdapat tantangan dalam penerapan penilaian otentik selama pembelajaran jarak jauh yakni keterbatasan waktu dan komunikasi. Oleh karena itu, guru melakukan persiapan yang matang serta membangun komunikasi dengan wali kelas dan orang tua guna menghadapi tantangan tersebut.

التلخيص

رشيدة, إلما. 2021. إجراء التقييم الأصلي لتقويم إنتاجية كفاءة الطلاب أثناء التعليم الموجّهي في المدرسة المتوسطة " التقوى " بانداواسا. البحث العلمي. قسم تعليم اللغة الانجليزية. كلية التربية و التعليم. جامعة مولانا مالك إبراهيم الاسلامية الحكومية مالانج. المشرفة : إيما مطلعة البدرية الماجستير.

الكلمات المرشدة : التقييم الأصلي, التعليم الموجّهي, مهارة الكتابة, مهارة الكلام.

تغيير النظام التربوي في الوباء من شكل المحاضرة إلى التعليم الموجّهي يحمل المدرّس و الطلاب للموافقة بتلك الحالة و لا بدّ لهم من إجراء شكل التعليم الموجّهي, أما العوائد التعليمية و الانتاجية أو التقييمية كما قرّره منهج التعليم الوطني. و لذلك, الهدف من هذا البحث معرفة التقييم الأصلي في المدرسة المتوسطة " التقوى " بانداواسا أثناء التعليم الموجّهي. و التركيز فيه إجراء التقييم الأصلي لإنتاج كفاءة الطلاب في الكتابة و الكلام. و هذا البحث يبحث عن تحدّي في إجراء التقييم الأصلي أثناء التعليم الموجّهي و طريقة مواجهته. استخدمت الباحثة تحليل القضية لبناء البحث الذي يتعلق بالمدرّس في اللغة الانجليزية بالمدرسة المتوسطة " التقوى " بانداواسا. و الحقائق مأخوذة من المقابلة و رصد التوثيقات فهي محلّلة بطريقة بحث مسافة الحقائق.

و النتيجة من هذا البحث : أن إجراء التقييم الأصلي منفعل في التعليم الموجّهي لتقويم معارف الطلاب و إبتكاريتهم و موقفهم قي تعليم الكتابة و الكلام. و هناك جهات التي لا بدّ من الاهتمام لها في إجراء التقييم الأصلي أثناء التعليم الموجّهي, و هي وجود الوسيلة المستخدمة و اللينية و إختيار الكيفية و أدوات التقييم المطابقة لهدف التقييم و كفيته الواضحة و إعطاؤه و الجواب المطابق. و بجانب ذلك, هناك التحديات في إجراء التقييم الأصلي أثناء التعليم الموجّهي منها تحديد الوقت و الاتصال. و لذلك لا

بد هناك الاستعداد من المدرّس لبناء الاتصال بوليّ الفصل و والدي الطالب في مواجهة ذلك التحدّي.

CHAPTER I

INTRODUCTION

This chapter discusses about the background of study, research questions, objective of the study, significance of the study, scope and limitation of the study, and definition of key terms.

1.1 Background of Study

Global pandemic in 2020 has affected the education sector in all over the world. Students and teachers are required to enroll in online learning and to involve in online learning environment. Online learning during pandemic gives a rare experience for the doers of education system. Based on the Decision of Indonesian Minister of Education No. 719 in 2020, the Minister of Education has designed some alterations in education system so that there are some adjustments to the pandemic situation (Pendidikan, 2020). During pandemic, teachers are free to minimize the classroom expectations based on their classes' needs but surely within the framework used in national curriculum.

The global pandemic has changed the system in education. The teaching and learning process including assessing the students' performance has done online. Online learning separates the teacher and students physically and it uses various technologies to accommodate the instructions (Berg & Simonson, 2021). This new method of teaching and learning provides new opportunities and challenges for the education system. The sudden shifting of teaching and

learning method is not easy for teachers. Teachers have an additional job to think about the best design for their virtual class.

Online learning surely cannot stop the teachers to assess their students' achievement. Throughout difficulties during online learning, the learning process should not only assessed by using lot of written task and without the attention on the principle of assessment. Meanwhile, the national curriculum has expected the implementation of authentic assessment and online learning should not stop the expectation.

Based on the Regulation of the Indonesian Minister of Education and Culture (*Permendikbud*) No 37 in 2018, the curriculum 2013 emphasizes on the authentic learning concept to develop knowledge trough experience which fit to the students' environment and era. The authentic learning design in Indonesian new curriculum must be balanced with its assessment. The expert stated that authentic assessment provides a way to examine the students' learning development and achievement (O'Malley, 1996). Through authentic assessment, students are being assessed by their performance not only by at the end of the learning process but also trough their process of learning.

This concept of assessment is being in accordance with the curriculum design that expect the students' assessment can covers three aspects, those are the knowledge, skill, and attitude. Rasullullah (peace and salutation upon him) had also stated that a good educationalist should not teach based on final amount of knowledge. He stated that the process of learning is important eventhough it starts from a little amount.

كُونُوا رَبَّاتَيْنَ حُلَمَاءَ فُفَهَاءَ عُلَمَاءَ وَيُقَالُ الرَّبَّائِيُّ الَّذِي يُرِي النَّاسَ بِصَغَارِ الْعِلْمِ قَبْلَ كِبَارِهِ

"Be a supportive educator, fiqh expert, and scholar. a good educator is someone who educates people by giving little knowledge which gradually becomes a lot." (HR. Bukhari)

Focusing on the language assessment, the language assessment in all of kinds has several principles, such as practicality, reliability, validity, authenticity, and washback (Brown, 2004). Authentic assessment as a part of alternative language assessment is also following those principles in practice, although several principles could not be in the same range with the formal or standardized assessment. There are four language skills that have their different mechanism in designing the test and scoring it. But the language productive skills, i.e. writing and speaking, are interesting to be investigated since they need more than just a one-shot-time test to measure the students' skill. Speaking and writing skills are the skill that required the students to produce language by themselves (Harmer, 2007). In the middle of oral and written production, there should be a process that the students go through and it is worth to assess the process.

The implementation of the current curriculum might not be simple in the pandemic situation. Teachers and students are not allowed to arrange a regular classroom activities, instead of studying at home by using online learning system or doing a blended learning under the government regulation. Since the teachers cannot fully control the students' motivation, attitude, and their process of learning, there are several obstacles to the assessment aspects for the

teachers during the online learning. Indeed, these problems are also affected the EFL classroom activities in terms of language assessment.

Based on the background of the study above, this research focuses on investigating the authentic assessment over the problematic condition during online learning in the pandemic situation under the title “The Authentic Assessment for Assessing the Students’ Productive Skill during Online learning in MTs At-Taqwa Bondowoso”. During the pandemic, the examined school was constantly measuring their students by using the assessment in curriculum 2013. Therefore, the researcher was interested to investigate the practice and challenges during the implementation of authentic assessment in online learning.

There were several previous researchers who had brought up the authentic assessment as their research topic. Natalia, Asib, & Kristina (2018) were conducted a research entitled by “The Application of Authentic Assessment for Students Writing Skill” that investigated the application of authentic assessment in measuring the students’ writing skill. The research revealed that teacher might use various assessment in measuring one language skill. However, the researcher stated that authentic assessment was appropriate to assess the students’ competence. Thus, the researcher suggested to conduct another research in authentic assessment area since the development of assessment research is still lacking.

In other case, there was a research from Hamidah (2017) that investigated the authentic assessment in speaking. The research was entitled “Indonesian

EFL Secondary School Teachers' Perception and Preferences on Authentic Speaking Performance Assessment". The researcher declared that the secondary teachers had perceived knowledge about the authentic assessment and implemented it to measure the students' speaking skill. The researcher recommended to practice authentic assessment for speaking in better implementation. Thus, another research about authentic assessment in speaking is required for further development of authentic assessment.

Regarding to the students' perception about authentic assessment, there was also a research that discussed about the students' perception from Moria, Refnaldi, & Zaim (2017) entitled by "Using Authentic Assessment to Better Facilitate Teaching and Learning: The Case for Students' Writing Assessment". The result claimed that the authentic assessment has an ability to evaluate students in writing intensely and suggested to examine the practice of authentic assessment in other cases.

After all of the suggestions from the related previous studies about the authentic assessment encourage the researcher to fill the gap among the related researches. This present research aims to investigate the implementation of authentic assessment in secondary level, focusing on the measurement of productive skills during the online learning due to the global pandemic. This present research focuses on examining the techniques, instrument, and online media that are utilized by the English teacher in the examined school to implement the authentic assessment.

1.2 Research Questions

Based on the background of the study, the research questions of this study are mentioned below.

1. How is the practice of authentic assessment to measure the students' productive skills during the online learning?
2. What are the challenges to apply the authentic assessment in online learning?
3. How does the teacher overcome the challenges of authentic assessment?

1.3 Objective of the Study

The objectives of the study are adjusted to the research questions as stated below.

1. To investigate the practice of authentic assessment in measuring the students' productive skills during the online learning.
2. To identify the challenges of applying the authentic assessment in online learning.
3. To examine the teacher's solution toward the challenges in applying authentic assessment during the online learning.

1.4 Significance of the Study

The results of the research are expected to be able to contribute a beneficial insight and solution for several parties as described below.

1. Teachers

The final results of this study could be an alternative way for teachers to measure their students' learning achievement. The techniques and instruments discussed in this research might be a grip for teachers so that there is no hesitation to imply the alternative assessment in class. Furthermore, the final results in this present research could be suitable solution for every condition, even in a pandemic situation that might suddenly happen.

2. Educational Developers or Principles

The results of this study would be very helpful for educational developers and principles. Since the government plans to continually develop the educational system in Indonesia due to the digitalization plan for education, the assessment aspect is important to get more of the attention. Thus, an ideal assessment design can ease the teachers in terms of administration and implementation. Moreover, a good assessment can encourage the students and remove the bad stigma of school assignment.

3. Future Researchers

The results of this study could be another base idea to be developed by other researcher. The assessment area needs attention from many

researchers especially who are interested in education and online learning concept. Furthermore, online learning is nowadays being adapted in every school due to its convenience and authenticity.

1.5 Scope and Limitation of the Study

This present research have scope and limitation of the study as described below.

1. Scope of the Study

The scope of this research was the authentic assessment for assessing the students' productive skills that have been done by a teacher in a secondary school, i.e. MTs At Taqwa Bondowoso. This research investigated the techniques and instruments used to implement the authentic assessment along with the challenges when it had to be implemented in online learning.

2. Limitation of the Study

There were several limitations of this study. First, this study focused on the authentic assessment for productive language skills, those are speaking and writing. Second, this present research involves one English teacher from MTs At Taqwa Bondowoso who has been in online environment during the online learning due to global pandemic. Third, this study only investigates the authentic assessment in 7th grade of the examined school.

1.6 Definition of Key Terms

Definition of key terms is helpful to synchronize the readers' and the researcher's interpretation. In order to clarify the used terms in this research, the researcher provides the definition as presented below.

1. Productive Skills

There are four language skills that are taught in English language classroom. Those are reading, writing, listening, and speaking. Those skills can be divided into two types that are receptive and productive skills. The productive skills are writing and speaking because the learners need to produce language.

2. Online Learning

Online learning means a method where teacher and student do not meet in a classroom but using the technology to have classes. In online learning, teacher and students are being separated so the instructions is done by virtual classes.

3. Authentic Assessment

Authentic assessment is classified as an alternative assessment. This type of assessment does not only concentrate on the students' final performance. In other words, authentic assessment is used to measure the students' progresses on learning. The example of authentic assessment is portfolio. Portfolio is usually used to observe the students' progress in achieving the specific learning objective.

4. Challenges

The word challenge is used in this research to represent the tasks that need to be done by the teacher in conducting authentic assessment during online learning. As the online learning is a new situation in education system, the teacher is required to explore his ability in accomplishing the challenges in applying authentic assessment.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter contains the explanation of related theories that are used in this research.

2.1 Language Assessment

Assessment is usually misinterpreted as a test. However, the definition of both terms are different. Test is designed to measure a specific purpose in what it is supposed to measure (Valette, 1967). The term of test can be defined as a subset of assessment among various kinds of assessment tools. Test is a device that teacher can use to assess the students. Meanwhile, assessment is a broad process of assessing the students' performance during the learning process whether in incidental or intended ways (Brown, 2004). Teacher can use various ways to make assessment in the class because teacher should not cease to assess the students.

2.1.1 Approaches on Language Assessment

There are various approaches of assessment that are divided into several classifications. Here are kind of terms that are used in assessment.

1. Formative and summative assessment

This classification is based on the purpose of conducting the assessment. On one hand, an assessment is needed to check the learners' progress so that will be beneficial to step on the next process of learning (Tzagari & et.all, 2017). This type of assessment is called

as formative assessment. The result of this assessment can be a guide for teachers in deciding the further step for the students' growth. Teachers need to form the next goal of learning by considering the students' competencies so they are growing throughout the learning process (Brown, 2004).

Nevertheless, an assessment is also needed at the end of the learning process so that teachers can measure how successful their students in mastering the course (Tzagari & et.all, 2017). This assessment is used as summary of the process of learning. It is usually conducted at the end of the course so that will measure how far the students has successfully achieved the learning objectives (Brown, 2004).

