THE IMPLEMENTATION OF AUTHENTIC ASSESSMENT USING 2013 CURRICULUM

Elsi Amiza
email: *elsiamiza@gmail.com*

Abstract
The purpose of this study is to describe the implementation of authentic assessment by the English teachers using the 2013 English Curriculum. The description includes the types of authentic assessment used, the implementation and the problem faced by the teachers in implementing the authentic assessment. The samples of the research were five English teachers and 34 students of grade X and XI in a senior high school in Padang Panjang. The data were collected through document analysis, questionnaire, and interview. Then, the data were analyzed descriptively. The result of the research shows that (1) the types of authentic assessment used by the five English teachers using the 2013 English Curriculum were oral interview, observation, writing sample, project or exhibition, constructed-respond item, and performance-based assessment; (2) the implementation of authentic assessment is poor in the preparing, implementing in learning, scoring and reporting; (3) the problems faced are lack of time and knowledge about authentic assessment. It is, therefore, suggested that teachers are urged to improve their knowledge about authentic assessment by establishing training of implementing the authentic assessment at the school.
Keyword: Implementation, Authentic Assessment, 2013 Curriculum, English

INTRODUCTION

The 2013 Curriculum is a breakthrough in the education in Indonesia which offers better system than the former curriculums. This curriculum requires the students actively participate in learning. They have to be more creative, innovative, and productive. Meanwhile, the teachers are required professionally to design, organize, choose effective and meaningful activities in learning process, and determine the achievements criteria for their students. One of the activities is through assessment.

According to Permendikbud no. 66 (2013) about standard of assessment states that assessment in primary and secondary schools is conducted by teachers, schools, government and/or independent institution. Assessment conducted by the teachers is to monitor the progress and the development of the student's competences continuously. The competences are not only included knowledge, but also skill, and attitude. The knowledge, skill, and attitude aspects which are learned in the learning process are the reflection of the real world problem that they can find in their daily life. This assessment is a system in authentic assessment.

Based on the observation, the implementation of authentic assessment in 2013 English curriculum in some schools does not go as well as expected. Preliminary research was done to some English teachers in a senior high school in Padang Panjang. The teachers tended to use the traditional assessment which mostly used to measure knowledge aspect in the process and product. However they ignored the assessment to measure students in their skill and attitude aspect. Those problems appear could be caused by lack of socialization by the government, lack of training for the English teachers, and considering the 2013 English curriculum is new for the teachers. The authentic assessment is expected to be able

to help the teacher to assess student process and product in order to measure their attitude, knowledge, and skill.

There are some experts explain about authentic assessment. According to Mueller (2005), authentic assessment requires students perform the tasks that they mostly find in real-world context to demonstrate meaningful application of knowledge and skill. Dorn et al. (2004) state that authentic assessment is not only about knowledge, but also the ability to use relevant knowledge, skills, and processes for solving problems according to meaningful tasks. In addition, Amri (2013) states that authentic assessment as a strategy which is used to measure the students' achievement in the process and product of students learning regularly, continuously, and totally. It can be concluded that authentic assessment is a process to measure students' knowledge, attitude, and skill in solving problems which they can find in real world life and this is not only focus on the product but also the process which is collected regularly

Furthermore, to see whether the assessment used is authentic or not, the teachers should consider the criteria of an authentic assessment. There are numerous characteristics of authentic assessment. Moon et al. (2005) state the characteristic of an authentic assessment include: (1) focus on content that is essential, rather than specialized skills; (2) lead to other problems and questions; (3) easily and safely conducted in a school and classroom; (4) focus on the proces and product, rather than a single right answer; (5) develop student strengths and expertise their prior knowledge; (6) provide some criteria which are known, understood, and negotiated between the teacher and student before the assessment begins; (7) allow multiple ways to demonstrate their view, interpretation and competence; and (8) require scoring that focuses on the essence of the task. Therefore, the characteristics of authentic assessment are expected to help teachers design their assessment. So, the students can obtain attitude, knowledge, and skill they through the use of authentic assessment in learning.

