

**THE IMPLEMENTATION OF AUTHENTIC ASSESSMENT
IN ENGLISH INSTRUCTION AT SMP NEGERI 5 SINGARAJA**

By

Ni Komang Ari Rahayu, NIM 1612021102

English Language Education Program

ABSTRACT

The change in educational paradigm influences the assessment procedures in elementary and high school in Indonesia. Curriculum 2013 demands teachers to implement authentic assessment. To build teachers' knowledge toward authentic assessment implementation, many trainings and workshops have been conducted especially at junior high school level. Thus, it can be assumed junior high school teachers have fairly good knowledge toward authentic assessment. Now, the problem is whether teachers have implemented the authentic assessment properly or not. In response to such situation, this descriptive study aimed at analyzing the implementation of authentic assessment in English instruction at SMP N 5 Singaraja through analyzing teachers perceived knowledge toward authentic assessment implementation, investigating teachers authentic assessment implementation in learning instruction, as well as analyzing discrepancies which occurred among teachers' perceived knowledge and English teachers authentic assessment practice. Data were collected through questionnaire, document study and interview. The result shows that English teachers have sufficient perceived knowledge toward authentic assessment implementation, where the percentage of teachers' perceived knowledge is 64%. Teachers have implemented four types of authentic assessment namely, observation, performance assessment, peer and self assessment, and project. Discrepancies found in the implementation of performance assessment, self-assessment, and portfolio. This finding implies that teachers have not optimally implemented authentic assessment.

Keywords: authentic assessment, perceived knowledge, discrepancy

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Oleh

Ni Komang Ari Rahayu, NIM 1612021102

Pendidikan Bahasa Inggris

ABSTRAK

Perubahan paradigma pendidikan mempengaruhi prosedur penilaian di sekolah dasar dan sekolah menengah di Indonesia. Kurikulum 2013 menuntut guru untuk menerapkan penilaian autentik. Untuk mengembangkan pengetahuan guru terhadap penerapan penilaian autentik, banyak pelatihan dan workshop yang telah dilakukan oleh pihak-pihak terkait. Dengan demikian dapat dikatakan bahwa guru telah memiliki pengetahuan terhadap penilaian autentik. Permasalahannya sekarang apakah guru telah menerapkan penilaian autentik dengan baik atau tidak. Menanggapi situasi tersebut, penelitian deskriptif ini bertujuan untuk menganalisis penerapan penilaian autentik dalam pembelajaran bahasa Inggris di SMPN 5 Singaraja melalui analisis pengetahuan guru terhadap pelaksanaan penilaian autentik yang telah dilaksanakannya, analisis pelaksanaan penilaian autentik dalam pembelajaran, serta analisis kesenjangan antara pengetahuan guru dan praktik penilaian autentik. Pengumpulan data dilakukan melalui kuesioner, studi dokumen, dan wawancara. Hasil penelitian menunjukkan bahwa guru bahasa Inggris di SMPN 5 Singaraja memiliki pengetahuan yang cukup terhadap pelaksanaan penilaian autentik, dimana presentase pengetahuan guru adalah 64%. Guru menerapkan empat jenis penilaian autentik yakni, observasi, penilaian kinerja, penilaian diri dan teman sejawat, dan proyek. Kesenjangan ditemukan dalam pelaksanaan penilaian kinerja, penilaian diri, dan portfolio. Temuan ini mengimplikasikan bahwa guru belum menerapkan penilaian autentik secara optimal.

Kata kunci: penilaian autentik, pengetahuan guru, kesenjangan