2. Informal and formal assessment

Informal and formal assessment are distinguished based on the procedure and response that teachers utilize to measure their students. Informal assessment is conducted incidentally with impromptu responses along the teaching and learning process. Teachers might use various kind of test in conducting the informal assessment. This approach of assessment does not necessarily record the students' final grade (Brown, 2004). Thus, informal assessment is used as formative assessment that is usually conducted in the beginning or along the teaching and learning process together with the existence of teacher feedback. In delivering the feedback, teachers need to explain what

mistake the students do so they can improve and balance it with what the students did well (Tzagari & et.all, 2017).

Formal assessment can be interpreted otherwise. In formal assessment, teachers might design procedures that will be the appraisal of students' skills and knowledge (Brown, 2004). This approach of assessment is conducted on purpose at the end of the learning process. Thus, the result of this assessment can be a judgment for the teachers about their students' achievement in learning. Formal assessment cannot be interpreted immediately the same as test. Teachers might utilize another assignment to obtain the students' achievement in specific objectives (Brown, 2004).

3. Traditional Assessment and Alternative Assessment

These two approaches have become a topic of discussion since the raise of a popular concept called as alternative assessment during the early of 90s. There are many educational scientist criticized the concept of traditional assessment by seeing its disadvantages. Alternative assessment came with its concept as a procedure to present the students' skills, knowledge, and achievement in a more authentic and comprehensive appraisal (Letina, 2014). This new concept is considered as a more authentic assessment rather than its precursor, i.e. traditional assessment.

Traditional assessment can be equalized as standardized and one-shot test with speed-based and norm-referenced (Bailey, 1998). It

means that every score of the students is counted to put them in rank order. On one hand, standardized test can win in terms of its convenience. In standardized test, teachers do not need to spend hours in preparing and scoring process (Brown, 2004). However, on the other hand, it becomes a debatable issue since it does not provide the students' progression. Traditional assessment is considered as a test which only focus on the students' ability of recalling memory (Simonson & et.all, 2000).

Alternative assessment comes as a new concept that provides what is not covered in the traditional assessment. Alternative assessment can be separated into many forms, such as assessment for students' problem solving skill, portfolio assessment, students' project and collaboration, self-assessment, and many more (Letina, 2014). Letina also emphasized that alternative assessment measures the students' ability on analyzing concepts, applying their knowledge in certain situation, and discovering relations among concepts.

2.1.2 Conception of Validity and Reliability in Assessment

An assessment cannot be conducted carelessly. There are reliability and validity aspects that should be taken in consideration. Validity refers on how the test can measure what it is supposed to measure (Sireci, 2009). The concept of validity is also explained by Brown (2004) who clarified the validity of assessment is closely related with accurate judgment on students' competences. According to Torrance (1995), the

practice of traditional assessment is near with the validity of an assessment by considering the purpose of the assessment.

On the same side, an assessment needs to meet the reliability to hinder from the subjective assessment. Reliability of assessment means consistent and dependable. It implies that the result of the same test for the same student will be similar although it is given on different occasions (Brown, 2004).

2.2 Authentic Assessment in Language Teaching and Learning

Implementing authentic assessment in language teaching and learning is related to several aspect of authentic assessment as presented below.

2.2.1 Definition of Authentic Assessment

The word authentic is always linked with the meaning of original and genuine. There are several educational experts define the meaning and context of authentic assessment.

Authentic assessment had been designed as a series of procedure to evaluate learners' achievement through activities or tasks that provides real life experience and represent the learning goals, curriculum, and instruction (Ataç, 2012). According to the meaning of the term above, authentic assessment emphasizes to the realistic aspect of learning activities or tasks but should not understate the importance of learning goals.

On another resource, Torrance (2009) stated that authentic assessment emphasizes on students' higher-order thinking, analysis,

problem solving, and investigation skills so it can improve the coverage of teaching and curriculum. This approach of assessment does not focus on the students' high scores on test as has been implemented in traditional assessment. Thus, authentic assessment is classified as one of the approaches in alternative assessment to cover the missing part on traditional assessment.

Moreover, there is also students' aspects that are covered by authentic assessment. O'Malley & Pierce (1994) defined authentic assessment as a set of evaluation procedure that consists of multiple forms of performance measurement representing the student's motivation, attitudes, and learning achievement. Based on this theory, implementing authentic assessment is able to elevate students' motivation throughout the applied assignment.

2.2.2 Criteria of Authentic Assessment

Then the next thing to be discussed is the criteria of authentic assessment based on theory to define more specifically about the concept of this assessment. These are characteristics of authentic assessment that should be completed, 1) requires students to perform, produce or create something based on the field of study, (2) uses real world context or simulations that show it can be useful in actual situation, (3) consists of various activities that can comprehend the measurement of students' skills, (4) allows students to be assessed on their learning activities during the class, (5) tasks represent meaningful instructional activities, (6)

focuses on process as well as product, (7) steps into higher level thinking and problem solving skill, and (8) offers a chance for collaboration among students or in conjunction with teacher, (9) considers the students' level of understanding, (10) provides feedback about strengths and weakness of students (Brown, 2004; Wiggins, 1998; Fischer & King, 1995).

Besides, according to Frey, Schmitt, & Allen (2009), there are nine characteristics of authentic assessment. Those are 1) realistic context of assessment, 2) the task is performance-based, 3) the task reflects cognitively complex, 4) the students are allowed to defend the answer or product, 5) the assessment is formative, 6) the students are allowed to collaborate with each other and teacher, 7) the scoring criteria are known, 8) multiple indicators are used, 9) the expectation is to master a skill or ability.

Based on the characteristics of authentic assessment above, this type of assessment focuses on assessing the students' performance during the learning process and promoting cognitively complex tasks. The cognitively complex task is defined as the task that demands students to generate and defend a conclusion by constructing their knowledge and utilizing it to accommodate their findings. The tasks can be represented in the form of problem-solving, decision making, investigation, or experiment (Marzano & Senn, 2015).

2.2.3 Procedure on Designing Authentic Assessment

After understanding the criteria of authentic assessment, the procedure of creating a suitable assessment for the students is important to be defined. It is not necessary to occupy all of the criteria. A task can be considered as authentic assignment if it stimulate the students' problem solving, analysis, and investigation skill in an engaging way (Frey B. B., 2014). The procedure that the teacher can accomplish are 1) set a scoring rubrics for each that suit to the learning objectives by considering the students' degree, 2) ensure that the task could comprehend the needed information in assessing the students, 3) prepare an interesting way to perform the task, 4) insert the learning objectives and skill required in the rubric, 5) varying the weight of each criterion if it is needed to differ the importance, 6) communicate the rubrics with students and involve them in criteria selection, 7) share the result of the assessment and provide a feedback about what they have mastered and what they need to improve (Baron & Boschee, 1995). The explained procedures indicate that creating a suitable authentic assessment needs more attention before the test process. Have an eye on the preparation of assessment would drive teachers to genuinely examine the students' language skill.

In preparing for assessment with authenticity, Baron & Boschee (1995) clarified three points that should be underlined in designing assessment. 1) It is not necessary to create all assessment in authentic way.

In several conditions, traditional assessment is appropriate for assessing the students' basic knowledge. 2) Examine when authentic assessment can be used by considering the instructional objective that needs to reflect real-life context. 3) Teacher can use authentic assessment as formative assessment. Therefore, not all of authentic tasks need to be assessed. According to this theory, teachers' creativities are required to adjust the assessment with instructional objectives.

As the instructional objectives are important in deciding the appropriate authentic task, thus determining the objective is crucial. Mahmud et.al (2018) stated that Bloom's Taxonomy can be used to help teacher in determining the instructional objective. Bloom's Taxonomy provides the degree of difficulty that is ideal for capturing the progress of students' learning process from the lowest level until the students reach the highest level.

Authentic assessment might not be a simple concept to be implemented. According to Frey (2014), the difficult part of designing authentic assessment is the preparation process. The preparation process needs thughtfulness creativity to identify the tasks that has value to the learning objectives. Therefore, there are enormous difficulties in interpreting the meaning of authenticity in assessment. Teachers' perspectives on the long-standing notion of assessment might affect the teachers' willingness in adopting the authentic assessment. It could be

easier to be implemented if it is seen as a thing that can fill the gap among another approaches (Torrance, 1995).

2.2.4 Techniques and Instrument of Authentic Assessment

There are many techniques and instruments in authentic assessment. Several experts on educational assessment divided types of authentic assessment in different ways. According to O' Malley & Pierce (1996), authentic assessment can be portrayed through teacher observation, oral interview, story telling, writing sample, project, exhibition, experiment, constructed-response items, portfolio. In the same side, Brown (2004) divided authentic assessment into performance assessment, portfolio, journal, interview and conference, self- and peer-assessment. Likewise another experts, Lund (1997) proposed four types of authentic assessment, those are written essays, oral discourse in classroom, exhibition and event task, and portfolio.

In addition, Majid (2014) mentioned the techniques and instruments that can used in authentic assessment. He divided authentic assessment based on the knowledge, attitude, and skill assessment. Observation, self-assessment, peer-assessment, and journal are included on the instrument for attitude assessment. Written and oral assignment or test covers the knowledge assessment. Then, skill assessment can be done through product, project, and portfolio.

The instruments used for conducting the assessment depend on the need of the techniques. In terms of the assessment through observation,

the result tends to be subjective as most teachers constantly observe their students during the class. Thus, a clear instrument is required as Brown (2004) revealed that checklist, note-taking system, or charts can be used to record the observation. The checklist can be made by determining the objective of observation then designing the appropriate observation system.

Based on the explanation above, there are various techniques of authentic assessment. Here is one example of authentic assessment, i.e. portfolio in writing. By using portfolio, students are assessed by their process in producing a complete written product.

Picture 2.1. The Example of Authentic Assessment Task

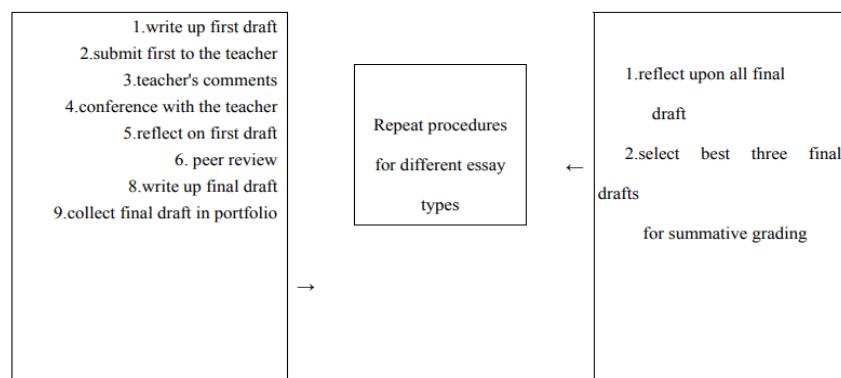


Figure 1.

2.3 Assessment on Productive Skills

There are four basic skills that are being learnt in English language. As language users, learners will always perform the act of speaking, listening, writing, and reading. The way they perform the four skills are naturally affected by their competence. However, if teachers only rely on one approach of assessment, the students' real competence may not be assessed. Teachers only

observe the students' performance because sometimes the students' performance does not reflect their true competence. There are many factors that can influence performance, such as illness, emotional distraction, and another students' problems. Thus, triangulation of measurement is needed to be done as an obligation for all language teachers (Brown, 2004).

Brown (2004) also clarified the consideration in grading the students' achievement. The four considerations are 1) being consistent with the institutional regulation, 2) stating the component of grading explicitly, 3) creating checklist, note-taking system, or chart for recording behavior and motivation assessment, and 4) considering to give small weight for other factors outside the real achievement. Based on the explanation above, teachers need to utilize multiple measurement to increase the reliability and validity of the assessment.

This research focuses on the variety of measurement for productive skills, i.e. speaking and writing. Productive skills is defined as skills that require learners to produce language by themselves (Harmer, 2007). As a productive skills, speaking and writing assessments are related with obligation to produce language in oral and written manners.

2.3.1 Assessment in Speaking

Brown (2004) divided oral production into several basic types. There are five different basic types of speaking that involve various tasks based on the need in every stage. The five basic types of speaking are as explained below.

1. Imitative or ability of imitating a word, phrase, or sentence without requirement to convey the meaning. This type is closely related with listening and pronunciation ability of the learners. For this stage, the assessment might require learners to listen and imitate the target language.
2. Intensive or ability to respond simple dialogue and to be aware about grammatical, phrasal, lexical, or phonological relationship. Teachers could use intensive assessment such as reading aloud, dialogue completion, translation of simple sentence, sort dialogue in simple sequence.
3. Responsive or ability to create interaction at primary level of conversation. Short conversation tasks can be used for this stage of speaking. Responsive assessment includes small talks, greeting, or requests and comments.
4. Interactive or ability to involve in more complex interaction. The complexity of interaction is increased, thus the tasks could provide interactive assessment by . Teachers can develop interaction for two purposes, i.e. exchanging information or interpersonal exchanges. The possible assessment can be done through role play, interview, discussion and conversation.
5. Extensive or perform speaking in monologue. For this stage, learners are given an opportunity to perform speaking with

limited oral interaction. Teachers can use speech, presentation, or story telling to assess the learners' performance.

The national curriculum has designed a syllabus with the expectations for English class. English for junior high school level concerns on mastering communicative skill on interpersonal, transactional, and functional texts by producing language in oral and written forms. The students are expected to be able to apply the knowledge on those texts in real-life context. The materials for communication skill are around the students itself, family, surrounded people and animals, and also things related to the students' daily life.