After knowing the characteristics of an authentic assessment, some experts also suggest the types of assessment to be used by the teachers in teaching, especially for language class. O'Malley and Pierce (1996) frame out eight basic types of authentic assessment, namely: oral interview, story or text retelling, writing sample, projects/exhibition, experiments/demonstration, constructed-respond item, teacher observation and portfolio. According to Brown (2003), the types of authentic assessment are performance-based assessment, portfolios, journal, conferences and interviews, observation, self- and peer-assessment. Based on the experts' explanation, the types of authentic assessment which can be used in language learning are summarized into portfolio, oral interview, observation, writing sample, project or exhibition, constructed response, performance based assessment journal, and self- and peer-assessment.

Portfolio, according to O'Malley and Pierce (1996), focuses on the collection of student's work to show progress over time. Similarly, Brown (2003) notes portfolio as student's collection of their work which is collected purposely to see their effort, progress, and achievement. Majid (2014) suggest the steps that the teacher can take related to the implementation of portfolios in the class. they are (1) tell the students the function of portfolio; (2) discuss the type of tasks the students would make; (3) store their student work in a folder; (4) give a date label (5) discuss the criteria of the assessment; (6) guide the students to assess their own work; (7) give the chance to the students related to the unsatisfied result of their work; and (8) set up a meeting with the students or the parents of the students to discuss the portfolio. In short, by using this assessment, the teachers have an

authentic evidence to evaluate and make decision related to students' progress by using portfolio.

Oral interview, According to O'Malley and Pierce (1996), it can be in the form of discussion or conversation with the teachers or peers in class. However, Brown (2003) emphasizes the use of this assessment on the goal of the interview such as: student oral productions, analyzing their needs, seeking learning style, assessing their own performance, and ask an evaluation. Furthermore, O'Malley and Pierce (1996) explain the teachers need to prepare the list of guiding questions by considering the students' level of proficiency, make sure that the students understand the instruction of the assessment and the criteria to be evaluated, and assess each student with the same questions.

Observation, Maxwell (2001) states it can be categorized into incidental and planned observation. Incidental observation occurs during the learning process and planned observation is intentionally planned by the teachers in order to observe specific learning outcome which is usually given through tasks. According to Brown (2003), the teachers need to implement it by determining the goal and number of students to observe at one time, preparing the logistics needed in order the students do not notice that they are being observed, designing a system to record the observation result, observing limited element at one time, do not be more than needed, and deciding the quantity observations to take in a time. In short, during the learning, the teachers can observe students verbal and non-verbal activities, as well as planed and incidental activities.

Writing sample, O'Malley and Pierce (1996) state before writing the teachers need to know the purpose of writing, whether it is informative to share knowledge or information, narrative to entertain, or persuasive writing to influence someone. There are various genres in writing, for example: biographies, essays, journal entries, stories, and news paper report. They also propose the guidelines to conduct writing sample. Those are: (1) select prompts that are appropriate for the students; (2) select rubric the students can use; (3) share the rubric with the students; (4) share benchmark paper to the students as their model to imitate; (5) review how students write, not only what they write; (6) provide time to conduct self- and peer-assessment; (7) introduce self-assessment gradually to help them identify the good standard of writing; and (8) use conferencing to ask about student writing process and give feedback to their writing. Based on the explanation above, there is an unusual thing that the teachers rarely do in assessing student writing, that is sharing the rubric. In the process of writing, sharing the rubric can help the students write effectively. For the teachers, they can monitor student progress and development in writing.

Projects/exhibition requires student to work with other students as a team or individually to create a project (O'Malley and Pierce: 1996). For English language study, it is usually included a display of role play, simulation, and videotaped segments, etc. They can be presented by using multimedia production in the form of oral or written. Furthermore, Majid (2014) states there are several steps should be carried out for exhibiting this assessment. They are planning, collecting the data, organizing, and data presenting. Above all, the teachers need to consider the management ability, relevancy, and originality of the students' project.

Constructed-respond item, according to Nurgianto (2011), this assessment requires students to elaborate and develop their arguments to a question on a reading passage which shows their high thinking level. The steps for this assessment are proposed by O'Malley and Pierce (1996). Those are (1) preparing a short reading passage or story to read by the students; (2) posing questions which require high order thinking skill; (3) asking the

students to read the text and answer the questions, and (4) checking the student work. It is suggested to record the result of students constructed-response item, because the teacher could obtain information about the difficulty level and how the student response to a specific text.

