CHAPTER I

INTRODUCTION

1.1   The Background of Study

Curriculum is a set of plans and arrangement regarding objectives contends to achive particular educational goal. It means that a goal of education must be decided by goverment. Curricullum and teaching methods continue to change (Bagley, 1995 : 220). The educational regulation in Indonesia *Peraturan Pemerintah Republik Indonesia Nomor 32 tahun 2013* about the change of the National Educational Standard states that the curriculum needs to be reconstructed to improve the quality and competitiveness of the nation. It is also aimed to keep in pace with the development of society local or global.

The need for alternatives to raditional assessment instrument is growing. Alternative assessment consists of any method of finding out what a student knows or can do that is intended to show growth and infrom instruction and is an alternative to traditional from of teting, namely, multiple choice test. (Stiggins 1991 in O'Malley and Pierce, 1996,p.1). This alternative assessments are typically authentic assessment because it represents classroom and real life settings.

O'Malley and pierce (1996:11) mention three types of authentic assessment namely performance assessment, portfolios, and students-self assessment. Similar to those above, the 2013 Curriculum suggests three types of authentic assessments.

In refrence to regulation of the minister of education and culture number 81a year 2013, a performance assessment is an assessment which is conducted by observing student's activities in doing particular thing ; a portfolio assessment is a purposeful thing collection of student's work that is intended to show the progress over time (O'Malley & Pierce, 1996). According to Gotlieb (1995), three are some steps in implementing a portfolio assessment in the classroom activities. Those steps are : 1) the teacher should explain to students that portfolio will give benefits for both teacher and students ; 2) together with students, the teacher decides the samples of portfolio tasks ; 3) the tasks are collected and organized into a special folder; 4) every task is identifed based on the date of submission so that the teacher can track the student's progress during a given time; 5) the teacher determines the criteria of scoring with students; 6) the teacher may ask students to check their own work and at the same time help them how to assess and improve the task; 7) if the students get a low score on the assessment, the teacher may give them oppurtunity to improve their work within a particular time; 8) finnaly, each of students work is collected into one file as portfolio assessment archive.

The 2013 Curricullum is a from of integrated work betwen reconstraction on passing grade competence, suitability and adequacy, expansion, advancement of the materials, learning revolution and evaluation refrom. The 2013 Curriculum give the specialization for studentds for develop their skills and talents. The Curriculum has five scientific approaches, these are observing, questioning, experimenting, associating, and communicating. The

2013 Curriculum is expected to be able to increase Indonesia education in this globalization era.

In teaching English as a Foreign Languange (TEFL) classroom in Indonesia, many english teacher still use traditioanal assessment which consist primary of penil and paper test activities. It will be a big concern in the development of english teaching of learning because the implementation of communicative approach in teaching English has been set in english curricullum for senior high school in Indonesia (KTSP) with setting one of the goal of the English teaching in developing in communicative competence in english orally and wittenly to achive international level (KTSP, 2006 :308).

Acoording to Bchman and Palmar (1996), assessment is an activity that involve individuals in using languange for achieving a particular goal or objective in particular situations. The assessment must be closely associated with or situated in specific situation of language users.

Assessment, evaluation, measurement, and test are all four terms to be done with systematic process of collecting data and analyzing the data to make decisions. Assessment is the process of documenting, usually in measurable team knowledge, skill, attitude, Evaluation is a systematic determination of subject merit, work, and to help in desicion making measurement is the assignment of a number characteristic of an object or event, which can be composed with other object. Test in assessment intendent to measure the respondents knowledge of other abilities. These four terms may all mean the same thing, but there are some important differences among them.

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Assessment is concerned with 'what student's does (Bradely 1989 : 3, in Briendly,1995). Assessment also involves information of learner's knowledge,understanding, abilities, attitudes (Rowntree 1997:4, in Briendly, 1995). Both defenitions give explanation that assessment is activities done by students in learning. According to Cambridge University the assessment is the act of judging or deciding the amount value quality or importance of something or the judgment or decision that is made.