The standard competences that should be accomplished by the students need to be examined. Then, scoring rubrics becomes crucial for speaking assessment in order to measure the students' performance objectively. Two general elements to construct the scoring rubric for speaking are accuracy and fluency. Accuracy measures the learners' ability on producing sentences with correct grammar, exact pronunciation, and appropriate vocabulary. Besides, fluency deals with learners' ability on generating sentences fluently (Brown, 2004). Those two general elements can be separated into several rating with range point that teachers aim to utilize.

2.3.2 Assessment in Writing

Writing comes with its own uniqueness as a skill that required the language user to produce language in logical and well-developed

organization for certain purpose. In writing assessment, the objective or criteria of the assessment has significant role. It is necessary for teacher to clearly declare what is going to be assessed (Brown, 2004).

In addition, O'Malley & Pierce (1994) defined writing as a skill that affiliate with personal act where writers can pick ideas and develop it into self-initiated topics. Writing can carry out the students' creativity and teachers have an obligation to pursue their students in assessment that reflect the real-world. O'Malley & Pierce also argued that the scoring criteria should always be communicated before develop the assessment.

Brown (2004) mentioned four basic types of writing performance that reflect the uniqueness of writing skill. The four basic type can guide teachers in developing a suitable assessment. The four types of writing performance are as explained below.

1. Imitative or a stage where learners represent the fundamental skills of writing. This type contains the ability of write letter, words, punctuation or simple sentence in correct spelling.
2. Intensive or skill on generating vocabulary, idioms, or grammatical features in a sentence. For this stage, learners are required to give attention on meaning and context of writing.
3. Responsive or ability to arrange sentences into solid paragraphs. In this type of writing performance, learners are required to emphasize on the context and objective of the writing.

4. Extensive or ability to perform writing for all purpose. The writer focuses on attaining the purpose and masters on using ideas logically. For this stage, the product of writing are typically an essay, paper, and even a thesis.

Based on the national syllabus for junior high school level, the students are expected to master writing in intensive until responsive level. The taught text consists of three types of text, those are interpersonal, transactional, and functional text. The learning materials are performed into various simple text, i.e. descriptive, recount, narrative and procedure, and report related to the students' daily life.

The next step of designing a suitable assessment is understanding about the scoring procedure for assessing writing skill. In the same way, Brown (2004) explained three methods on scoring process. 1) Holistic scoring or leaning the evaluation of writing based on general impression. This method provides little information about the test taker's real competence. 2) Primary trait scoring measures the students' ability on writing for certain purpose of writing. For this method, the evaluator or the writer concentrate on the function of the writing. 3) Analytic scoring is the best procedure for classroom evaluation. In analytic scoring, students will be assessed based on five aspects of writing such as organization, logical development of ideas or the content, grammar, punctuation and spelling and the style of vocabulary.

2.4 Teaching Method

The teaching method is correlated with the practice of authentic assessment. As the learning is the whole process of teaching and assessing the students. There are various teaching method that teachers usually use in their class. This research focuses on the examining two teaching method, those are discovery learning and project-based learning as presented below.

2.4.1 Discovery Learning

Discovery learning is one of the teaching method implemented in curriculum 2013. According to Syah (2004) and Djamarah & Zain, (1996), there are several steps in implementing discovery learning in the classroom. Those are 1) stimulation, meaning to give stimulation for students in observing the material so that they are engaged to think toward it, 2) problem statement, meaning the students try to state the problem of the material, 3) data collection, meaning the student collect information to answer the problem they found about material, 4) data processing, meaning the students have to process the data through interview, observation, and others, 5) verification, meaning the students need to review their hypothesis of a problem, and 6) generalization, meaning the students learn to draw their own conclusion of something.

Discovery learning is claimed can encourage students in studying and working for the assignment. This teaching method also train students to construct their own conclusion of something (Hanafi, 2016).

2.4.2 Project-Based Learning

The project-based learning is closely related to the previous teaching method. The project based learning can be defined as a model of learning which provides students to solve real-life problem through the classroom project. In doing so, the classroom objective and activities need to be focus on the project execution (Veselov & et.al, 2019). It can be concluded that project-based learning can be implemented to engage students in producing something toward the learning material.

2.5 Online Learning

The pandemic has changed the education becomes relying on the ideas and practices of replacing traditional classroom settings then asserting the students and instructor to be separated physically. As a concept of separating learners and instructor physically, the teaching and learning process is accomplished through online learning. Anderson & Dron (2011) defined the online learning as a part of distance education that concerns with the convenience to access the learning experience in flexible time and space. He also distinguished the two models of interactin in online learning, those are collaborative model and self-paced instructional model. In collaborative model, the interactions among teacher and studennts are freely expanded during the learning process. On the other side, the self-paced instructional model focuses on establishing an independent learning for students with less interaction among students and teachers. This theory has contributed an expanded concept of online learning as a subset of distance education.

The implementation issues of online learning are related to the instructor, the learners, and technology. Those three components are the nature of online learning as a combination to generate knowledge (Hayes, 1990). According to Beaudoin (1990), the implementation of technology in a classroom is affected by the proficiency of the teacher. The teacher is required to be the facilitator on connecting the students and the technology used in online learning. However, the technology used in the classroom should not be seen as the media for dehumanizing but as the tools to enhance the quality of the interaction in a classroom (Hawkrige, 1991). From the side of the students, Kear (2010) stated that the students who are new in online learning usually encounter the lack of engagement and interactivity in online classroom. They perceive the online media is faceless so it reduce their motivation. Based on this theory, the three components of online learning are required to be optimal to collaborate on conducting the teaching and learning process.

Beside the three component above, the role of parents during online learning is crucial as well as the role of teacher. According to Berger (2004), the communication between teacher and parent is a step to construct a successful education. Besides taking a role in communication with the teacher, parents are required to understand the learning material so that the implementation of it can be maximal at home (Wardani & Ayriza, 2020).

Furthermore, the assessment process during online learning is different with the face-to-face classroom. Jones & Steeples (2002) stated that the media for providing tests depends on the availability and the accessibility of the

resources to the distance instructor. In choosing the suitable design for the fairness of assessment process, there are several consideration such as, 1) have the ability of the media to provide access, 2) have flexibility, and 3) allow two-way communication (Willen, 1998).

Based on the previous statement, the assessment tool should accomplish most of the consideration of assessment in online learning. Thus, multimedia-based assessment will be defined more in this section. Multimedia is defined as the combination of various digital media, such as text, images, sounds, and video, into an integrated interactive application or presentation to convey a message or information to an audience (Mayer, 2001). The combination employed on multimedia-based learning is an opportunity to be utilized in assessment for online learning since the students might hate the process of test and assessment. Multiple tools can be used as a combination to work together for achieving particular objectives (Chanier & Lamy, 2017). Besides, introducing the used tool in online learning is the responsibility of the educator so that the learning process will be running well. Instructor should ensure that learners are familiar with the tools that are utilized in class and assessment (Simonson, Zvacek, & Smaldino, 2000).

2.6 Review of Previous Studies

There has been many research concerned on this topic. Natalia, Asib, & Kristina (2018) investigated the application of authentic assessment in measuring the students' writing skill under a research entitled by "The Application of Authentic Assessment for Students Writing Skill". The research

indicated that teacher might use various assessment in measuring one language skill. The examined teacher applied authentic assessment to measure the students' attitude, knowledge, and skill on writing. Furthermore, there were still some problems that teacher encountered in applying authentic assessment, such as time limitation and the complexity on designing the assessment. The teacher solved the problems by communicating with other English teachers or the vice principle of curriculum.

In other case, there was a research from Sahyoni & Zaim (2017) investigated the application of authentic assessment on speaking skill. The research was studying the assessment for junior high school students. The result revealed that there are six techniques of authentic assessment for assessing students' speaking skill. Those are role play, information gap, question and answer, pair dialogue, exchanging information, and picture talks.

Regarding to the students' perception about authentic assessment, there was also a research from Moria, Refnaldi, & Zaim (2017) entitled by "Using Authentic Assessment to Better Facilitate Teaching and Learning: The Case for Students' Writing Assessment". This study discovered that students perceived the authentic assessment could encourage them to extend their critical thinking in writing. The students also confessed that they were excited to finish their assignment.

In order to increase the resources, the researcher perceives several previous research about the use of technology in online classroom. There was a study exploring the use of Facebook for online peer writing. This study came from

Al Qunayeer (2020) which was entitled by “Exploring EFL Learners’ Online Participation in Online Peer Writing Discussion Through A Facebook Group”. He proposed that Facebook provides opportunity for doing group discussion and collaborative writing. Likewise, students’ perceived Facebook group can engage their participations on collaborative writing and enhance their sense of community. For applying this collaborative writing, teacher has a crucial role to facilitate the discussion and also evaluate the process of writing.

The last previous study is a research from Harji & Gheitanchian (2017) examined the effect of multimedia technology for students’ oral production. The researchers was conducting an experiment on using multimedia task-based for observing the students’ oral production during the experiment. The findings revealed that students’ oral production improved significantly. It was reflected from the students’ accuracy, fluency, and complexity of their oral production.

Those previous researchers have not addressed the practice of authentic assessment during online learning when the teacher and students are separated by the distance. Moreover, this study focuses on investigating the authentic assessment for productive skills, i.e. speaking and writing.

CHAPTER III

RESEARCH METHOD

This chapter clarifies the methodology that is used to conduct the research. It covers research design, subject of the study, research instrument, data collection, and data analysis.

3.1 Research Design

The research design of this study was classified as a case study. This research design represented a single unit that was explored to construct a theory based on the studied case (Latief, 2012). According to the research design, this research aimed at deeply investigating a typical teacher who was still using authentic assessment during the online learning in global pandemic situation. By using a case study design, this research could disclose a comprehensive understanding about the examined teacher.

In this case, the data were obtained from interview and document observation by the researcher. This research focused on examining the authentic assessment for productive skills during online learning on certain level. After collecting the data, all of the data in this study were analyzed and described descriptively. Since case study only focused on a single typical subject, the result of this study cannot be generalized instead of being an explanation of the factors that affect the current situation (Latief, 2012). Therefore this research concentrated on the techniques and instruments

including the challenges that influence the implementation of authentic assessment during online learning.

3.2 Subject of the Study

Based on the research design, this research involved one English teacher from MTs At-Taqwa Bondowoso as the subject of this research. During the online learning due to global pandemic, the examined teacher was still applying the authentic assessment to commit on national curriculum design. He had more than ten years of teaching experience. He also had obtained the certificate of teaching from the national institution for educational profession. Furthermore, the related school had been applying full online learning model since the corona virus outbreak. All of the teachers were facilitated by technology and it is likewise most of their students could reach the technology and internet access.

Beside the typical condition of the teacher and school, this research focused to elaborate the authentic assessment on a certain level. The researcher chose to examine the practice of authentic assessment in 7th grade of junior high school, i.e. MTs At-Taqwa in academic year 2020/2021. 7th grade was selected by considering the pupils' condition as the new student in junior high school. Since the teacher did not know yet about the students' characteristics, the approaches that were used by the teacher in terms of language assessment could be studied and increase the research validity.

3.3 Research Instrument

This research used case study design by emphasizing on three research questions. As a qualitative study, the data were collected by the researcher. Thus, a qualitative study utilize human instrument (Latief, 2012). Based on this theory, the researcher was the primary instrument for this research. Beside the human instrument, this research utilized interview and document observation as the secondary instrument.

As a primary instrument, the role of researcher was significant in conducting the interview. The researcher directly involved in interview section to collect the necessary data. The duty of researcher was to clarify the questions if the research subject does not understand. Besides, the researcher could explore relevant information from the research subject if it is necessary.

The secondary instruments in order to answer the first research question were interview and documents observation. Those instruments were used to get the real practice of authentic assessment in productive skills material. By using interview, the research data could be collected based on the direct verbal interactions between the researcher and the research subject (Borg & Gall, 1989). The data gathered from interview were strengthen by observing the documents. Analyzing document was used as the combination with another research instrument to triangulate the data of the same phenomenon (Denzin, 1970). The documents that were observed in this research are lesson plans, scoring rubrics, tasks instruction, checklist, and utilized online media that are related to the writing and speaking skills.

In terms of understanding the challenges and solutions throughout the implementation of authentic assessment during the online learning, in-depth interview was used to cover the second and third research questions. By using in-depth interview, the researcher led the research subject into an extended discussion with well-prepared question to keep the conversation in track (Rubin & Rubin, 2005). For this in-depth interview, the researcher had prepared a set of question before the interview process without eliminating the chance to have a freedom in taking-turn conversation.

3.4 Data Collection

Based on the research design, the data of this research were contextualized. It means that the qualitative data are used to produce a meaningful relations to be examined about the studied case (Edwards, 1998). There were some techniques used to collect the needed data. The procedures were as explained below.

1. The researcher prepared the required instrument.
2. In order to execute an in-depth interview, the researcher prepared the questions related to the research question.
3. In collecting the factual data, the researcher recorded the conversation and strengthen it by document observation.
4. The researcher took note of the related data.
5. After collecting data, the researcher analyzed the data and elaborate the conclusion descriptively.

3.5 Data Analysis

After collecting the required data, the researcher gathered and transformed data to form a meaningful conclusion. In qualitative study, the conclusion are formed inductively which the researcher construct the theory based the meaningful pattern in the studied case (Angrosino, 2007). This research specifically obtained the data from interview and document observation. Therefore, triangulation method was used to analyze the data and increase the validity and reliability of the research (Yin, 2009). The steps of triangulation method were as explained below.