Performance-based assessment, according to Brown (2003), requires action which can be observed directly and evaluated by the teachers. The observable skills which require action are usually found in speaking. In order to make an effective performance assessment, Brown (2003) suggests some steps that teachers should pay attention with: (1) telling the purpose of the performance, (2) telling the criteria of the performance, (3) preparing student performance, (4) using a reliable evaluation, (5) giving feedbacks and deliver it systematically, (6) using self- or peer-assessment if possible. By using the steps suggested by Brown (2003), the teacher can apply kinds of performance test to obtain information about student attitude, knowledge, and skill.

In journal, the students can write their interest or attitude toward the learning and do not need to worry about mistake in language use (O'Malley and Pierce: 1996). Furthermore, Brown (2003) also emphasizes that journal articulates the students' thought, feeling, reaction, experience, and ideas by disregarding the grammar, form and correctness. To make the journal as assessment, Brown (2003) suggests the steps: (1) introducing the students the concept of journal, (2) conducting the journal assessment five to ten minutes before the class ends, (3) introducing the purpose of journal to select the types of journal, (4) telling the topic in the journal that the students can write, and (5) giving feedback by writing back to student journal. Therefore, journal can help teacher to know more about the students and identify their learning difficulties.

Self- and peer-assessment are the last types of authentic assessment. According to Brown (2003), the autonomy principle is the foundation in self-assessment to be successful in learning, since the student can set their own personal goal and develop their intrinsic motivation. Meanwhile, peer assessment principle tends to 'cooperative learning'. Collaboration in learning benefits the students to learn each other. These assessments are expected to motivate the students because of their self-involvement to their goals. He suggests four guidelines to help teacher in order to motivate the students in this assessment such as: (1) telling the purpose of the assessment, (2) telling the instruction of self and peer-assessment clearly to the students, (3) encouraging students to be honest and objective to minimize the subjectivity, and (4) accomplishing follow-up tasks through further self-analysis, journal, or conferencing. Through these steps, the students and the teacher can work together to achieve the learning goal, and improve the shortage of the students by using self- and peer-assessment.

The types of authentic assessment which have been described above indicate that there are numerous authentic assessments can be applied by the teachers in the class, especially for language classes. For each type is also provided by some explanation and guidelines to make the teacher, especially English language teacher, be aware of the authenticity on assessment that they use in teaching.

Furthermore, Permendikbud no. 66 (2013) asserts the process of implementation of authentic assessment by the teacher based on the 2013 English Curriculum. The processes are: (1) reviewing the syllabus design criteria of assessment; (2) Implementing of the assessment in the learning process, (3) analyzing the result to see progress and weaknesses, (4) reporting the assessment result quantitatively and qualitatively, (5) communicate the reporting result, and (6) collecting the attitude result during one semester to classroom

teachers. However, the procedure above does not give the teacher a clear instruction to apply it. Considering this problem, which is still based on the procedure from Permendikbud (2013), procedure can be classified into:

1. Preparing
   According to Mueller (2014), he states that the teacher need to (1) identify the standards for student learning, (2) select authentic tasks the students can perform which refer to the standards have been made, (3) identify the criteria for the tasks, and (4) create the rubric to score students.
2. Implementing
   The teachers assess the students by using the authentic assessment they choose before to assess knowledge, attitude, and skill aspects.
3. Scoring
   The teacher score the students related to what have been asked quantitatively and/or qualitatively. O'Malley and Pierce (1996) state the teachers can score the students by using checklist, rating scale, or anecdotal records.
4. Reporting
   The result of the score is analyzed and reported in the form of description and or value to be communicated to the students, parent, and other teachers, including principal.

The theory above gives clear enlightenment how the teacher can implement the authentic assessment though systematic application. The procedures explained above are combined with the authentic assessment types and created as indicators for implementation of authentic assessment by English teachers using the 2013 English curriculum.

