THE IMPLEMENTATION OF AUTHENTIC ASSESSMENT IN TEACHING WRITING

(A Case Study at Students of Senior High School 1 Madiun in Academic Year of 2015)

THESIS

Submitted as the Partial Requirement for Obtaining the Graduate Degree in English Education

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THE IMPLEMENTATION OF AUTHENTIC ASSESSMENT IN TEACHING ENGLISH WRITING SKILL

(A Case Study at the Tenth Grade of Senior High School 1 Madiun in the Academic Year of 2013/2014)

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ABSTRACT


The objectives of this study are: (1) to describe the teacher’s knowledge of authentic assessment in assessing students’ writing skill; (2) to describe the teacher’s perception of authentic assessment in assessing students’ writing skill; (3) to describe the implementation of authentic assessment in assessing students’ writing skill; and (4) to describe the advantages of the implementation of authentic assessment in assessing students’ writing skill.

The research is qualitative research in which the design is case study. The place of study is Senior High School 1 Madiun in the academic year of 2014/2015. The techniques of collecting data are observation, interview, questionnaire, and documentation. The trustworthiness is methodological triangulation and the data analysis techniques are organizing the data, finding and organizing concepts, building overarching themes in the data, ensuring reliability and validity in the data analysis and in the findings, finding possible explanations for discussion, and an overview of the final steps for description of result.

The findings are as follows: (1) Teachers’ experience and knowledge give impact to their beliefs and the beliefs are reflected in classroom teaching and learning activity. Experience and knowledge about assessment method and technique applied in learning process also gives impact to the way of the teacher receives new information about related material and delivers it to student; (2) Teachers’ perception in authentic assessment reveals teachers’ belief that the implementation of authentic assessment focus on students centered learning, it should require students to demonstrate their learning by creating a quality product or performance in real context; (3) The implementation of authentic assessment is performance-based that requires students to exhibit the extent of their learning through a demonstration and direct practice for writing; and (4) Authentic assessments provide feedback on a student’s learning to encourage further development. It can improve students’ knowledge, deep understanding, problem-solving skills, social skills, and attitudes that are used in a simulation of a real-world situation. Then, it provides direct evidence of students work.

The implication is that the teachers’ knowledge and their experience influence the implementation of authentic assessment. The teacher who have sufficient knowledge about the nature and the various types of authentic assessment has proper implementation of authentic assessment in teaching writing. The training program for teacher is necessary to develop authentic assessment practice and develop teachers’ competency about authentic assessment process. The implementation of authentic assessment is necessarily completed with portfolio assessment.

Key words: Authentic assessment, writing skill, case study
motto

"Dear son be seated with the scientists and close them up with your knees, And dont argue them there to stop you. Take a distiny from realm and dont put it off there to be a fault finder, and dont enter it such an entering that harms your destny and/or fortune. Fast such a fasting that cuts your desires not a fasting that prevents you from praying. Since praying is much loveaable to God than fasting"  

Luqman Alhakim

"يا ابني جالس العلياء وا解散هم بركبتيك، ولا تجادلهم فمنعوك، ولا تدخل فيها دخولا يضرب عزك، وصم صوم يقطع شهوتك، ولا تصم صيام يمنعك من الصلاة فإن الصلاة أحب إلي الله من الصيام"  

لقان الحكم
DEDICATION

This thesis is dedicated to my father, who taught me that the best kind of knowledge to have is that which is learned for its own sake. It is also dedicated to my mother, who taught me that even the largest task can be accomplished if it is done one step at a time, and my brothers and sisters who always support him to finish writing this thesis.
PRONOUNCEMENT

This is to certify that I myself write this thesis “The Implementation of Authentic Assessment in Teaching Writing”. It is not a plagiarism. Anything related to others’ works is written in quotation and the sources of which are listed on the list of references. If then the pronouncement proves wrong, I am ready to accept any academic punishment, including the withdrawal or cancellation of my academic degree.

Surakarta, February 2015

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The researcher invites comments and suggestions from the readers for this thesis. The researcher hopes that this thesis will give an important contribution to the development of English education.

Surakarta, 2014

Younis Abu Ajila Masaud Al Fama

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