1. Transcript the result of the interview.
2. The researcher reduced the data by categorizing and classifying the data based on the research needs to maintain the data in order.
3. After all of the data were in appropriate order, the data were displayed to look for the pattern.
4. By using the obtained data, the researcher found and presented the conclusion inductively.
5. The last step was verification to check and confirm the validity of the data analysis.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents the research findings, data analysis, and discussion. The findings are classified based on the research questions aimed to explain the practice of authentic assessment with its challenges and problem solving. Then, the research findings are clarified by the sub-chapters of data analysis. This chapter also deals with the discussion of the research finding.

4.1 Research Finding

The researcher collected the data by using interview and observation in order to answer the research question. The researcher investigated the practice of authentic assessment in online learning during global pandemic, the challenges in applying the assessment, and the teacher's strategies toward the challenges. The subject of this research was an English teacher of MTs At Taqwa Bondowoso who was selected based on several reasons as informant. The interview was conducted by using in-depth interview in order to maximize the collected data.

For this sub-chapter, the collected data are classified based on the research questions.

The research finding provides the data obtained from the interview about the practice of authentic assessment, the challenges in applying authentic assessment, and the teacher's strategies toward the challenges.

4.1.1 The Authentic Assessment in Assessing the Students' Productive Skills during Online Learning

The data presented for the practice of authentic assessment were divided into several sub-contents. Those sub-contents consisted of various elements that compose the practice of authentic assessment during online learning. The researcher had designed the questions for interview starting from the small elements to the whole process of the practice of authentic assessment in online learning. The obtained data of the research were described below.

1. Online Media for the Learning Assessment

The research subject mentioned three online media to accommodate the assessment process during online learning. Those three online media utilized during online learning were WhatsApp, E-learning, and Google Form. According to the interview on April 12th 2021, the research subject said,

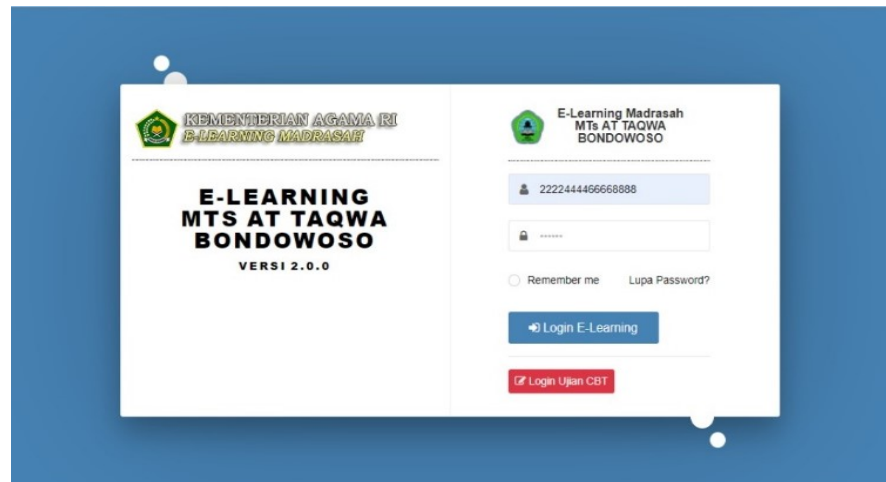
“I consider to use WhatsApp, E-learning, and Google Form for sending the discussed lesson and assessment material since those media are familiar for my students in junior high school level. The interface of those media is easy to understand and utilize.”

The teacher used each media for specific purpose. He tried to maximize the function of each media since the learning and assessment processes are done from home.

As the teacher said, “WhatsApp is used as the main communication media with my students. It is mostly used to share the lesson material, give instruction, and inform important announcement. Beside it, I use e-Learning facilitated by the school as

the media to put the learning material and conduct an assessment. I can directly give score through e-Learning.”

Picture 4.1. The E-Learning Provided by the School for Teacher



As the combination of those two media, the teacher also utilize Google form to ease the process of collecting the students' product or conducting a relevant test.

As he said, "Google form is used specifically for conducting assessment. Students' are required to collect their learning product or any assignment through Google Form. This media has a facilitation that ease me to compile the students' work in one place. It is used to give my students another experience using the technology in their school life."

According to the interview, the teacher considered to use the easiest media to be reached by the teacher and students in secondary level. Besides, the teacher also thought about the convenience of the media because he considered the ease of using the media for the teacher and students is important for online learning. But, he also tried to give multiple online media experiences that might be meaningful for the students during the online learning.

Based on the teacher's statement, the researcher clarified the online media used in online learning in the form of table as below.

Table 4.1. The Online Media Used for Assessment in Online Learning

No	Media	Utility
1.	WhatsApp	Media for communication, sharing material and instruction, informing important announcement
2.	E-Learning	Media for storing material, assessment instruction, students' tasks, and students' score
3.	Google Form	Media for collecting the students' tasks

2. Teaching Method

The practice of authentic assessment could not be separated with the teaching method that was applied in the online classroom. Based on the document observation, the teacher had designed the classroom activities using the discovery learning and project based-learning. As the classroom during pandemic was reduced, the teacher considered to encourage the students in independent learning. He designed the suitable material and relatable learning activities before conducting the authentic assessment.

The teacher used Powerpoint for teaching process by using discovery and project-based learning. The steps are 1) started by stimulating the students to questioning the concept of the material,

such as the structure of writing text or the language structure of an expression. 2) The teacher said he had the role as the facilitator in confirming the students' conclusions of a material. 3) He accommodated the process of collecting information by the students in understanding the material. 4) Train the students to construct their own conclusions of the material thus the material became easier to be memorized. Besides, the teacher also applied project-based learning at the end of the class activity to engage students to produce something related to the material, such as producing written and oral product.

3. Assessment Techniques and Instruments

The steps of discovery and project-based learning then assessed by using authentic assessment. This section are related to the kind of tasks that the teacher employed in the learning process during the online learning. The teacher said that the students' would receive three scores at the end of the semester, i.e. knowledge, skill, and attitude. Therefore, the teacher applied various type of assessment. He said that every basic competence written in national curriculum has different approaches.

“I could not apply the same kind of task in every chapter because every chapter has its own learning goals. So I adjust the task based on the goals that my students and I would like to achieve.”

Regarding to the productive skills assessment, he added that the English learning in secondary level are not exactly divided into four language skills material. Those four language skills can be integrated

into the material based on the basic competence and learning goals that must be achieved.

Based on the expectation of national curriculum in English learning, the teacher said that writing and speaking material and assessment were not integrated in every meeting. The teacher's job is deciding the task or assignment that suits the expected skill in every meeting.

The teacher said, "I assess my students' knowledge from the task that is relevant with the discussed chapter. If the focus of the lesson is writing skill, I try to give task that pursue my students to discover the structure of the text and the language feature. In speaking, I assign my students to create dialog using their creativity or give them essay test. So they train their critical thinking and the knowledge would not be easily forgotten."

Besides, the teacher said that he also implied skill assessment. He got the students' skill score through product assessment.

The teacher said, "I assign my students to produce a written or oral product. The scoring rubric is important to help me in getting a valid score."

Aside from that, the national curriculum also expected the assessment of students' attitude. The teacher mentioned that he assessed his students' attitude based on their discipline and activeness during the learning process.

The teacher said, "I also observe the students' activeness during the class and their discipline in accomplishing all of the task. I consider those two aspects as important since I cannot observe them directly as what we usually do before pandemic."

The researcher clarified the assessment techniques used in online learning in the form of table as below.

Table 4.2 The Assessment Techniques Utilized during the Online Learning

No.	Skill	Technique	Instrument	Aspect of Assessment
1.	Writing	Written test	Essay test	Knowledge
		Product assessment	Scoring rubric	Skill
		Teacher observation	Checklist	Attitude
2.	Speaking	Assignment	Related tasks, scoring rubric if it is needed	Knowledge
		Product assessment	Scoring rubric	Skill
		Teacher observation	Checklist	Attitude

4. Steps in Applying Authentic Assessment during Online Learning

This part is related to the practice of authentic assessment during online learning in term of assessing the students' productive skills. The practice of authentic assessment deals with the completed steps that the teacher has done to implement assessment in online learning. Based on the interview and document observation, the research finding were explained as below.

a. Pre-assessing

The teacher mentioned several steps that are needed to be done before starting the class. There were document preparation such as lesson plan, lesson material, assignment instruction, and scoring rubric for product assignment. The teacher said that the most important starter was constructing a prepared lesson plan. The lesson plan contained basic competences, learning objectives, classroom activity, and assessment plan.

Teacher said, "Learning objective in every chapter refers to the basic competences that need to be accomplished. I made the learning goals from the very basic for the first time. It useful for me to observe my students' English level."

He added that he used the taxonomy bloom to ease him in deciding the composition of learning goals. Based on the document observation, the researcher found that the learning goals for the writing focused lesson and speaking focused lesson as listed below.

In the document observation, the researcher found the learning goals from lesson plan for writing focused in basic competence 3.7 and 4.7 was the students are expected to identify the text structure and language feature in descriptive text. It was continued with the next learning goal which was the students are expected to analyze the function of the text, structure text, and the language feature of descriptive text. The last learning goal was the students are expected to create a descriptive text about

things/animals/person around them. There are also the students' authentic task embedded in the lesson plan that is reflecting the learning goal.

Regarding to the learning goals from lesson plan for speaking focused in basic competence 3.1 and 4.1 was the students are expected to identify the structure of the learned expressions, differentiate the function of each expression, and deciding the appropriate expression to use in a case. There are also the students' authentic task embedded in the lesson plan that is reflecting the learning goal and required students to produce oral product.

The further document that need to be prepared was learning material and assignment instruction. The teacher made the lesson material in pdf form. He included the learning goals at the first page to inform the students about it.

The teacher said, "Pdf form is chosen because I can share it easily in WhatsApp or E-learning. My students can also receive the pdf easily and save the material in their device."

He also prepared assignment instruction when it is needed, such as a writing assignment. Regarding to writing assessment, the teacher prepared a modelling test. The students are assigned to use the text frame as their model in composing a written product in real-life themes, such as the favorite place. A set of instructions has been prepared before starting the class by the

teacher. The task was designed authentic to enhance the students' critical thinking.

Picture 4.2. The Example of Task Instruction in Writing

D. Written Product Instruction
Write a descriptive text about someone, something, or someplace that you love using this structure.

TITLE	
PHOTO	
IDENTIFICATION	
DESCRIPTION	

Regarding to the speaking assignment, the teacher admitted that he often gave the task to the students directly such as assigning the students to read a text using the provided feature in WhatsApp. Mostly, speaking tasks were used as the combination with other skills. The teacher explained that speaking task was utilized to train the students in speaking their understanding about a lesson.

Picture 4.3 The Example of Task Instruction in Speaking

C. Oral Product Instruction

Record your voice in reading this following dialog. Send the product to the teacher.

Sony : Hi, Chris! How are you?

Chris : I'm fine, thanks. How about you?

Sony : Very well, thank you. I'll have my birthday party next weekend. Could you come?

Chris : Oh, so sorry. I'm planning to visit my family in Surabaya. I haven't met them for months.

Sony : What a pity! But, it's OK.

Chris : Sorry, my friend!

Sony: No Problem at all. I think I have to go.

Chris: Okay. See you, Sony.

Furthermore, the teacher confirmed that the theme of the learned material and task are adjusted with the real-life theme that are related to his students. He inserted example dialog or text that are relatable with the students' life, such as dialog that usually happen among classmates.

Another preparation was scoring rubrics for written and oral product. The assessed aspects for written product were content, vocabulary, grammar, and mechanism. The score range was formed from 1 until 4 point for each aspect. In other side, the assessed aspects for oral product were pronunciation and fluency.

Aside from preparing the necessary document, the teacher said that technically preparation was important for him. He educated himself about the media that would be used during online learning. He taught that the understanding of using technology could help him in socializing it to his students.

b. Assessment Process

The assessment process were conducted by summative assessment. The summative assessment was done by assigning the students to accomplish related task and produce written or oral product. Before conducting the assessment, the teacher used discovery learning and project-based learning as the teaching method to enhance the students' critical thinking and independent to study the material in online learning environment. Based on the teacher's explanation on the interview at April 12th 2021 here were the several ways in conducting authentic assessment.

1. Inform the Learning Goals

Based on the document observation, the teacher included the learning goals in the learning material. He also inserted the information of basic competences that were being concerned on the every tasks.

2. Explain the Assignment

Regarding to writing assessment, the teacher said that he explained the task instruction in written form. He sent a soft file consisting of a set of instructions that the students need to accomplish. He consider to send the instruction in soft file so that the students could recheck the instruction whenever they need it. He also informed the students about the assignment deadline and any tardiness would be considered as a minus

point. All of the information about the students' task was communicated via WhatsApp and all of the important soft files were saved in E-learning. The teacher also utilized E-learning as the media to submit the students' assignment due to its convenient. E-learning provided various features to ease the assessment process. The teacher informed his students that he could check the students' discipline in accomplishing the assignment.

In terms of speaking assessment, the teacher applied summative assessment techniques. The summative assessment was done by assigning the students to a speaking product. The teacher said that he explained the instruction by using WhatsApp and assigned the students to submit the speaking product in the same platform. He also informed the students about the duration of time in accomplishing the task and any tardiness would be considered as a minus point.

