

ABSTRAK

Kristiani, Putu Enik (2023). *Vocational high school English teachers' perception and practices of Authentic Assessment for assessing students' productive skills in Merdeka Curriculum.* Tesis. Pendidikan Bahasa Inggris, Program Pascasarjana, Universitas Pendidikan Ganesha.

Kata-kata kunci: persepsi, perencanaan, pelaksanaan, penilaian autentik keterampilan produktif, kurikulum Merdeka Belajar

Thesis ini sudah disetujui dan diperiksa oleh Pembimbing I: Dr. Ni Luh Putu Eka Sulistia Dewi, S.Pd., M.Pd. Pembimbing II: Dr. Ni Putu Era Marsakawati, S.Pd., M.Pd.

Melalui penerapan Kurikulum Merdeka, pemerintah mengharapkan para guru untuk selalu menerapkan penilaian otentik. Hal ini karena penilaian autentik diyakini akan lebih memberikan kesempatan kepada siswa untuk berlatih dan mengembangkan keterampilannya. Penelitian ini dirancang dalam bentuk penelitian kualitatif. Penelitian ini bertujuan untuk 1) mendeskripsikan persepsi guru tentang penilaian autentik terhadap keterampilan produktif siswa, 2) mendeskripsikan perencanaan penilaian autentik untuk penilaian keterampilan produktif siswa, 3) mendeskripsikan pelaksanaan penilaian autentik untuk menilai keterampilan produktif siswa. Penelitian ini dilakukan di SMK Puriwisata Pancasari dengan melibatkan dua orang guru Bahasa Inggris sebagai subjek penelitian. Ada tiga teknik pengumpulan data yaitu wawancara mendalam, analisis dokumen, dan observasi. Instrumen pengumpulan data yang digunakan dalam penelitian ini adalah pedoman wawancara, *checklist*, dan catatan lapangan. Hasil penelitian mengungkapkan bahwa 1) guru menganggap bahwa penilaian autentik adalah cara yang tepat untuk meningkatkan keterampilan produktif siswa karena memberikan lebih banyak kesempatan bagi mereka untuk melakukan praktik yang lebih otentik dan fokus pada keterampilan siswa yang akan berguna dalam situasi kehidupan nyata, 2) guru merencanakan beberapa teknik penilaian autentik dan rubrik sebagai instrumen dalam modul pengajaran mereka dengan mengikuti beberapa langkah, 3) guru secara aktif menerapkan penilaian autentik untuk menilai keterampilan produktif siswa dengan menggunakan beberapa jenis penilaian autentik seperti penilaian berbasis kinerja, penilaian diri, proyek, dan observasi. Jenis penilaian autentik ini dilaksanakan melalui beberapa teknik seperti bermain peran, bercerita, menilai diri sendiri, debat, dialog berpasangan, tanya jawab (questioning), diskusi dan presentasi, tugas bergambar, dan proyek menulis, 4) ada perbedaan antara perencanaan dan pelaksanaan karena situasi kelas yang berbeda dengan ekspektasi guru. Temuan lainnya menunjukkan bahwa adanya hubungan antara persepsi guru dengan perencanaan dan implementasi penilaian otentik pada keterampilan produktif siswa.

ABSTRACT

Kristiani, Putu Enik (2023). *Vocational high school English teachers' perception and practices of authentic assessment on students' productive skills*. Thesis, English Language Education, Post-graduate Study Program, Universitas Pendidikan Ganesha.

Keywords: perceptions, planning, implementation, authentic assessment, productive skills, Merdeka Curriculum

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Due to the application of Merdeka Curriculum, the government expects the teachers to implement authentic assessment constantly. It is because authentic assessment is believed to provide more opportunities for students in practicing and developing their skills. This study was designed in the form of qualitative study. The aims of this study were to 1) describe the teachers' perception of authentic assessment on students' productive skills, 2) describe the authentic assessment planning for assessing students' productive skills, 3) describe the authentic assessment implementation for assessing students' productive skills. This study was conducted in SMK Puriwisata Pancasari by involving two English teachers as the research subjects. There were three data collection techniques such as in-dept interview, document analysis, and observation. The data collection instruments used in this study were interview guide, checklist, and field note. The result of the study revealed that 1) the teachers perceived that authentic assessment was an appropriate way to improve students' productive skills since it provided more chance for them to do more authentic practices and focused on the students' skills that will be useful in the real life situation, 2) the teachers planned some techniques of authentic assessment and rubrics as the instruments in their teaching modules by following several steps, 3) the teachers actively implemented authentic assessment for assessing students' productive skills by using some types of authentic assessment such as performance-based assessment, self-assessment, project, and observation. These types of authentic assessment were implemented through some techniques such as role play, storytelling, self-assessment, debate, pair dialogue, questions and answer (questioning), discussion and presentation, picture cued task, and writing projects, 4) there were the differences between the planning and implementation due to the classroom situation. Another finding showed that there was a connection between teachers' perception, planning, and implementation of authentic assessment on students' productive skills.