RESEARCH METHOD

This research was classified into a descriptive research aiming at gain information about phenomenon in order to describe the existing condition in the field. The subjects of the research were English teachers and students who studied with the teacher the X and XI grade in a senior high school in Padang Panjang. There were five teachers who taught in 17 classes, and two students were selected for each class. So, there were five teacher and 34 students as the subjects of this research. The teachers were selected because they implemented authentic assessment. Whereas, the students were taught by the teachers were selected to triangulate the data obtained from the teachers.

The data in this research used three types of instruments. They are document analysis, questionnaire, and interview guide which were used to collect the data related to the implementation of 2013 English Curriculum related to the authentic assessment. The questionnaires were analyzed by using descriptive-quantitative to measure the level of achievement of authentic assessment implementation. Meanwhile, the document checklist and the interview result were analyzed by using descriptive qualitative.

DISCUSSION

Based on the data obtained from questionnaire, document checklist, and interview, it was found how the English teachers at at the school implement authentic assessment in 2013 English Curriculum. The results were described in according to the research

questions, are: the types of authentic assessment used, the implementation of each type, and the problem faced by the teacher in implementing authentic assessment by using 2013 English Curriculum.

1. The Type of Authentic Assessment Used by the Teachers

There were nine types of authentic assessment namely portfolio, interview, observation, writing sample, project, constructed-response item, performance, journal, self- and peer-assessment. The types of authentic assessment used by the teachers which could be seen from the instrument that the teacher used to record the student learning and result of student work. The findings are presented in table 1 below:

Tabel 1.
Types of Authentic Assessment Used by the Teachers

Teacher	Types of Authentic Assessment								
	Port.	**Intvw.**	**Obs.**	**Wrtg.**	**Proj.**	**Cons. Res.**	**Perf.**	**Jour.**	**Self & peer**
A	-	-	√	√	-	-	√	-	-
B	-	-	√	√	-	-	√	-	-
C	-	-	√	√	-	-	√	-	-
D	-	√	√	√	-	-	√	-	-
E	-	-	√	-	√	-	√	-	-

The data showed the types of authentic assessment used by the English teachers in the senior high school in Padang Panjang, namely oral interview, observation, writing sample, project, constructed-response item, and performance-based assessment. Meanwhile, no teacher gave document related to portfolio, constructed response item, journal and self- and peer assessment. Observation is the only assessment to assess attitude by the teachers. The rest were mostly used to assess skill and knowledge.

On interview, all the teachers confirmed that they did not apply portfolio, journal, and self- and peer-assessment. However, three teacher (teacher B, C, and D.) admitted that they constructed-response items. Teacher A and E did not do this test since they just asked the open-ended question orally. Meanwhile, teacher B, C, and D could not give the documents related to this assessment because they did not record the students result on a rubric or anecdotal record. The teacher material was also obtained from the compulsory book they used in teaching. So, they asked students to generate the answer on their exercise book. Then, they discussed the answer together, and did not record the student result.

For the types of authentic assessment conducted by the teachers, the oral interview was conducted by teacher D. He gave a sheet consists of the points that the students can ask about their friend's biography. On interview, the teacher confirmed that the students do interview in pair to ask about their friend biography based on the points that he had wrote on the paper. However, teacher A, B, C, and D did not do this assessment since they did not really comprehend what to do with oral interview.

Observation was applied by all the teachers in teaching English. The documents were in the form of checklist and rating scale that they used while observing the students. Teacher A used checklist in observing, and the other four teachers used rating scale. The categories in their observation sheets were mostly to assess student attitude. No teacher

used observation sheet to assess cognitive and psychomotor aspects. The documents were also confirmed in the interview, they stated that the observation sheets they had were usually used for assessing attitude.

The document gave by the teachers related to writing was in the form of rating scale and the student work. Teacher A handed over a rating scale that she used to assess student writing. Meanwhile, teacher B, C, and D handed over student work in writing. On interview, teacher A confirmed that they asked the student to describe a person they know by assessing their punctuation and grammar. Teacher B asked the students to write their experience in recount text. The students of teacher C made an application letter, and the students of teacher D made an invitation card. Meanwhile, teacher E did not used writing for her assessment since had used it last year and she wanted to vary the assessment she used.