3. Explain the Scoring Rubric

The teacher included the scoring rubric along with the task instruction. The scoring rubrics are given for the product assignment. The teacher said that the scoring rubrics were communicated with the students so that they understand about the expectations. The scoring rubric was also included on the task instruction and being saved in the e-learning.

c. Post-assessing

After assigning the students to their task, the teacher said that he had two further duties. Those were marking and giving feedback. The description about it based on the interview as presented below.

1. Marking the Written and Oral Tasks

In writing and speaking assessment, the teacher had an obligation to assess the students' knowledge. The teacher explained that the knowledge assessment was done by assigning students in essay test for writing and various task for speaking. In order to mark the essay test, the teacher just checked the students' answer whether it was correct or wrong. The maximum point was 100 and the point for each number was adjusted to the difficulties of the question. Meanwhile, the marking process for speaking assessment in knowledge aspect depended with the type of the task. The teacher explained that he used the same way to mark an essay test in speaking focused lesson.

The teacher said that the scoring rubrics were used as the guideline to give the mark in product assessment. In order to mark the written product the teacher considered content, grammar, vocabulary, and mechanism as the aspects of measurement. The maximum points that the students could

reach were 16. The final score of written product would be calculated to the range 1-100.

The teacher said “Final score is presented in the range of 1-100 because my students are accustomed to use it. So they understand their score.”

The calculation of the writing measurement was presented as below.

$$\text{SCORE} = (\text{Total point} / 16) \times 100$$

$$\text{FINAL SCORE} = 100$$

Regarding to mark the oral product, the teacher used pronunciation and fluency as the aspect of measurement. The scoring rubric for oral product was design in simple form since the speaking assessment were conducted spontaneously. The point for each aspect was starting from 2 until 5 with the information of the speaking stage. The maximum points for product assessment in speaking was 10. Then it would be calculated to the range 1-100. The calculation of the speaking measurement was presented as below.

$$\text{SCORE} = (\text{Total point}/10) \times 100$$

$$\text{FINAL SCORE} = 100$$

Furthermore, any tardiness was being his consideration on marking the task. The teacher utilized the E-learning or Google form to control the students' discipline in submitting their tasks.

In terms of conducting the attitude assessment, the teacher said that he had a list of behaviors as his guideline. He just needed to give a check and rate if the students had showed the behavior listed on the checklist.

2. Teacher Feedback

Based on the teacher's explanation, he provided the necessary feedback related to the students' task. The feedback could be in a form of reinforcement or advices for the students' better performances. The reinforcement usually consisted of positive compliment and emphasize the students' strength. Meanwhile, the advices were usually delivered in technical sentences such as encouraging the students to recheck the grammar and punctuation or giving suggestion to add certain vocabulary. Furthermore, the teacher said that he was open if his students had question about the feedback or wanted to negotiate their score through WhatsApp.

4.1.2 The Challenges of Applying Authentic Assessment during Online Learning

This part presented about the research finding on the challenges of applying authentic assessment during online learning. The research subject said that the online learning had changed the class condition, especially the English class. Outside the pandemic, the students got 2 meetings for English learning per week. During the pandemic, the class

was only conducted once in a week with a limited duration of time. The teacher acknowledged the difficulties of maximizing the learning and assessment process in limited time. The teacher said that writing and speaking assessment could not be done by using one-time test, such as multiple choice or fill in the blank test. Meanwhile, teacher explained that the assessment on writing and speaking skills were needed to fill the students' skill score on their final report.

The further challenge was communication. During pandemic, all of the classes in the examined school was conducted online. The teacher explained that his students was shocked with the shifting on their learning. At the beginning of online learning, the teacher had an obligation to socialize the use of technology in learning and assessment process. Then after a year applying online learning, the teacher was struggling to motivate the students in terms of actively participating the class. Therefore, the formative assessment was difficult to be implemented since the communication between teacher and students was limited to the utilized technology.

4.1.3 The Strategies toward the Challenges of Applying Authentic Assessment during Online Learning

After finding the challenges of applying authentic assessment during online learning, the researcher asked about the strategies that the teacher has done to solve the challenges. Based on the teacher's

explanation, there were two strategies that he applied during the online learning.

First, the teacher explained that there were 8 basic competences for 7th grade in junior high school. Each basic competences has its own expectation. The teacher decided the focus of each basic competence before starting the class and this concept obviously affected the assessment. The teacher said that he divided ideal time for each basic competence based on the needs of every material.

Regarding to the productive skills, he said that writing assessment was usually done during the lesson about English text. Meanwhile the speaking assessment was usually done during the lesson about daily expression. Based on the document observation, the teacher used three meetings to accomplish the lesson regarding to train the students' writing skill. It was started with material explanation, knowledge assessment, and skill assessment.

Second, the teacher acknowledged that the success of online learning also comes from the parent. He explained that every homeroom teacher was required to make a chatting group consisted of the students' parents. Thus, he communicated the class schedule, students' assignments, and students' problems with the homeroom teacher so it could be informed to the parents. He also provided his phone number to ease the direct communication between parents and teacher.

4.2 Discussion

This sub-chapter discusses about the supporting theories related to the research finding that have been stated on the previous part. The discussion is presented focusing on the finding of the research questions as follows.

4.2.1 The Authentic Assessment for Assessing The Students' Productive Skills during Online Learning

The finding of this research showed that the practice of authentic assessment during online learning was possible to assess the students' writing and speaking skills. There are few supporting elements in the practice of authentic assessment during online learning, i.e. online media, teaching method, assessment techniques, and the process of designing and practicing the authentic assessment in online class.

1. Online Media

The first aspect to be thought about in using authentic assessment during online learning is the online media for applying the authentic assessment. The consideration of using certain online media for conducting the assessment was based on the accessibility of the media for teacher and students. It means that the teacher and students could reach the utilized media. It is accordance with the theory stated by Willen (1998) that the optimization of online learning is affected by the ability of the media to provide access, to have flexibility, and to allow two-way communication. In this case, the examined teacher considered the factors that are discussed on the theory. In terms of

accessibility, the teacher rated the accessibility of the online media based on the familiarity and the convenience of the online media for the teacher and students. Thus, observing the condition of the students and teacher then checking the intended media are the key in optimizing the online learning.

Besides, the examined teacher considered to use various media for different functions in the class during online learning. There was an online media that had a function as the media of communication for learning and assessment process. The communication between teacher and students is important for the success of online learning. It is accordance with Hawkrige (1991) who stated that the technology used in the classroom does not seen as the media for dehumanizing indeed as the tools to enhance the quality of the interaction in a classroom. It can be concluded that the existence of media for connecting the instructor and the learners is important in online learning including for conducting an assessment.

2. Teaching Method

Teaching method is correlated with the practice of authentic assessment. The practice of authentic assessment is better implemented to assess the students' performance by engaging students in discovery learning and project-based learning. The steps of teaching by the examined teacher is accordance with the finding by Hanafi (2016) who claimed that the processes of discovery learning

require students to construct their opinions and encourage students in working the given assignment.

Besides, the project-based learning is also used to trigger students in producing language as the authentic assessment aims to reach. Based on the research finding, the expectation of the examined class was create a written and oral product. It is supporting the finding from Veselov, et.al (2019) who stated that applying project-based learning requires the instructor to conduct the class with the intention of project execution from the beginning. It can be concluded that the discovery learning and project-based learning are suitable to support the practice of authentic assessment. The students are trained to construct conclusion of the material and engaged in project execution that are authentic for their learning.

3. Technique and Instruments

Based on the interview and document observation, the examined teacher applied authentic assessment for assessing three aspects of the students' productive skills. Those aspects were knowledge, skill, and attitude. The classification of assessment into those three aspects was in line with the concept from Majid (2014) who divided authentic assessment based on the knowledge, attitude, and skill with different techniques and instruments needed for assessment. It can be concluded that the teacher can implement the authentic assessment by

using various techniques and instrument to assess the students from various aspects.

In order to assess the students' knowledge toward writing, the examined teacher applied essay test about discovering the structure and language features of the studied text. The task was reflecting the cognitively complex tasks as Marzano & Senn (2015) stated that the cognitively complex tasks engage students to generate and defend a conclusion by constructing their knowledge and utilizing it to accommodate their findings. The tasks can be represented in the form of problem-solving, decision making, investigation, or experiment. The concept of cognitively complex tasks is also presented as the characteristic of authentic assessment. It is accordance with Frey, Schmitt, & Allen (2009) that there are nine characteristics of authentic assessment including the cognitively complex tasks that are defined as the tasks requiring the high level of critical thinking. In this case, the cognitively complex tasks are required to engage the students' critical thinking towards the learning material.

On the other side, the examined teacher assessed the students' knowledge toward speaking by using written task. The written tasks were used as the introduction to deliver the students in applying the speaking material. The task for assessing the students' knowledge in speaking was not pursuing the students to perform speaking. The application of traditional assessment could be used as distinctive

approach to increase validity by considering the purpose of the assessment (Torrance, 1995). It is shown that the combination of another approaches in classroom assessment might be useful for the teaching and learning process. It is also accordance with Baron & Boschee (1995) and Burke (2009) statement about the developing assessment with authenticity. They suggested that traditional tests are still beneficial to assess the students' basic knowledge so that not all assessment need to be authentic.

The next assessment used by the examined teacher was skill assessment. In order to assess the students' writing skill, the examined teacher assigned his students to produce written product. He assigned the students to create paragraphs based on the theme. As well as the assessment for students' writing, the examined teacher assigned his students to produce oral product for the speaking skill assessment. He assigned the students to read aloud a text or dialog. The skill assessment that the teacher employed was in line with the characteristics of authentic assessment. According to Brown (2004), Wiggins (1998), and Fischer & King (1995) there are ten characteristics of authentic assessment. The first characteristic is require students to produce or perform something based on the field of study. In can be concluded that assigning students to create written and oral product is a part of applying authentic assessment. Moreover, the examined teacher had considered the level of writing task that is

suitable for his students. According to Brown (2004), a written task that encourages the students to create solid paragraphs based on a context is classified as responsive level of writing performance. Then, assigning students to read aloud of a text or dialog is classified as intensive level of speaking performance. Based on the theory, teacher is required to consider the suitable task that matches with the expected level of writing and speaking performance for the students.

Furthermore, the students' attitude along the learning process in writing and speaking also included in the assessment. The examined teacher used checklist as the instrument in observing the students' attitude. It is in line with the statement of Brown (2004) that checklist is a form to record the observation as most teachers constantly observe their students during the class. The checklist can be made by determining the objective of observation then designing the appropriate observation system. Based on the theory, it can be concluded that teacher can design an observation with specific purpose.

4. Steps in Applying Authentic Assessment during Online Learning

The application of authentic assessment by the examined teacher had several steps that were supporting each other. Baron & Boschee (1995) stated that there are several procedures that teacher can accomplish on designing authentic assessment. Those are 1) set a scoring rubrics for each that suit to the learning objectives by

considering the students' degree, 2) ensure that the task could comprehend the needed information in assessing the students, 3) prepare an interesting way to perform the task, 4) insert the learning objectives and skill required in the rubric, 5) varying the weight of each criterion if it is needed to differ the importance, 6) communicate the rubrics with students and involve them in criteria selection, 7) share the result of the assessment and provide a feedback about what they have mastered and what they need to improve. In this case, the examined teacher did document preparation, then applying the designed assessment during the online learning, and giving feedback toward the students' works. It can be concluded that a teacher is required to consider steps on designing and applying authentic assessment. There are procedures to maintain the application of authentic assessment compatible with the objectives of the class.

Based on the research finding, the examined teacher did document preparation before starting the class. Lesson plan had been designed to support the online learning. In terms of applying authentic assessment, the lesson plan was used as the guidance for perceiving the learning goals. According to Baron & Boschee (1995), the instructional objectives can be used as the consideration for teacher on deciding the right time for applying authentic assessment since not all of learning objectives can be reached by using assessment in authentic way. In this case, the teacher designed learning goals using

Bloom's Taxonomy. The Bloom's Taxonomy was used as the guideline to create objectives for learning and assessment process. As Mahmud et.al (2018) stated that Bloom's Taxonomy provides the degree of difficulty that is ideal for capturing the progress of students' learning process. Bloom's Taxonomy can be used as the guideline for arranging the learning and assessment objectives from the lowest level until the students reach the highest level.

The preparation of lesson plan was followed by designing scoring rubric. The examined teacher designed the scoring rubric for assessing writing and speaking product by deciding the criteria with certain score of measurement. In terms of writing skill assessment, the scoring rubric was constructed by various aspects of measurement. It is in line with the theory of analytic scoring by Brown (2004) stating that analytic scoring is utilized to assess the students based on several aspects of writing such as organization, logical development of the content, grammar, punctuation, and the style of vocabulary. In other case, the scoring rubric of speaking was designed to assess the students' pronunciation and fluency. According to Brown (2004), accuracy and fluency are the two general elements to construct the scoring rubric for speaking. Accuracy deals with correct grammar, exact pronunciation, and appropriate vocabulary. Then fluency deals with learners' ability on generating sentences fluently. The scoring

rubrics can be developed based on the aspect of measurement that the teacher aim to utilize.

After preparing important document, the application of authentic assessment during online learning was done by clarifying the learning objectives. The teacher included the learning objectives in the learning material and task instruction. The information of learning objectives is important to be understood by the students so that the students can recognize the compatibility of the learning objectives and the assigned assessment. As Ataç, (2012) stated that authentic assessment reflects the classroom goals, curricula and instruction, and real-life context.

Aside from clarifying the learning goals, the further step in applying authentic assessment was explaining the task instruction. The examined teacher said that he gave the students chances to ask for more detail information if needed. According to Frey, Schmitt, & Allen (2009), one of the nine characteristics of authentic assessment is the existence of collaboration between students and teacher. It means that students should be allowed to work with teacher to create the assessment and evaluate their performance.