Authentic Assessment is the multiple forms af assessment, which reflect of students' leraning motivation of attitudes on instructionally-relevant classroom activities (O'Malley and Pierce,1996). Further, Wiggins (1990) claims that authentic assessment can "directly examine the studentss performance on worthly intellectual tasks, present students with the task found in the best instructional activities and real life and determine whether the students can craft polished, through and justifiable answers, performance and product".

SMK Negeri 5 Medan, Jln.Timor No.36 Medan, Indonesia. English teachers of SMK Negeri 5 Medan stated the charateristic of the spritual value that cannot be taught directly such as learning of competencies, knowledge and skill. The researcher choose SMK Negeri Medan 5 Medan because the school implement 2013 curriculum in teaching and learning process. Then, for the assessment use Authentic assessment. Therefore the resercher challenging to choose these school as the object research.

The reason of chossing assessment as the topic of this project is mostly based on the research experience when the researcher do their job trainng in SMK Negeri 5 Medan. The assessment that were given by the English teacher cover all skils.

Related to the statement, students of SMK Negeri 5 Medan use the 2013 Curriculum. The new Curriculum fulfills three main components of education knowledge, skill and attitude. Knowledge is proved by the English lesson in general. Skill consist of their practical lesson. Attitude reflected by implementing the additional time for religion subject, it means that every material must be consisting of the attitude which has a relationship with thair religion.

Based on the consideration above, the researcher wants to conduct a research entitled : "Analysis of Authenticity Of Teachers' Made Assessment And Its Contribution To Students' English Achievement"

Table 1. The average grades of class XII DPIB 1 SMK Negeri 5 Medan (Based on tacher grades Drs.Mester Nasution)

No	Name	Test Score 1 & 2	Assessment Value	Mid Terms	Final Score	Results
1	Abu husen s	60	38	65	78	76
2	Advina s	63	25	70	74	70
3	Ahmad Kurniawan	28	35	65	58	56
4	Amin	25	35	65	48	50
5	Eko P	20	35	65	58	60
6	Erkurniasih	55	70	65	58	74
7	Farci m	25	30	65	48	54
8	Guntur p	30	30	65	58	60
9	Handi i	25	40	65	57	65
10	Ijah	35	60	65	58	70
11	Ima badiah	30	71	65	58	70

12	Julaiha	30	30	65	48	60
13	Lailatun	40	77	65	58	74
14	Lielonnilovna	25	70	65	48	70
15	Marlina	30	69	65	58	70
16	M.rico s	53	65	70	62	77
17	M.dzulkarnaen	25	25	65	65	58
18	Neneng r	55	91	80	38	80
19	Nuraeni	63	78	70	55	82
20	Rafika	40	67	65	74	70
21	Rendy	-	25	80	62	54
22	Ratnasari	65	92	70	37	94
23	Sanimah	50	58	65	84	71
24	Sharah e	38	69	65	52	70
25	Sriyanto	50	50	95	37	70
26	Taufik s	50	30	75	57	70
27	Tri p	38	72	70	65	81
28	Wulandari	45	68	65	71	75
29	Juliyanti	65	88	65	65	80
30	Onah	-	41	75	62	60

*) School Grade = 70 (English)

2061/30 = 68.7

Mean = Total Score / Total number of students

= 2061/30

= 68.7

From the above data researchers found the average value 68.7, the school's minimum value was 75. From those values researcher find it problematic that the value of students may be subject to problems in the work of teachers in class but thta students do not have problems in midterm and semester finals given in school, is due to a difference in quality problems given and application of problems made by teachers. From the matter researchers have raised the title its "Analysis Of

Authenticity Of Teachers' Made Assessment And Its Contribution To Students' English Achievement "

1.2   The Problem of Study

Based on the bacground the problem is :

What types of assessment are used by the teachers in English Language Assessment?

1.3   The Objective of Study

In this study, researchers focus on the types of authentic assessment that will be used by teachers and researchers will focus on one type of assessment according to experts who discuss the type of authentic assessment.