In project assessment, teacher E was the only teacher used project in teaching English. She gave a piece of paper in the form of rating scale that she used to record student project presentation about present perfect tense. In the paper she did not only assess student skill, but also observed their attitude. On interview, she confirmed that she did not assess student knowledge, since she said that knowledge had been integrated to skill. The documents from teacher A, B, C, and D were not found, because they did not apply it in teaching English. The reason from teacher A and C was lack of time, teacher C was lacked of knowledge, and teacher D had not found appropriate material to conduct project assessment in their class.

 2. The Implementation of Authentic Assessment Types Used
The types of authentic assessment used by the teachers were oral interview, observation, writing sample, constructed-response item, project, and performance-based assessment. The data related to the implementation of each types used was obtained from teacher and student questionnaire, and interview.

The first type of authentic assessment called *oral interview*. To use this type in teaching O'Malley and Pierce (1996), Permendikbud (2013), Mueller (2014) suggests the teacher need to take in implementing oral assessment: (1) identifying standard or purpose to be achieved in the lesson which is referred to syllabus, (2) selecting oral interview based on the standard or purpose, (3) designing the criteria to be assessed in oral interview, (4) creating the rubric to score student oral interview, (5) preparing the list of guiding questions for oral interview, (6) explaining the instruction of oral interview, (7) explaining the criteria to be evaluated in oral interview, (8) assessing each student with the same questions, (9) giving feedback in the form fostered comments to student oral interview, (10) recording the result of student oral interview quantitatively and/or qualitatively by using the rubric designed before, (11) analyzing the data on the oral interview rubric to see student progress and learning difficulties, (12) communicating/reporting the analysis result of oral interview to students, parent, or other teachers in the school, (13) deciding to give remedial or enrichment based on the analysis result of oral interview.

Based on the result obtained from interview and questionnaire, the result on teacher questionnaire was 68% and could be included to good category on implementing oral interview. Over all, the teacher had implemented the assessment well. However, in the preparation teacher did not prepare the rubric which caused him did not record the students performance. While teaching, the teachers had implemented the assessment as the stages

suggested by O'Malley and Pierce (indicators no. 5,6,7,8, and 9). This result was confirmed in student questionnaire result with good category with 73% achievement.

The second type of assessment was *observation*. To use this type in teaching Brown (1996), Permendikbud (2013), Mueller (2014) suggests the teacher need to take in implementing observation. They are: (1) identifying standard or purpose to be achieved in the lesson which is referred to syllabus, (2) selecting observation based on the standard or purpose, (3) designing the criteria to be assessed in observation, (4) creating the rubric to score student in observation, (5) preparing the logistics needed, (6) observing student verbal and non-verbal activities secretly, (7) observing limited element at one time, (8) recording the result of the observation quantitatively and/or qualitatively by using the rubric designed before, (9) analyzing the data on the observation, and (10) communicating/reporting the analysis result of observation to students, parent, or other teachers in the school. The table below presents the score of each indicator and the result of observation.

Based on the result which had been conducted by using interview and questionnaire, the result was included to "good" category with 72% implementation observation. This data was also supported by the instrument and document used by the teachers to record the student result on observation, which are mostly in the form of rating scale. The percentage indicates that the teachers have been good to implement observation in teaching English and assess the student attitude. The teacher prepared their rubric in to record student attitude in teaching.

The third type was *writing sample*. To use this type in teaching Brown (1996), Permendikbud (2013), Mueller (2014) suggested the steps in conducting this assessment by (1) identifying standard or purpose to be achieved in the lesson which is referred to syllabus, (2) selecting writing sample based on the standard or purpose, (3) designing the criteria to be assessed in writing sample, (4) creating the rubric to score student in writing sample, (5) selecting prompts that are appropriate for the students, (6) selecting rubric the students can use and share with them, (7) sharing benchmark to the students as their model to imitate, (8) reviewing how students write, not only what they write, (9) providing time to conduct self- and peer-assessment, (10) introducing self-assessment gradually to help them identify the good standard of writing, (11) using 'conference' to ask about student writing process, (12) giving feedback in the form fostered comments to student writing sample, (13) recording the result of the writing sample quantitatively and/or qualitatively by using the rubric designed before, (14) analyzing the data on the writing sample rubric to see student progress and learning difficulties, (15) communicating/reporting the analysis result of writing sample to students, parent, or other teachers, and (16) deciding to give remedial or enrichment based on the analysis result of writing sample.