Furthermore, the applying of authentic assessment was completed by communicating the scoring rubric with the students. The students was allowed to conceive the expectation that they needed to fulfill. It is accordance with the theory of nine characteristics of

authentic assessment by Frey, Schmitt, & Allen (2009). In terms of scoring rubric, Frey, Schmitt, & Allen stated that the scoring criteria should be known by the students so that they could determine the expectation of the assigned assessment.

The whole important document about the assessment were saved on the E-learning. The teacher utilized online media to save the task instruction followed by the scoring rubric so that the students could access the document for any time they need it. Using a flexible media for supporting the assessment process is accordance with the theory from Willen (1998) about the characteristics of media during online learning. Flexibility of a media is determined based on the provided chances for the students to use the media at any time and in any manner that suits them. It can be concluded that the students should be given a control to access important document and information in flexible way during the online learning.

After assigning the students to accomplish the required task, the examined teacher marked the students' works using related scoring rubric. The final point was presented in the familiar form for his students. It was done for delivering an understandable grade for the students. It is in line with Brown (2004) that stated about four considerations in grading the students' achievement. The four considerations are being consistent with the institutional regulation, stating the component of grading explicitly, creating checklist or notes

or charts for behavior and motivation assessment, and considering to give small weight for other factors outside the real achievement. Based on the guidelines for grading, being consistent with the institutional regulation is one of the consideration so that the final grade can be easily understood by the students. Besides, any components affecting the grade, e.g. tardiness, need to be explicitly communicated at the beginning of the assessment.

Aside from marking the students' work, the teacher's feedback was also delivered in the form of reinforcement or technical advices. The teacher's feedback had a crucial function to strengthen and improve the students' skill on writing and speaking. Based on Frey, Schmitt, & Allen (2009), feedback can be used as the opposed concept of comparing students with other students but indicates the mastery of the student on the expected ability. Therefore, teacher's feedback can be a tool to minimize the existence of comparison among students.

4.2.2 The Challenges of Applying Authentic Assessment during Online Learning

Based on the research finding, there was two challenges that the teacher encountered in applying authentic assessment during online learning. The first challenge was the reduction of the learning time for English class. The limited time became a challenge since the application of authentic assessment could not be done in one time. It is in line with the previous research by Natalia, Asib, & Kristina (2018) that

investigated the application and the challenges of authentic assessment in measuring the students' writing skill. The challenge was the time limitation because the preparation and the practice of authentic assessment in the class was time-consuming. It can be concluded that the difficulty on applying authentic assessment is managing the time due to its preparation and practice process in the classroom during the online learning.

Another challenge of applying authentic assessment during online learning was communication. The teacher admitted that there was a reduction of students' activeness during the class. Thus, a formative assessment was difficult to be implemented. This goes with Kear (2010) who stated that the lack of engagement and interactivity in online classroom are caused by the perception of students who think that the online media is faceless. This kind of problem is usually faced by the students who are new in online learning. It reflects that the communication can be a barrier between teacher and students to optimize the assessment during the learning process in online learning.

4.2.3 The Strategies toward The Challenges of Applying Authentic Assessment during Online Learning

The challenges of applying authentic assessment during online learning encouraged the teacher to find out the strategies toward the challenges. The first strategy that the teacher employed was preparing the ideal time for every material based on the needs, especially writing. The

teacher realized that teaching writing required more time than any other material. According to Frey (2014), the most difficult part of authentic assessment is the preparation with thoughtful creativity. The preparation can be started by identifying the tasks that has value to the learning objectives. It can be concluded that determining the learning objectives and the suitable task might help teacher in deciding the ideal time for applying the needed authentic assessment.

The second strategy for responding the challenge was building communication with the homeroom teacher and parents. A good communication with homeroom teacher and parents was expected to help the teacher in controlling the students during online learning. This goes with Berger (2004) who revealed that the communication between teacher and parent is a step to construct a successful education. It means that a good collaboration among teacher, parent, and students is crucial to conduct the authentic assessment despite any challenges during online learning.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion of the conducted research. The conclusions are presented as the entirety view of the research based on the outcome that have been discussed in the previous chapter. Then the suggestions are stated to give recommendation for future work related to the practice of authentic assessment.

5.1 Conclusion

This research focused on the examining the authentic assessment for assessing the students' productive skills during online learning. The research involved a teacher from MTs At-Taqwa Bondowoso to be investigated on how he utilized authentic assessment during online learning in the writing and speaking assessment. Based on the research finding and discussion in the previous research, it can be concluded that authentic assessment is possible to be applied during online learning for assessing the students' writing and speaking skills in discovery and project-based learning. Authentic assessment can be used for assessing the students' knowledge, skill, and attitude toward the writing and speaking class. However, the practice of authentic assessment during online learning emphasizes on several aspects as presented below.

First, selecting the suitable online media for conducting learning and assessment needs several considerations. The considerations are the accessibility of the media for the students and teacher, the ability of the media

to give the students control in accessing it at any time and any manner, and the ability of the media to provide interaction between teacher and students. In selecting suitable online media, the teacher is required to observe the condition of the students and the ability of the intended online media. Thus, the teacher needs to be proficient in technology.

Second, the teaching method is important to be considered. The two suitable teaching method in practicing authentic assessment during online learning are discovery and project-based learning. The steps in these teaching method can encourage students to construct their own understanding and involve in producing language.

Third, the preparation on applying authentic assessment is the most crucial process. The preparation can be started by determining the learning objectives that engage the students master the expected ability, such as using Bloom's Taxonomy. Then, the learning objectives are the guideline in selecting the suitable task. The tasks for reflecting authentic assessment are required to engage the students for thinking critically, generating a conclusion, and producing something such as written and oral product. The scoring rubric for measuring the task needs to be prepared with considering the aspects of measurement that the teacher expect the students to be gained.

Fourth, applying authentic assessment provides collaboration between teacher and students in terms of create the assessment and evaluate the final performance. The teacher is required to allow the students to communicate the tasks instruction, the scoring rubric, and the final score. The existence of online

media for communication is important to provide collaboration between teacher and students during online learning.

Fifth, the grading process is important as the preparation. The used of scoring rubric is needed for assessing the students' product and the used of checklist is beneficial for assessing the students' attitude. The teacher needs to inform the grade to the students in an easily understood form. Teacher feedback also has an impactful role to minimize the existence of comparison among students that usually happens in current school life.

The application of authentic assessment during online learning had challenges since the shifting of education system into online occurred suddenly. This research showed that the challenges of applying authentic assessment during online learning were time limitation and communication. The preparation and application of authentic assessment were time-consuming. Then the communication challenge was affected to the reduction of engagement from the students in the classroom so that the formative assessment was difficult to be conducted.

In order to encounter the challenges in applying authentic assessment, the examined teacher prepared more time for writing-focused class. He tried to divide the ideal time for every material based on the needs. Then he built a communication with homeroom teacher and parents in order to maintain the students' motivation in online learning.

5.2 Suggestion

Based on the research findings, there are several suggestions for the following parties.

1. Teacher/Instructor

This research indicated the possibility of applying authentic assessment during online learning. By maximizing the accessible online media, the teacher can assess the students' knowledge, skill, and attitude. Thus, the assessment during online learning is not only done by giving the students bunch of homework without a clear objectives. Besides, the development of the steps on applying authentic assessment is open for every teacher by considering the classroom needs.

2. Future Researcher

This research was conducted in limited scale which only involved the teacher's perspective. Thus, the future research can conduct the similar research with the involvement of students' perspective toward authentic assessment. The researcher also suggest the future researcher to investigate the application of authentic assessment for assessing another language skill.

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Appendix I Letter of Research Permit



KEMENTERIAN AGAMA REPUBLIK INDONESIA
 UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBİYAH DAN KEGURUAN
 Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
<http://fitk.uin-malang.ac.id> email : fitk@uin_malang.ac.id

Nomor : 839/Un.03.1/TL.00.1/01/2021 16 Maret 2021
 Sifat : Penting
 Lampiran : -
 Hal : **Izin Penelitian**

Kepada

Yth. Kepala Madrasah Tsanawiyah At Taqwa Bondowoso
 di

Jl. HOS Cokroaminoto, Kademangan, Bondowoso 68217

Assalamu'alaikum Wr. Wb.

Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan Skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama : Ilma Rosyidah
 NIM : 17180016
 Jurusan : Tadris Bahasa Inggris - S1
 Semester - Tahun Akademik : Genap - 2020/2021
 Judul Skripsi : **The Application of Authentic Assessment for Assessing the Students' Productive Skills during Distance Learning in MTs At Taqwa Bondowoso**
 Lama Penelitian : **Maret 2021** sampai dengan **Mei 2021**

diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terimakasih.

Wassalamu'alaikum Wr. Wb.



Dekan,

Dr. H. Agus Maimun, M.Pd
 NIP. 19650817 199803 1 003

Tembusan :

1. Yth. Ketua Jurusan Tadris Bahasa Inggris - S1
2. Arsip

Appendix II Letter of Research Statement



YAYASAN AT TAQWA
MADRASAH TSANAWIYAH AT TAQWA BONDOWOSO
 Akreditasi : A
 Alamat : Jalan HOS. Cokroaminoto Kademangan Bondowoso 68217 Telp. (0332)
 429905

SURAT KETERANGAN
 Nomor : 271.01/YA/MTs.A/V/2021

Yang bertanda tangan di bawah ini, saya:

Nama : ACH. TAUFIQIRROHMAN, S.Pd
 Jabatan : Kepala Madrasah
 Unit Kerja : MTs At-Taqwa Bondowoso

Menerangkan dengan sebenarnya bahwa

Nama : ILMA ROSYIDAH
 NIM : 17180016
 Jurusan/Prodi : TADRIS BAHASA INGGRIS
 Institusi : UNIVERSITAS ISLAM NEGERI MAULANA MALIK
 IBRAHIM MALANG

Telah melaksanakan Penelitian pada tanggal 8 April – 22 April 2021 mengenai “**The Application Of Authentic Assesment For Assessing The Students’ Productive Skills During Distance Learning in MTs At-Taqwa Bondowoso Tahun 2021**” .

Demikian surat keterangan ini dibuat, untuk dapat dipergunakan sebagaimana mestinya.

Bondowoso, 31 Mei 2021
 Kepala MTs At Taqwa Bondowoso



ACH. TAUFIQIRROHMAN, S.Pd
 NIP. 19600717 200501 1 005

Appendix III Transcript of Interview

Teacher Name: Nurish Shufi, S. Pd

Date of Interview: 12/04/2021

Questions	Note for Further Observation
<p>1. How are the differences that happened in school after the corona virus outbreak? Apa saja perubahan yang terjadi di sekolah pada saat pandemi terjadi?</p>	<p>Yang paling berubah adalah pola pembelajaran dari tatap muka menjadi pembelajaran secara online. Komunikasi banyak yang terbatas baik karena permasalahan teknis dan kualitas komunikasi. Jumlah pertemuan juga berkurang. Bahasa Inggris yang awalnya bisa dua kali pertemuan per pekan di tiap kelas menjadi satu kali saja. Itu pun dengan keterbatasan dalam komunikasi tersebut.</p>
<p>2. How do you prepare the teaching and assessment activity during pandemic? Bagaimana Anda menyiapkan kegiatan pembelajaran dan penilaian pada saat pandemi?</p>	<p>Sebelum tahun ajaran berlangsung, biasanya saya membuat RPP dan paparan materi sederhana yang akan diberikan. Biasanya dalam bentuk power point kemudian dibuatkan menjadi format PDF. Tugas latihan untuk kepentingan penilaian juga dibuat dimulai dengan tingkat kesulitan yang rendah hingga tinggi sesuai dengan tujuan pembelajaran yang ada di RPP. Selain itu, tugas tambahan saya di masa pandemic ini yaitu mempelajari media daring yang</p>

	<p>akan dipakai di kelas. Saya cek dan pelajari sehingga saya juga bisa menjelaskan cara penggunaan teknologi tersebut kepada siswa.</p>
<p>3. What kind of tools that you use to accommodate the teaching and assessment activity in online learning? Perangkat apa yang Anda gunakan untuk menyelenggarakan pembelajaran dan penilaian?</p>	<p>Untuk kepentingan pembelajaran, kami bisa menggunakan beberapa hal yang juga disediakan oleh sekolah. Misalnya, Whatsapp. Jadi, materi dishare via Whatsapp. Paparan materi yang telah disiapkan bisa langsung dishare kepada siswa. Saya juga pakai Learning Management System E-Learning. Aplikasi pembelajaran untuk meletakkan materi dan melangsungkan penilaian dengan terlebih dahulu guru melakukan input tugas yang ingin diberikan. Saya juga pernah memakai Google form. Biasanya dipakai untuk memudahkan guru dalam melaksanakan pengumpulan tugas, latihan soal, maupun penilaian.</p>
<p>4. How do you assess your students in writing skill in online learning? Bagaimana Anda menilai perkembangan siswa dalam hal writing skill pada saat tidak bertatap muka?</p>	<p>Saat pembelajaran tatap muka, saya biasa melaksanakan perbandingan produk <i>writing</i> siswa di awal pembelajaran dengan hasil produk siswa di akhir pembelajaran dan mengounikasikannya dengan siswa saya. Di masa pembelajaran di pandemi begini, hasil evaluasinya kadang tidak sepenuhnya</p>