1.4   The Scope of Study

This reasrach only deals with the authentic assessment that teacher using and also the controbution that assessment using by teacher in class, while also reasearch investigation about types of assessments that teacher made and how teachers use authentecity in school. The researcher give limitation for this research as follow:

The research focuses on what type of assessment is used on the students. Types of assessment have four types; 1) Performance assessment, 2) Portfolio, 3) Project assessment 4) Product assessment. Researchers focus on one of these types, namely Portfolio, this is because reserachers assume that this type will have an impact on the srudent work and also have category of good assessment in the learning process to ilmplement authentic assessment.

1.5   Significances of The Study

1. For other researcher

    The result can be used as a reference for other researchers in the implementation of authentic assessment.

2. For teachers

    The result of this research can provide information to other English teachers on the implementation of authentic assessment to facilitate the development of students and to see what students are required after passing the assessment. Provide solutions to improve English language learning in activate students' learning activities. Teachers can determine whether the material taught perfectly acceptable by students or need more explanation. By implementing the authentic assessment teacher also can control what is already understood and what is less understood by the students in real evidence. Thus, the learning process can be more focused, especially in English lessons at junior high school with the implementation of 2013 curriculum. In addition, teachers can enrich their knowledge of English language teaching, so the learning process can be run well.

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoretical Framework

In conducting this research, these following terms are clarified for the purpose to explain all terms to the theory of analysis of authenticity, authentic assessment, characteristics of authentic assessment, kinds of assessment, tehnique of scoring authentic assessment, portfolio, advantages of using portfolio methods and disadvantages that used in this study, so that both reader and writer have similiar perceptions and avoid misunderstanding. The theoretical elaboration on the concepts and terms would be presented in the following.

2.2 Authentic Assessment

Authentic assessment has been widely used in ELL. Authentic assessment is believed to be more comprehensive in terms of providing informarion about students performance and learning process. Authentic assessment allows students to experience meaningful tasks by applying their knowledge and skills in " real world" context (Wiggins 1989 in Mazorno. Pickering, & McTighe 1993; Nitko & Brookhart 2011). Authentic assessment also emphasizes on the development of assessment tools in order to have accurate mirror and measurement of what we value in education (Hart 1994).

Moreover, authentic assessment is also described as, an evaluation process that "involves multiple froms of performance measurements reflecting the

students learning, achievement, motivation, and attitudes on instructionally-relevant classroom activities " (O'Malley & Pierce 1996 : 4). Aini, Hadisaputri and Arsista (2015 :411) state that authentic assessment is "a measurement significanltly to the result of learning on the attitudes, skills and knowlegde ". In Pusat Kurikulum (2009), authentic assessment is described as a process of collecting, reporting, and using information about students learning achievement by implementing assessment principles, continuous process, authentic, accurate, and consistent proofs as public accountability (Pusat Kurikulum 2009). Furthermore, Retnawati, Hadi, & Nugraha (2016) describe authentic assessment as :

> A process of assessing global awarness and the process requires that students should desmontrate a deeper understanding of the thinking, the motivation, and the actions of various cultures in order to successfully respond to communities and the workplaces that extend well beyond their current comfort level (Retnawati,Hadi, & Nugraha 2016 : 34)

Another definition of authentic assessment proposed by Nurgiyantoro (2011) is an assessment which is aimed at assessing the result of the students learning as well as the factors which affects students learning such as the teaching itself (Nurgiyantoro 2011). Authentic assessment measure students capability to perfrom the competencies in real world and to give stimulation to students to have deeper learning to develop their professional skills (Gulikers 2006 ;Gulikers, Bastiaens, & Kirschner 2004). Therefore, authentic assessment measure studnets, attitude, skills, knowledge which are the result of learning (Koasasih 2014).