Based on the result obtained from interview and questionnaire, the result on teacher questionnaire was 47% and could be included to poor category on implementing oral interview. Over all, four of five who implemented writing sample had low score. It could be caused by some teacher did not prepare their rubric to record the student writing sample result. Besides, there were some indicators while teaching that the teacher should do, such as: providing time to conduct self- and peer-assessment, introducing self-assessment gradually to help them identify the good standard of writing, and using 'conference' to ask about student process in writing. The students confirmed on their questionnaire that the teachers only obtained 51% while implementing this assessment in teaching.

The fourth type of authentic assessment was *project or exhibition*. To use this type in teaching Majid (2014), Permendikbud (2013), Mueller (2014) suggested the steps in conducting project by 1) identifying standard or purpose to be achieved in the lesson which is referred to syllabus, (2) selecting project based on the standard or purpose, (3) designing the criteria to be assessed in project, (4) creating the rubric to score student in project, (5) planning the project, (6) collecting the data based on the planning made, (7) organizing the collection of the data, (8) presenting the project, (9) giving feedback in the form fostered comments to student project, (10) recording the result of the project quantitatively and/or qualitatively by using the rubric designed before, (11) analyzing the data on the project rubric to see student progress and learning difficulties, (12) communicating/reporting the analysis result of project to students, parent, or other teachers in the school, and (13) deciding to give remedial or enrichment based on the analysis result of project.

Based on the result obtained from interview and questionnaire, the result on teacher questionnaire was 80% and could be included to very good category on implementing project although only one teacher used this assessment in teaching English. The teacher were successful implemented the assessment in her class. While teaching, the teachers had implemented the assessment completely as the stages suggested by Majid (indicators no. 5,6,7,8, and 9). This result was confirmed in student questionnaire result with good category with 86% achievement.

The next assessment was *constructed-response item*. To use this type in teaching O'Malley and Pierce (1997), Permendikbud (2013), Mueller (2014) suggested the steps in conducting constructed-response item by (1) Identifying standard or purpose to be achieved in the lesson which is referred to syllabus, (2) Selecting constructed-respond item based on the standard or purpose, (3) Designing the criteria to be assessed in constructed-respond item, (4) Creating the rubric to score student in constructed-respond item, (5) Preparing a short reading passage or story to read by the students, (6) Posing questions which require high order thinking skill, (7) Asking the students to read the text and answer the questions, (8) Checking the student work, (9) Giving feedback in the form fostered comments to student constructed-respond item, (10) Recording the result of the constructed-respond item quantitatively and/or qualitatively by using the rubric designed before, (11) Analyzing the data on the constructed-respond item rubric to see student progress and learning difficulties, (12) Communicating/reporting the analysis result of constructed-respond item to students, parent, or other teachers in the school, (13) Deciding to give remedial or enrichment based on the analysis result of constructed-respond item.

Based on the result obtained from interview and questionnaire, the result on teacher questionnaire was 58% and could be included to poor category on implementing constructed-respond item and only three teachers used this assessment in teaching English. The teachers' score were poor because in the preparation they did not design their rubric. In fact, it influenced their way to score the students. The documents for implementing this assessment were not found either. Actually, this assessment was very common for the teacher. They might think that this assessment did not need rubric. However, in teaching, the teacher did well. It was also proved by the student questionnaire result which obtained 81% for preparing a short reading passage or story, posing questions which require high order thinking skill, asking the students to read the text and answer the questions, checking the student work, giving feedback.