	<p>bisa dipahami oleh siswa. Jadi, ini sangat melelahkan. Untuk itu, penilaian <i>writing</i> dikala pembelajaran secara online adalah dengan memberi siswa tugas tertulis tentang menganalisis struktur teks yang dipelajari dan <i>grammar</i> yang dipakai di sana. Kemudian, siswa juga diminta untuk membuat teks dengan saya berikan kerangka tulisan menuju model teks. Siswa diminta mencoba membuat teks dari kerangka yang sudah dibuatkan sebelumnya. Topic dalam model teks dan tugas siswa dibuat beda tentunya tapi tetap mengacu pada hal-hal yang ada di sekitar siswa, sehingga lebih familiar untuk mereka.</p>
<p>5. What kind of techniques and instrument in authentic assessment that you use to observe the students' development in writing? Bentuk dan instrumen penilaian otentik apa saja yang Anda gunakan untuk menilai perkembangan siswa dalam hal <i>writing skill</i>? Further question: Do you communicate the scoring rubric with the students?</p>	<p>Saya melakukan penilaian terhadap hasil <i>writing</i> siswa dengan rubrik penilaian ketika mereka diminta untuk menulis sebuah teks. Aspek penilaiannya adalah <i>content, vocabulary, grammar, mechanism</i>. Rubrik penilaian disertakan di file instruksi tugas yang saya berikan. Jadi siswa dapat mengetahui apa yang akan dinilai dari tugas <i>writing</i> mereka. Segala dokumen penting dimasukan ke e-learning yang fungsinya seperti tas bagi</p>

<p>Apakah Anda memberi tahu siswa mengenai rubric penilaian?</p>	<p>siswa. Mereka dapat mengakses materi, instruksi tugas, dan mengumpulkan tugas melalui media tersebut. Saya juga membebaskan siswa untuk langsung menghubungi saya melalui WhatsApp jika ada hal yang perlu dibicarakan.</p>
<p>6. Why do you use those kind of assessment? Mengapa Anda menggunakan tipe penilaian tersebut?</p>	<p>Saya menilai produk <i>writing</i> siswa langsung dari produk tulisan mereka karena terlihat asli hasil belajar siswa yang merepresentasikan kemampuan siswa yang bersangkutan.</p>
<p>7. What kind of tools that you use to assess your students' development? Perangkat apa yang Anda gunakan untuk menilai perkembangan siswa?</p>	<p>Saya memakai media seperti Google Form sesekali, Whatsapp, bahkan e-learning untuk mengumpulkan produk <i>writing</i> siswa.</p>
<p>8. Why do you use those tools and applications? Mengapa Anda menggunakan perangkat dan aplikasi tersebut?</p>	<p>Google form, WhatsApp, dan e-learning dipakai karena merupakan media yang mudah dan dapat dijangkau siswa kami.</p>
<p>9. How do you assess your students in speaking skill in online learning? Bagaimana Anda menilai perkembangan siswa dalam hal <i>speaking skill</i> pada saat tidak bertatap muka?</p>	<p>Pada pembelajaran di masa pandemi, penilaian <i>speaking</i> sulit dilakukan karena saya tidak bisa menilai cara berbicara mereka secara langsung di dalam kelas. Jika ada bab yang berkaitan dengan <i>speaking</i>, saya memberi tugas tertulis mengenai <i>grammar</i> atau materi yang terkait dalam bab tersebut. Karena</p>

	<p>biasanya pelajaran <i>speaking</i> juga terikat dengan skill lain. Pernah juga saya meminta siswa untuk merekam suara memakai <i>voice note</i> yang menjadi fitur dalam WhatsApp. Ini sangat mudah digunakan. Saya meminta teks dialog disuarakan secara verbal, sebagai penilaian di akhir materi yang ada kaitan dengan <i>speaking skill</i>.</p>
<p>10. What kind of authentic assessment that you use to observe the students' development in speaking? Bentuk penilaian otentik apa saja yang Anda gunakan untuk menilai perkembangan siswa dalam hal speaking skill?</p>	<p>Hasil rekaman yang dikirim oleh siswa biasanya dinilai dengan rubrik penilaian yang menilai kelancaran dan <i>pronunciation</i>.</p>
<p>11. Why do you use those kind of assessment? Mengapa Anda menggunakan tipe penilaian tersebut?</p>	<p>Tipe penilaian yang menilai aspek kelancaran dan <i>pronunciation</i> pada speaking adalah aspek yang dengan tujuan tugas yang diberikan kepada siswa. Mereka diminta untuk membaca teks dialog secara verbal maka yang dinilai kelancaran dan pengucapannya.</p>
<p>12. What kind of tools that you use to assess your students' development? Perangkat apa yang Anda gunakan untuk menilai perkembangan siswa</p>	<p>Media perekam suara seperti pada WhatsApp adalah yang bisa saya jangkau. Tentu dengan mempersiapkan rubrik penilaian sebagai instrument penilaian yang utama.</p>

<p>13. Why do you use those tools and applications? Mengapa Anda menggunakan perangkat dan aplikasi tersebut?</p>	<p>Lagi lagi karena media yang dipakai dapat dijangkau oleh semua siswa. Menurut saya itu hal terpenting pada saat pembelajaran daring seperti saat ini.</p>
<p>14. How do you ensure the validity and reliability of your assessment during the online learning? Bagaimana Anda memastikan the validitas and reliabilitas dari penilaian Anda dalam pembelajaran jarak jauh?</p>	<p>Selain menilai kemampuan mereka dalam, saya juga melihat sikap mereka sehingga saya bisa menilai apakah hasil kerja mereka memang benar menunjukkan kemampuan. Sikap yang paling dapat dilihat pada saat pembelajaran jarak jauh ini adalah konsistensi dan ketepatan waktu, dalam mengumpulkan tugas dan absen kelas.</p>
<p>15. What are the challenges that you encounter in applying authentic assessment during online learning? Apa kesulitan yang Anda hadapi dalam menerapkan authentic assessment selama pandemi?</p>	<p>Permasalahan pada waktu dan akses komunikasi yang terbatas adalah masalah utama yang berdampak pada mutu pembelajaran dan juga penilaian. Jam pelajaran dikurangi selama pandemi. Selain itu akses komunikasi juga terbatas dan jika ada juga tidak bisa maksimal karena kita tidak benar-benar bisa mengontrol siswa selama pembelajaran.</p>
<p>16. How do you deal with the problems? Bagaimana Anda menyelesaikan permasalahan tersebut?</p>	<p>Saya harus benar-benar menentukan waktu pembelajaran yang pas. Jika bersangkutan dengan writing skill seperti mempelajari suatu jenis teks, saya akan memberi waktu lebih. Kalau dalam hal komunikasi, saya berkomunikasi dengan</p>

	<p>wali kelas dan orang tua. Saya lakukan agar siswa selalu terkontrol dan termotivasi untuk berpartisipasi dalam kegiatan pembelajaran di masa pandemi.</p>
--	--

Appendix IV Observation Sheet

Observed Document: Lesson plan, scoring rubric, task instruction, checklist

Observer: Ilma Rosyidah as the researcher

Please give a check mark on the appropriate table based on the observation.

A. Instructional Document	Strong	Some	None
1. Establishing clear learning objectives/goals (knowledge, skill, attitude)	√		
2. Providing a meaningful classroom activities and linking it with the learning goals		√	
3. Providing real-life task and linking it with the learning goals		√	
4. Providing authentic material to focus the learning process on goals		√	
5. Constructing relatable instrument for assessment to focus student on goals	√		
6. Constructing clear range of score		√	
<p>Comment:</p> <p>The learning objectives were created by using Bloom's Taxonomy. Writing-focused learning is on basic competence 3.7, 4.7 and speaking focused-learning is on 3.1, 4.1. The learning objectives were included in the task instruction as well as the scoring rubric. Then, the instruments used in the assessment were related to what is going to be assessed. There was also checklist to as the record of teacher's observation on students' attitude. Further note, the range of score was not really created in clear way. The final grade was obtained in the way that the teacher can understand and presented in the way that the student can understand.</p>			

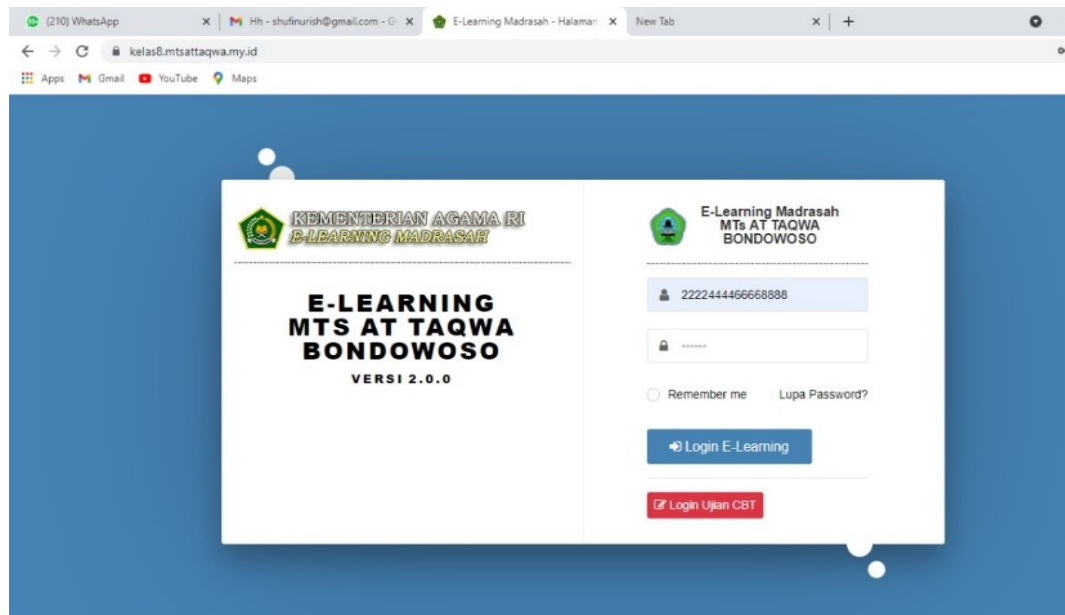
Appendix V Documentation



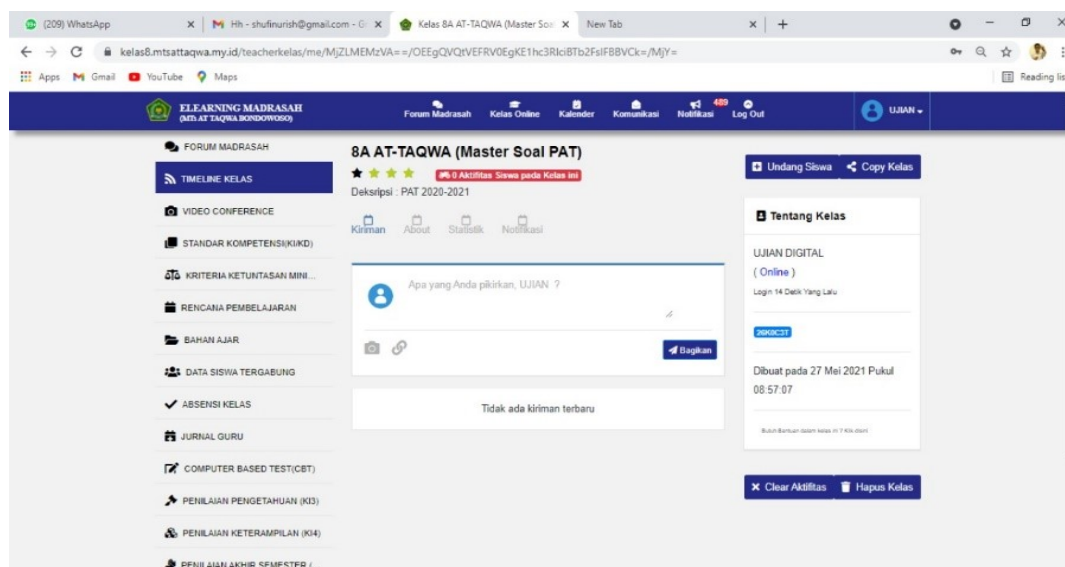
Interview Documentation with Mr. Nurish Shufi on April 12th 2021



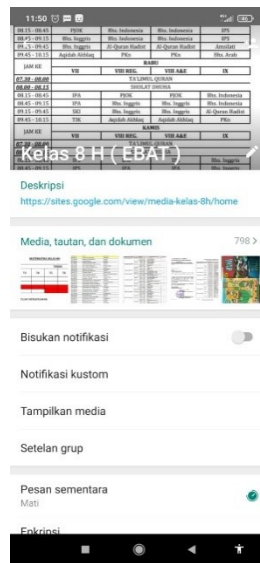
Interview Documentation with Mr. Nurish Shufi on April 16th 2021



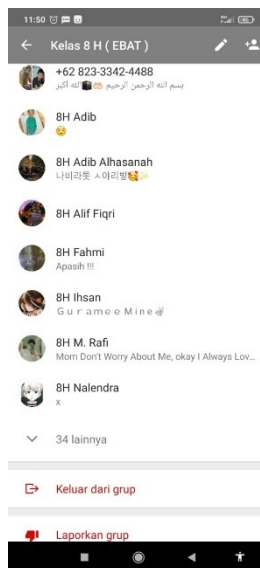
The Interface of E-Learning in MTs At-Taqwa Bondowoso