Based on Education Minister Issue No. 66 2013, the definition of authentic assessment is an assessment which is conducted comprehensively in order to

assess learning input, learning process, and learning output. Authentic assessment is in line with the goal of the assessment which is "the aquisition of the high - order thingking process competencies instead of factual knowledge and basic skills" (Gulikers, Bastiaens, & Kirschner 2004 :67). What authentic assessment provides is complete description of students performance, growth and progress (Van Wyk & Carl 2010). Authentic assessment also provides the combination of "teachers, teaching, students learning activities, motivation and engagement of learner, as well as learning skills" (Aini,Hadisaputri, & Arsista 2015 :2).

However,an issue about authenticity of authentic assessment has emerged. An assessment is considered to lack of authenticityif it fails to provide real-life context for students (Yitian 2014). Context is very important in authentic assessment, thehrefore, an assessment is considered to be inauthentic when it cannot provide real-life context.

The defenition of authentic assessment in this study is an assessment process which providess opportunity for students to the apply their knowledge and perform their skills in real-life context. In curriculum 2013, authentic assessment is used to measure students attitudes, skills, and knowledge. By using the authentic assessment, teacher are able to gather information on the development of the students learning. The information about the students learning is important becasuse teachers can also evaluate their own teaching. Authentic assessment should not provide scoring but detail description of what students have achived during the learning process.

According to researchers, authentic assessment is study aimed at attitudes, knowledge and skills. Authentic research also discusses the evaluation of the teacher's actions towards students which includes attitudes, knowledge and skills themselves. Evaluation is very important because authentic assessment of a learning must involve students in learning process given by the teacher, at that stage the teacher also provides a tasks that must contain real life because it is the main goal of the assessment.

2.3   Characteristics of Authentic Assessment

Authentic assessment is different from traditioanl assessment which teachers usually use. Hart (1994) believes that an assessment is authentic when it : (1) provides tasks which are worthwhile, significant meaningful; (2)involves higher-order thingking skills and organization knowledge; and (3) has explicit standarts to measure students achievment. Moon, Brighton, Callahan & Robinson (2005) propose eight Characteristics of Authentic Assessment.

1. Are focused on the content that is essential,focusing on tyhe big ideas or concepts, rather than trivial micro facts or specialized skills
2. Are in the depth in that they lead to other problem questions
3. Are feasible and can be done easly and safely within a school and classroom
4. Focus on the ability of the produce a quality product or performance rather than a right answers.

5. Promote the development and display of students strenght expertise (the focus is what the students know)

6. Have the criteria that are known, understood and negotiated between the teacher and students before the assignment begins

7. Provide multiple ways in which students can demonstrate they have met the criteria, allowing multiple points of view and multiple interpretations.

8. Requires that scoring focus on the essence of the tasks and not what is easiest to score. (Moon,Brighton, Callahan, & Robinson 2005 : 120)

Richardson, Morgan, & Fleener (2009 as cited in Abiden 2014) propose characteristics of authentics assessment as follows : (1) contains of important tasks which are designed to represent certain knowledge; (2) emphasizes on the high level ability; (3) has assessment criteria which are explained before the learning process; (4) promote integration on daily basis make it difficult to differentiate between assessment and learning ; (5) changes on teachers roles from delivering knowledge to facilatitating learning, being model and friends in learning ; (6) students know that they need to present the work they have achieved so that they do the tasks seriously; and (7) students know that they process and products of their learning will assessed.

Wiggins (1998) believes that an assessment is authentic if the task is also authentic. Hence Wiggins believes an assessment tasks is authentic if it :

1. "is realistic". It means the tasks replicate a situation where students are required to use their knowledge and abilities in real world situations.

2. "require judgement and innovation". The tasks should encourage students to effectively apply their knowledge and skills solve problem.

3. "asks the students to do subject". Students are required to perfrom explanation and work related to the subject.

4. "replicates and stimulate the contexts in which adults are tested in the workplace". The tasks should be designed to help students experiance in real-life contexts.

5. "assesses students ability efficiently and effectively use a reportoire of knowledge and skill" in finishing complex tasks.