The last type was *performance based assessment*. This was one of the most popular assessments to be used by the teachers in English language class. Brown (2003),

Permendikbud (2013), Mueller (2014) suggested the steps in conducting performance-based assessment by (1) identifying standard or purpose to be achieved in the lesson which is referred to syllabus, (2) selecting performance-based assessment based on the standard or purpose, (3) designing the criteria to be assessed in performance-based assessment, (4) creating the rubric to score student in performance-based assessment, (5) telling the criteria to be assessed in their performance-based assessment, (6) preparing student performance, (7) asking student to perform in group or individually, (8) giving feedback in the form fostered comments to student performance-based assessment, (9) recording the result of the performance-based assessment quantitatively and/or qualitatively by using the rubric designed before, (10) analyzing the data on the performance-based assessment rubric to see student progress and learning difficulties, (11) communicating/reporting the analysis result of performance-based assessment to students, parent, or other teachers in the school, (12) deciding to give remedial or enrichment based on the analysis result of performance-based assessment.

Based on the result obtained from interview and questionnaire, the result on teacher questionnaire was 76% and could be included to good category on implementing performance-based assessment. All of the English teachers in this research conducted this assessment. The teachers' had prepared their rubric and recorded the student performance well. In teaching, the performances they used to give to the students were retelling activity, speech, and drama. The student questionnaire showed 78,5% for the implementation of performance based assessment.

In short, all of types of authentic assessment in 2013 English Curriculum namely portfolio, interview, observation, writing sample, project, constructed-response item, performance, journal, self- and peer-assessment had not been conducted properly by the teachers with percentage 40% and included to "poor category". The students ignore some stages which was actually crucial for them. In preparation most of them did not prepare their rubric. As the consequences, the teacher could not record the students score objectively. They tend to guess the student score by ignoring the student individual effort. It was definitely influence the report which most of them did not report and analyze the result properly.

3. The Problem Faced by the Teachers in implementing Authentic Assessment

Using an authentic assessment was uneasy. Teachers could face some handicaps they could find while preparing, implementing, scoring and reporting the assessment. In preparing or designing an authentic assessment, according to Permendikbud (2013) and Mueller (2014), the teacher should identify the standard based on the syllabus on 2013 English curriculum. After that, they choose appropriate types of authentic assessment to be used in teaching based on the standard they have determined, identify the criteria to be assessed in the types of assessment chosen, and create the rubric based on the criteria. In other times, the teacher did not identify the standard based on the syllabus on 2013 English curriculum. It could be caused by lack of knowledge and did not want to be bothered by administration requirements. So, they tended to use the compulsory book as their standard and most of the assessment they also came from the book. In addition, the teacher also had problem in designing their own rubric. They were difficult to determine the criteria, especially the level of the rubric since it always change overtime. To overcome this problem, the teacher used to use a 'ready-to-use' rubric they got form trainings, although the criteria were not suitable to the standard of the lesson they have identified.

In implementing, the teachers need to know how to manage their class and follow the stages should take to implement their authentic assessment. Sometimes, the teacher had no enough time to conduct the authentic assessment while teaching, since there were at least 30 students in the class. They could not finish the activity on authentic assessment on time. To solve this problem, they tended to do it out of the class. They "steal "time in order all the student could participate and had same opportunities to be involve in the activities. Besides, there was a condition where the students were not serious in doing the assessment, especially for assessment the students did as their homework. There were many plagiarisms found which they got from the internet or copied from their friends in another class. The teachers usually asked the students to recreate the tasks he ordered by using their own idea.

The next stage is scoring. It requires the teachers to assess the students quantitatively and/or qualitatively. The teachers faced the problem such like subjectivity, especially for observation. Furthermore, the domino effect of not preparing the rubric was also another problem in this stage. To solve these problems, the teacher score their students by estimating the score based on their subjective view. The problem also indicates that, in scoring, the most common instruments they used to record the score were rating scale and subject. In fact, O'Malley and Pierce (1996) said that the teacher can also used anecdotal record to describe particular things which could not be presented by rating scale. So, the students could equip their information related to students result accurately.

The last stage is reporting. According to Permendikbud (2013), in this stage, the teachers need to analyze the students result in scoring to see their learning difficulties and their progress during certain period. Then, the results were reported into quantitative and qualitative data to students, parent, or other teachers (including principle) in the schools. The problem faced by the teacher in this stage was the complexity. Because the reporting is conducted at the end of after collecting all the data, so the students had to analyze all the data related to the student attitude, knowledge and skill. For each score of the three aspects, each students and each KD, the teacher should describe it to analyze the student progress. to overcome this problem, the teacher had the fixed-format in reporting the result which they got from school. The school gave them the soft-copy of the format and formula to analyze the assessment.

