

**THE ENGLISH LECTURERS' PERCEPTION AND
PRACTICES OF AUTHENTIC ASSESSMENT ON
STUDENTS' PRODUCTIVE SKILLS
IN MERDEKA CURRICULUM**



**ENGLISH LANGUAGE EDUCATION
POST-GRADUATE PROGRAM
UNIVERSITAS PENDIDIKAN GANESHA
2023**



**English lecturers' perception and practices of Authentic
Assessment on Students' Productive Skills in Merdeka
Curriculum**

THESIS

Presented to

Universitas Pendidikan Ganesha

In Partial Fulfillment of the Requirements

For Master Degree in Education

English Language Study Program

by

KOMANG BELA PRADNYA SARI

NIM 2129081057



**ENGLISH LANGUAGE EDUCATION
POST-GRADUATE PROGRAM
UNIVERSITAS PENDIDIKAN GANESHA**

2023

This thesis by **Komang Bela Pradnya Sari** has been approved for Thesis Examination

Singaraja, July 2023

Supervisor I



Dr. Ni Luh Putu Eka Sulistia Dewi, S.Pd., M.Pd.

NIP. 198104192006042002

Supervisor II



Dr. Ni Putu Era Marsakawati, S.Pd., M.Pd.

NIP. 198303142008122002





This thesis by **Komang Bela Pradya Sari** has been successfully defended in front of the Board of Examiners and accepted as partial fulfillment of the requirements for the degree Master in Education in English Education, Post Graduate Study Program, Ganesha University of Education


Approved on: July, 28th 2023


by


The Board of Examiners


....., Chairman (Dr. Putu Suarcaya, S.Pd., M.Sc.)
NIP. 197310032000121001


....., Member (Prof. Dr. Ni Made Ratminingsih, M.A.)
NIP. 196609081991022002


....., Member (Dr. Dewa Putu Ramendra, S.Pd., M.Pd.)
NIP. 197609022000031001


....., Member (Dr. Ni Luh Putu Eka Sulistia Dewi, M.Pd.)
NIP. 198104192006042002


....., Member (Dr. Ni Luh Putu Era Marsakawati, M.Pd.)
NIP. 198303142008122002

Acknowledged by

Director of Post Graduate Program

Universitas Pendidikan Ganesha



Prof. Dr. Ulyoman Jampel, M.Pd.
NIP. 195910101986031003

STATEMENT LETTER

I honestly state that this Post Graduate Thesis in Education that is written as a partial requirement for the degree of Master in Education is my own work. All the information contained in this thesis which is derived from the work of others has been given an award by citing the name of the source authors correctly according to the academic norms, rules, and ethics.

If it is discovered in the future that a portion or the whole thesis is not my original work or that there is a case of plagiarism, I willingly accept the consequence of my academic title withdrawal and other sanctions as postulated by Indonesian National Law.

Denpasar, 28 July 2023

Stated by



Komang Bela Pradnya Sari



ACKNOWLEDGEMENT

The completion of this post-graduate thesis will be only be possible with the support of others. Thus, I would like to express my deepest gratitude and appreciation to all those who have supported and contributed to the completion of this thesis. The researcher presents her sincere appreciation to:

1. The highest gratitude to the Almighty God, Ida Sang Hyang Widhi Wasa for the blessing mercy, and health.
2. My supervisors, Dr. Ni Luh Putu Eka Sulistia Dewi, S.Pd, M.Pd and Dr. Ni Luh Putu Era Marsakawati, M.Pd. Thank you for the valuable guidance, time, advices, and encouragement in completing this study.
3. Dr. Putu Suarcaya, S.Pd., M.Sc.), as my academic supervisor and all the postgraduate English Language Education lectures who had given me countless guidance and knowledge.
4. My family: I Wayan Beratha (Alm), Ni Nengah Sulasmi, I Wayan Gede Indra Dipo Aryasta, Ni Putu Trisna Dewi and Kadek Wisnu Yogi Saputra, S.Ds. Thank you for the unconditional love, support, and prayer.
5. My lovely, I Wayan Dendra Naghi Sadwita, S.Ars. Thank you for always be there and supporting me in a worst and happiest circumstance with unconditional love.

My special appreciation should also go to a long list of family and friends, who cannot be mentioned one by one. Their supports, motivation, prayers, friendship, and encouragement have been invaluable for me through the end of this academic journey.

Denpasar, 28 Juli 2023

Komang Bela Pradnya Sari

TABLE OF CONTENTS

ACKNOWLEDGEMENT	i
ABSTRAK	ii
ABSTRACT	iii
TABLE OF CONTENTS	iv
LIST OF TABLES	v
CHAPTER I INTRODUCTION	1
1.1 Background of the Study	1
1.2 Problem Identification	11
1.3 Research Questions	12
1.4 Purposes of the Study	13
1.5 Research Significances	14
CHAPTER II LITERATURE REVIEW	16
2.1 Theoretical Review	16
2.2 Empirical Review	42
CHAPTER III RESEARCH METHOD	50
3.1 Research Design	50
3.2 Research Subject	51
3.3 Research Procedures	56
3.5 Data Collection Techniques	59
3.4 Research Instruments	63
3.5 Data Analysis	67
3.6 Trustworthiness	71
CHAPTER IV FINDINGS AND DISCUSSIONS	73
4.1 Findings	73
4.2 Discussions	158
4.3 Implication of the Study	174
CHAPTER V CONCLUSION AND SUGGESTION	176
5.1 Conclusion	176
5. 2 Suggestion	180
REFERENCES	182
APPENDIXES	188

LIST OF TABLES

Table 3. 1 Research Subjects' Information.....	55
Table 3. 3 Data Collection and Instrument.....	59
Table 3. 4 Interview Guide Blueprint Adapted by Mishra & Koehler (2009) & Lindsay & Norman (1977)	65
Table 4. 1 The Checklist of Teachers' Planning of Authentic Assessment for Assessing Students' Productive Skills	111
Table 4. 2 Checklist of Learning Objectives Material Aspect in Lecturers' Planning of Authentic Assessment for Assessing Students' Productive Skills	114
Table 4. 3 Checklist of Learning Activities Aspect in Lecturers' Planning of Authentic Assessment for Assessing Students' Productive Skills.....	117
Table 4. 4 Checklist of Language Skill Aspect in Lecturers' Planning of Authentic Assessment for Assessing Students' Productive Skills.....	119
Table 4. 5 Authentic Assessment Technique in L1's Planning of Authentic Assessment for Assessing Students' Productive Skills.....	124
Table 4. 6 Authentic Assessment Technique in L2's Planning of Authentic Assessment for Assessing Students' Productive Skills.....	126
Table 4. 7 Authentic Assessment Technique in L3's Planning of Authentic Assessment for Assessing Students' Productive Skills.....	127
Table 4. 8 Authentic Assessment Technique in L4's Planning of Authentic Assessment for Assessing Students' Productive Skills.....	128
Table 4. 9 The Planning of Scoring or Feedback Instrument Found in L1's RPS	130
Table 4. 10 L1's Implementation of Authentic Assessment for Assessing Students' Productive Skills	133
Table 4. 11 L2's Implementation of Authentic Assessment for Assessing Students' Productive Skills	137
Table 4. 12 L3's Implementation of Authentic Assessment for Assessing Students' Productive Skills	140
Table 4. 13 L4's Implementation of Authentic Assessment for Assessing Students' Productive Skills	143
Table 4. 14 The Differentiation of Planning and Implementation of Authentic Assessment Practices.....	147