6. "allows oppurtunities to rehearse, practice, consult resources, and get feedback on refine performances and product". In developing assessment tools, teacher need to focus on students learning, make sure that students produce high quality products, and help students to use the resources to improve their performances (Wiggins 1998 : 22-24)

According to researchers the opinions given by experts above reveal that authentic research is very different from the traditional assessment that is usually given by the teacher. Authentic research has specific points that must be achieved and has indicators that must be achieved if the authentic assessment has been reached.

2.4 Kinds of Assessment

According to Feuer& Fulton (1993), there are numerous types of authentic assessment used in classroom today. Teacher can select from a number of

option to meet specific purposes or adapt approaches to meet instructional and student's needs. However, Curriculum 2013 demands teachers to apply four types of authentic assessment. Those are performance assessment, portfolio assessment, and project assessment.

2.4.1   Performance of Assessment

Performance assessment is assessment tasks that require students to construct a response create a product or demonstrate application of knowledge. Performance assessment: requires students to create a product or demonstrate a process, or both and uses clearly define criteria to evaluate the quality of student's work. It demand students to do something with their knowledge, such as make something, produce a report or demonstrate a process.

According to Permendikbud No.104 Tahun 2013, performance assessment is assessment which is conducted by observing student's activities in doing something. The assessment is used to measure the competence which insists student to perform certain task: role-playing, singing, reading poetry, etc. The implementation of performance assessment should consider the following aspects. Students can perform the right stages in performing their competence. The aspect that will be measured should be complete and proper. Teacher should consider the special skills in finishing the tasks.

2.4.2   Portfolio Assessment

Portfolio assessment is a purposeful collection of student's work that is intended to show progress over time (O'Malley and Pierce, 1996). The

portfolio may include samples of student's works, usually selected by the students, or by the students and the teacher to represent learning based on the instructional objectives. Portfolio assessment can also be defined as a continuous assessment process based on a set of information that shows the development of students competence in a certain period of time (Permendikbud No. 81a Tahun 2013). Basically, portfolio assessment assesses student's works individually in a certain time toward certain subject. At the end of the period, the students submit the work which will be scored by the teacher.

Based on the information of the students' progress, teacher and student do some improvement. As the result, portfolio can indicate the student's progress through their work such as writing letter, composing poem or designing an advertisement. Practically, teachers as the assessor who apply the portfolio assessment should consider the some aspects in implementing this assessment at school. The work of the portfolio has to be originally created by the student. The teacher and the students should belief, and respect each other so that the teaching learning process runs smoothly.

Teachers should keep the confidentiality of the student' work and the result of the portfolio assessment and do not publish it to unrelated parties to avoid the negative impact of the learning process. Both teacher and students should have the same set of portfolio so that students are courage to improve their progress. The students work should contain information and evidences that will motivate them to learn. The portfolio also should reflect the learning objectives which are in line with the curriculum. Finally, portfolio assessment

is inherent part of learning process and will be beneficial for teacher to diagnose the students' strength and weaknesses.

According to Gotlieb (1995), there are three types of portfolio assessment: showcase portfolio, collection portfolio, and assessment portfolio. The showcase of portfolio is typically used to display student's best work to parents and school administrators. As showcase pieces, entries in the portfolio are carefully selected illustrate students achievement in the classroom. The limitation of the showcase portfolio is that, in showing only students' best work; they tend to leave out the path by which students arrived.

The collection of portfolio is literally contains all of a student's work that shows how a student's deal with daily class assignments. These are also called working folders and may include rough draft, sketches, work-in progress, and final products. These types of portfolio may contain evidence of both process and product and has the advantages of containing everything produced by the students throughout the year.

However, it becomes rather unwisely for assessment purposes because it has not been carefully planned and organized for a specific focus. Assessment portfolios are focused reflection of specific learning goals that contain systematic collection of student's work, student's self-assessment, and teacher assessment. The content are often selected to show growth over time. Each entry in the portfolio has been selected with both student and teacher input and is evaluated based on criteria specified by both students and students. There

are some steps in implementing portfolio assessment in the classroom activities.