Based on the explanation above, it could be concluded that the teacher have conducted authentic assessment and follow the stages they need to take. Nevertheless, the teachers were maximal implementing the assessment, especially in designing the rubric and scoring. This situation was not missed from their lack of knowledge about authentic assessment and how to manage their class and time by using authentic assessment.

CONCLUSION, IMPLICATION AND SUGGESTION

Based on the result of the research above, it can be concluded that:
1. The Type of Authentic Assessment Used by the Teachers

    There were several types of assessment used by the teachers in teaching English by using 2013 curriculum are oral interview, observation, writing sample, project or exhibition, constructed-respond item, and performance-based assessment. The result showed the three competences (attitude, knowledge, and skill) has been applied by using authentic assessment. Based on the document that the teachers had, there were five teachers had implemented observation test to assess student attitude and three

teachers used written test in the form of constructed response-items to assess their knowledge. Furthermore, to assess the student skill one teacher used oral interview, five teachers used writing sample, one teacher project or exhibition and five teachers used performance-based assessment.

2. The Implementation of Authentic Assessment Types Used

The result showed that teacher implemented oral interview well, but when it was generalized with the other teachers, the result was very poor with 30%, since there were four teachers did not do this assessment in teaching. The observation was good with 72%. All the teacher had prepare the assessment since the beginning, implemented while teaching, score the student quantitatively, and report the result at the end. The writing assessment was poor with 47%, since a teacher did not do it in teaching and there were many indicators on the writing they did not do such as: did not prepare the rubric and record the result. The project was actually very good, but only one teacher did this assessment, so the result was very poor with 32%. The constructed response item was poor with 42% since only three teachers used it. The teachers who implemented this assessment were only focus on the implementation while teaching by ignoring the process in preparing, scoring, and reporting it. Performance based assessment was good with 76%. All of teachers prepare their assessment, implemented in the class, score them, and report the result.

The teachers have assessed the three of aspect in 2013 curriculum, but they ignored some types of the authentic assessment in teaching English. The percentage and the category of teacher implementation in authentic assessment was 40% on teacher, this result was included into poor category. Therefore, the teachers needed to enrich their knowledge about to the implementation of authentic assessment, especially in English language subject since the result showed poor performance of the teacher in implementing this.

3. The Problem Faced by the Teachers in Implementing Authentic Assessment

The problem faced by the teachers in implementing their authentic assessment should pay attention to the four stages and the implementation of each assessment in learning. The findings showed that the teacher still was not able to apply the stages in preparing and scoring. For the implementation of each type of authentic assessment, the teachers seemed lack of knowledge on some assessment, which could be proved by there was no teacher did some authentic assessments. Besides, they were overburdened by lack of time and class room management. In general, the implementation of authentic assessment by English teacher using the 2013 curriculum was still far from the curriculum expectation.

In accordance with the findings of implementation of authentic assessment in 2013 English curriculum, English teachers in the senior high school in Padang Panjang have not implemented authentic assessment properly. In the implementation of authentic assessment the problems appears because of some reasons, they are 1) the time teaching in English in the senior high school should be increased, 2) the school and education Ministry should increase the training related to the implementation of authentic assessment in 2013 English curriculum, and 3) the English teachers in the senior high school need to improve their knowledge and ability on authentic assessment, especially in English

Based on the research findings, the researcher wants to express the suggestion concerned implementation of authentic assessment:

1. The English teachers in the senior high school in Padang Panjang are supposed use authentic assessment as their strategy to monitor student progress and evaluate the shortage, and prepare the rubric to record the student learning result properly.
2. The English teachers in the senior high school in Padang Panjang are supposed learn more about how to implement the authentic assessment and find the solution of the problem appear in designing authentic assessment.
3. The school in the senior high school in Padang Panjang should be concerned with the implementation of authentic assessment in 2013 curriculum, especially in English language subject.
4. Education department should provide sufficient time and training to implementation authentic assessment in 2013 English Curriculum.

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