The features of E-Learning in MTs At-Taqwa Bondowoso



The sample of WhatsApp managed by homeroom teacher



The sample of WhatsApp managed by homeroom teacher

Appendix VI Lesson Plan, Task Instruction, Scoring Rubric

a. Writing-focused Lesson



RENCANA PELAKSANAAN PEMBELAJARAN MTS AT TAQWA BONDOWOSO

Kompetensi Dasar:

3.7 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda sangat pendek dan sederhana, sesuai dengan konteks penggunaannya

4.7 Teks Deskriptif

4.7.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda

4.7.2 Menyusun teks deskriptif lisan dan tulis sangat pendek dan sederhana, terkait orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

Materi:

1. Descriptive Text

Metode/model:

- ❖ Discovery Learning
- ❖ Project Based Learning

Sumber dan Media:

1. Buku: When English Rings A Bell for Grade VII Junior High School. Kemendikbud Republik Indonesia. 2018
2. E-learning

Penilaian:

1. Sikap: kelengkapan dan ketepatan waktu dalam mengumpulkan tugas.
2. Pengetahuan: Test tulis (terlampir)
3. Keterampilan: Written Product (terlampir)

MATA PELAJARAN : BAHASA INGGRIS

KELAS/SEMESTER : VII (Tujuh) / Genap

MATERI : Descriptive Text

ALOKASI WAKTU : 3 x 1 JTM

Tujuan Pembelajaran (Indikator)

- 3.7.1 Mengidentifikasi struktur teks materi pembelajaran memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda sangat pendek dan sederhana
- 4.7.1 Memahami makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks descriptive lisan dan tulis sangat pendek dan sederhana terkait orang, binatang, dan benda.
- 4.7.2 Menyusun teks deskriptif lisan dan tulis sangat pendek dan sederhana, terkait orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

Kegiatan Pembelajaran

➤ Pendahuluan

Salam, doa, motivasi dan apersepsi

➤ Kegiatan Inti

1. Mengamati contoh/model beberapa teks deskriptif terkait.
2. Mengamati struktur teks deskriptif beserta *language feature* yang dipakai
3. Mengklasifikasi masing-masing bagian teks terkait.
4. Menyimpulkan tentang struktur teks deskriptif tentang orang, hewan, benda beserta penggunaan tata bahasa yang sesuai.

➤ Penutup

1. Melaksanakan tanya jawab.
2. Memberikan tugas pengetahuan mengenai teks deskriptif.
3. Memberikan tugas membuat teks deskriptif mengenai orang, hewan, benda sekitar.
4. Doa, motivasi, dan salam

Kepala
MTs At Taqwa Bondowoso

ACH. TAUFIQURRAHMAN, S.Pd

Bondowoso, 13 Juli 2020

Guru Mapel Bahasa Inggris

NURISH SHUFI, S.Pd.

LEMBAR KERJA PESERTA DIDIK


Madrasah : MTs At Taqwa Bondowoso
Kelas/Semester : VII (Tujuh) / Genap
Mata Pelajaran : Bahasa Inggris
Kurikulum / KD : 2013 / 3.7 dan 4.7
Waktu : 3 x 1 JTM

A. Objectives.

- 3.7.1 Mengidentifikasi struktur teks materi pembelajaran memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda sangat pendek dan sederhana
- 4.7.1 Memahami makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks descriptive lisan dan tulis sangat pendek dan sederhana terkait orang, binatang, dan benda.
- 4.7.2 Menyusun teks deskriptif lisan dan tulis sangat pendek dan sederhana, terkait orang, binatang, dan benda, dengan memperhatikan fungsi sosial


B. Read the texts below and answer the following questions!

TEXT 1

	My friend
	<p>Hi, I have a friend. Her name is Lizzie.</p> <p>She is ten years old and he is American. She lives in 27 Lincoln Street in New York. It is a big city in the USA.</p> <p>She is tall and slim. She has long brown hair, black eyes, and a pointed nose.</p> <p>She is wearing a white blouse. Today, she has two nice bunches with two yellow ribbons in her hair.</p> <p>She is polite and happy person, but sometimes she is temperamental. Her favorite food is pizza and her favorite drink is coke.</p> <p>She likes cats very much. She can dance, but she can't play basketball.</p>

- A. Who is the writer's friend in text?
- B. Where does she live?
- C. How old is she?
- D. What can she do?

TEXT 2

My Lovely Cat	
<p>I have a stray cat as my pet. I named him Kitty. He is really playful, he loves to play with me and the new things he finds. He has orange and white fur, his fur is so soft and I like to rubs it for him. He has a long tail. He likes to play with it. He is also always try to catch his tail sometimes. I also like to hold him in my hand, when I hold him like that he will fall asleep.</p>	

- A. What animal is the writer's pet?
- B. What is the color of the fur?
- C. How is it's fur?

TEXT 3

Surabaya Zoo
<p>There is a zoo in Surabaya, East Java. It is Surabaya Zoo, the largest zoos in Southeast Asia. This zoo is located on Setail street No. 1, Surabaya, East Java.</p>

D. Written Product Instruction

Write a descriptive text about someone, something, or someplace that you love using this structure.

TITLE	
PHOTO	
IDENTIFICATION	
DESCRIPTION	

E. Scoring Rubric for Written Product

ASPEK	SKOR	KETERANGAN
Langkah retorika	4	Berstuktur sesuai jenis deskripsi secara maksimal
	3	Berstuktur minimal sesuai jenis deskripsi
	2	Pilihan teks tidak jelas
	1	Tidak berstruktur dan sulit dipahami
Tata Bahasa	4	Benar dan tepat
	3	Tekadang kurang tepat tapi tidak mempengaruhi arti
	2	Kurang tepat dan mempengaruhi arti
	1	Sulit dimengerti
Kosa kata	4	Benar dan tepat
	3	Tekadang kurang tepat tapi tidak mempengaruhi arti
	2	Kurang tepat dan mempengaruhi arti
	1	Sulit dimengerti
Hubungan antar gagasan	4	Sangat jelas
	3	Cukup jelas
	2	Kurang jelas
	1	Tidak jelas

NILAI SISWA = (Total score / 16) x 100

TOTAL NILAI = 100

b. Speaking-focused Lesson



RENCANA PELAKSANAAN PEMBELAJARAN MTS AT TAQWA BONDOWOSO

Kompetensi Dasar:

3.1 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyapa, berpamitan, mengucapkan terimakasih, dan meminta maaf, serta menanggapi, sesuai dengan konteks penggunaannya

4.1 Menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan menyapa, berpamitan, mengucapkan terimakasih, dan meminta maaf, dan menanggapi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

Materi:

1. Greeting
2. Apologizing
3. Expressing thankful

Metode/model:

- ❖ Discovery Learning
- ❖ Project Based Learning

Sumber dan Media:

1. Buku: When English Rings A Bell for Grade VII Junior High School. Kemendikbud Republik Indonesia. 2018
2. Poster daftar ekspresi
3. Gambar dialog (comic)

Penilaian:

1. Sikap: kelengkapan dan ketepatan waktu dalam mengumpulkan tugas.
2. Pengetahuan: Test tulis (terlampir)
3. Keterampilan: Oral Product (terlampir)

MATA PELAJARAN : BAHASA INGGRIS

KELAS/SEMESTER : VII (Tujuh) / Ganjil

MATERI : Greeting, Apologizing, Expressing Thankful

ALOKASI WAKTU : 2 x 1 JTM

Tujuan Pembelajaran (Indikator)

- 3.1.1 Mengidentifikasi teks interaksi menyapa, berpamitan, berterimakasih, meminta maaf, dan menanggapi, untuk menjaga hubungan interpersonal dengan guru dan teman.
- 3.1.2 Mengklasifikasi ekspresi terkait teks interaksi menyapa, berpamitan, berterimakasih, meminta maaf, dan menanggapi, untuk menjaga hubungan interpersonal dengan guru dan teman.
- 3.1.3 Menentukan respon ekspresi untuk teks interaksi menyapa, berpamitan, berterimakasih, meminta maaf, dan menanggapi, untuk menjaga hubungan interpersonal dengan guru dan teman.
- 4.1.1 Menangkap makna teks interaksi menyapa, berpamitan, berterimakasih, meminta maaf, dan menanggapi, untuk menjaga hubungan interpersonal dengan guru dan teman.

Kegiatan Pembelajaran

> Pendahuluan

Salam, doa, motivasi dan apersepsi

> Kegiatan Inti

1. Mengamati contoh/model dialog beberapa teks interaksi terkait.
2. Memahami makna teks interaksi dalam dialog.
3. Mengklasifikasi ekspresi untuk masing-masing teks interaksi terkait.
4. Melengkapi dialog dengan ekspresi yang tepat sesuai teks interaksi terkait.
5. Mempraktikkan dialog pendek dan sederhana berdasarkan situasi yang diberikan.

> Penutup

1. Melaksanakan tanya jawab.
2. Memberikan tugas proyek membuat gambar berdialog (comic).
3. Memberikan tugas membaca teks dialog.
4. Doa, motivasi, dan salam

Kepala
MTs At Taqwa Bondowoso

ACH. TAUFIQURRAHMAN, S.Pd

Bondowoso, 13 Juli 2020

Guru Mapel Bahasa Inggris

NURISH SHUFI, S.Pd.

LEMBAR KERJA PESERTA DIDIK

Madrasah : MTs At Taqwa Bondowoso
Kelas/Semester : VII (Tujuh) / Ganjil
Mata Pelajaran : Bahasa Inggris
Kurikulum / KD : 2013 / 3.1 dan 4.1
Waktu : 2 x 1 JTM

A. Objectives.

- 3.1.1 Mengidentifikasi teks interaksi menyapa, berpamitan, berterimakasih, meminta maaf, dan menanggapi, untuk menjaga hubungan interpersonal dengan guru dan teman.
- 3.1.2 Mengklasifikasi ekspresi terkait teks interaksi menyapa, berpamitan, berterimakasih, meminta maaf, dan menanggapi, untuk menjaga hubungan interpersonal dengan guru dan teman.
- 3.1.3 Menentukan respon ekspresi untuk teks interaksi menyapa, berpamitan, berterimakasih, meminta maaf, dan menanggapi, untuk menjaga hubungan interpersonal dengan guru dan teman.
- 4.1.1 Menangkap makna teks interaksi menyapa, berpamitan, berterimakasih, meminta maaf, dan menanggapi, untuk menjaga hubungan interpersonal dengan guru dan teman.

B. Write expressions about greeting, apologizing, and expressing thankfulness using your creativity.

1. Greeting

No	Expressions	Responses
1		
2		
3		
4		
5		

2. Leave-Taking Expression

No	Expressions	Responses
1		
2		
3		
4		
5		

3. Apologizing

No	Expressions	Responses
1		
2		
3		
4		
5		

4. Expressing Thankfulness

No	Expressions	Responses
1		
2		
3		
4		
5		

C. Oral Product Instruction

Record your voice in reading this following dialog. Send the product to the teacher.

Sony : Hi, Chris! How are you?

Chris : I'm fine, thanks. How about you?

Sony : Very well, thank you. I'll have my birthday party next weekend. Could you come?

Chris : Oh, so sorry. I'm planning to visit my family in Surabaya. I haven't met them for months.

Sony : What a pity! But, it's OK.

Chris : Sorry, my friend!

Sony: No Problem at all. I think I have to go.

Chris: Okay. See you, Sony.

D. Scoring Rubric for Oral Product

Criteria	5	4	3	2
Pronunciation	Pronunciation is excellent, well effort at accent	Pronunciation is good, good effort at accent	Pronunciation is okay, no effort at accent	Pronunciation is hard to understand, no effort at accent
Fluency	Smooth speech, no hesitation, and volume is excellent	Smooth speech, few hesitation, and one and two inaudible words	Speech is constantly hesitant, and volume very soft	Speech is slow and constantly hesitant, difficult to perceive continuity in speech and volume very soft

SCORE = (Total point/10) x 100

FINAL SCORE = 100

Appendix VIII Teacher Observation

Penilaian Observasi

Penilaian observasi berdasarkan pengamatan sikap dan perilaku peserta didik sehari-hari, baik terkait dalam proses pembelajaran maupun secara umum. Pengamatan langsung dilakukan oleh guru. Berikut contoh instrumen penilaian sikap.

No	Nama Siswa	Aspek Perilaku yang Dinilai				Jumlah Skor	Skor Sikap	Kode Nilai
		BS	JJ	TJ	DS			
1	
2	

Keterangan :

- BS : Bekerja Sama
- TJ : Tanggung Jawab
- DS : Disiplin

Catatan :

1. Aspek perilaku dinilai dengan kriteria:
 - 100 = Sangat Baik
 - 75 = Baik
 - 50 = Cukup
 - 25 = Kurang
2. Skor maksimal = jumlah sikap yang dinilai dikalikan jumlah kriteria = $100 \times 3 = 300$
3. Skor sikap = jumlah skor dibagi jumlah sikap yang dinilai
4. Kode nilai / predikat :
 - 75,01 – 100,00 = Sangat Baik (SB)
 - 50,01 – 75,00 = Baik (B)
 - 25,01 – 50,00 = Cukup (C)
 - 00,00 – 25,00 = Kurang (K)

5. Format di atas dapat diubah sesuai dengan aspek perilaku yang ingin dinilai

Mengetahui,
Kepala MTs At Taqwa

Bondwoso, 13 Juli 2020
Guru Mata Pelajaran

Ach. Taufiqurrahman, S.Pd.

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Malang, June 10, 2021

Ilma Rosyidah