1. Teacher should explain to students that portfolio will give benefits for both teacher and students themselves. It's collection of works will be assessed by the teacher and will inform students their ability, skill and interest as well.

2. Together with the students, teacher decides the samples of portfolio tasks which one student' tasks can be different from others.

3. The tasks are collected and organized into a special folder.

4. Every task is identified based on the date of submission so that teacher can trace the students' progress during time.

5. Teacher determines the criteria of scoring with students.

6. Teacher may ask students to check their own work and in the same time help them how to assess and to improve the task.

7. If students show low score on the assessment, teacher may give them opportunity to improve their works in a particular time.

8. Finally, each of students work is collected into one file as the portfolio assessment archive.

2.4.3 Project assessment

The heterogeneous ability, needs, and interest in a classroom somehow bring problems for teacher to decide a task which will fit each of the students in the classroom. Therefore, a project is considered as an effective way to solve the problem. Project works is an integrated unit of works which cannot

be finished at a time (Philips, 1999). Project requires the students to do a series of task which will result on specific product or data.

Project is believed to be effectively reflecting the learning process. It is not only focus on the final product but also consider the students effort in developing the product. Moreover, a series of work which are being done by the students indicates students' improvement since it fosters them to develop their skills. Project is not necessarily being done at school. Some projects may result better when it is done outside the school. This kind of work is known as take home task. Take-home task can be done by students after they consult to the teacher related to the work they do (Pavlou, 2003).

Students may complete a project on specific topic and or exhibit their work. Project can include displays or models of buildings or objects appropriate to an instructional setting, roleplays, simulation, artistic creation, videotaped segment, charts, graphs, tables, etc. A project may be conducted individually or in small group and is often presented through an oral or written report. Project presented orally can be reviewed by a panel of judges rating the content presented, its organization and or the language used. Teachers often ask students to develop a presentation on a particular historic period and to generate drawing and written product appropriate to the period. This approach may be effective when English language learners are taught to communicate step by step procedure or project description that are supported by diagrams.

2.4.4 Product assessment

Product assessment is the assessment to students' skill in making or creating a product. This explanation includes suggestions for a variety of

products to be used with performance based lessons. The products are grouped by learning style. Here some example of the product based of learning style:

1) Analytical Understanding: memo (write an informative note to your classmates), news paper (publish a newspaper about your topic), play (write a play about your topic), test (prepare a test for your classmates to test knowledge), etc.

2) Community Service: awareness (present your findings to a community group), advocate (using your results, become an advocate for action), etc.

3) Oral: debate (support a point of view in a group discussion), interview (discuss your topic with an expert in the field), story (write a fiction story about your topic), etc

4) Visual: drawing (create a simple representation relating to your topic), poster (design a poster to inform), map (create a map of places relating to your topic), etc.

In this study the researcher focused on one type of assessment already given the five types of assessment and the researcher will focus on the portfolio type assessment. Researchers want to know the teacher's performance in assigning tasks to studdents to the results of the reversal given by the teacher in SMK Negeri 5 Medan.

2.5 The Technique of Scoring Authentic Assessment

The scoring of authentic assessment should always be defined before the exercises and assessment procedures are developed. According to Nitko

(2001) rubrics, checklist, and rating scales are the most frequently technique used in scoring authentic assessment.

1. **Rubrics**

Rubric is scoring guide, consisting of specific pre-established performance criteria, used in evaluating student work on authentic assessments (Mertler, 2001). Rubrics are typically the specific form of scoring instrument used when evaluating student performances or products resulting from an authentic task. There are two types of rubrics: holistic and analytic. A holistic rubric requires the teacher to score the overall process or product as a whole, without judging the component parts separately. In contrast, with an analytic rubric, the teacher scores separate, individual parts of the product or performance first, and then sums the individual scores to obtain a total score (Nitko, 2001).

Holistic rubrics are customarily utilized when errors in some part of the process can be tolerated provided the overall quality is high (Chase, 1999). Nitko (2001) further states that uses of holistic rubrics is probably more appropriate when performance tasks require students to create some sort of response and where there is no definitive correct answer. The focus of a score reported using a holistic rubric is on the overall quality, proficiency, or understanding of the specific content and skills-it involves assessment on an undimensional level (Mertler, 2001). Use of holistic rubrics can result in a somewhat quicker scoring process than use of analytic rubrics (Nitko, 2001).

This is basically due to the fact that the teacher is required to read through or otherwise examine the student product or performance only once, in order to get an "overall" sense of what the student was able to accomplish (Mertler, 2001). Since assessment of the overall authentic is the key, holistic rubrics are also typically used when the purpose of the performance assessment is summative in nature. At most, only limited feedback is provided to the student as a result of scoring performance tasks in this manner.

Analytic rubrics are usually preferred when a fairly focused type of response is required (Nitko, 2001); that is, for performance tasks in which there may be one or two acceptable responses and creativity is not an essential feature of the students' responses. Furthermore, analytic rubrics result initially in several scores, followed by a summed total score-their use represents assessment on a multidimensional level (Mertler, 2001). As previously mentioned, the use of analytic rubrics can cause the scoring process to be substantially slower, mainly because assessing several different skills or characteristics individually requires a teacher to examine the product several times. Both their construction and use can be quite time-consuming.

A general rule of thumb is that an individual's work should be examined a separate time for each of the specific performance tasks or scoring criteria (Mertler, 2001). However, the advantage to the use of analytic rubrics is quite substantial. The degree of feedback offered tostudents-and to teachers-is significant. Students receive specific

feedback on their performance with respect to each of the individual scoring criteriasomething that does not happen when using holistic rubrics (Nitko, 2001). It is possible to then create a "profile" of specific student strengths and weaknesses (Mertler, 2001). Prior to designing a specific rubric, a teacher must decide whether the performance or product will be scored holistically or analytically (Airasian, 2000).

Regardless of which type of rubric is selected, specific performance criteria and observable indicators must be identified as an initial step to development. The decision regarding the use of a holistic or analytic approach to scoring has several possible implications. The most important of these is that teachers must consider first how they intend to use the results. If an overall, summative score is desired, a holistic scoring approach would be more desirable. In contrast, if formative feedback is the goal, an analytic scoring rubric should be used. It is important to note that one type of rubric is not inherently better than the other-you must find a format that works best for your purposes (Montgomery, 2001).

Other implications include the time requirements, the nature of the task itself, and the specific performance criteria being observed. The various levels of student performance can be defined using either quantitative or qualitative labels. In some instances, teachers might want to utilize both quantitative and qualitative labels. If a rubriccontains four levels of proficiency or understanding on a continuum, quantitative labels would typically range from "1" to "4." When using qualitative labels, teachers have much more flexibility, and can be more creative. A common type of

qualitative scale might include the following labels: master, expert, apprentice, and novice. Nearly any type of qualitative scale will suffice, provided it "fits" with the task. One potentially frustrating aspect of scoring student work with rubrics is the issue of somehow converting them to "grades".

2. **Rating Scales**

The types of a rating scale. Although there are many varieties of rating scales, three varieties – numerical rating scales, graphic rating scales, and descriptive graphic scale- when used to their full advantage, serve the teacher well for most purposes (Nitko, 2001).To use a numerical scale, teacher must mentally translate judgment of quality or degree of achievement into numbers. The teacher of the technical drawing course lists 10 achievement dimensions again which he evaluate each drawing. He rates student's achievement of each dimension on a scale of 0-10 and then adds up the ratings.

Teachers should notice that providing students with "numbers" is not sufficient. They need to make verbal comment to give the students feedback necessary to make improvement. In addition, teachers may give the students the list of criteria and ask them to edit their ownwork before turning in their assignment. Moreover, teacher will increase objectivity and consistency in result from numerical rating scales if they provide a short verbal description of the quality of each number. Graphic rating scale uses an unbroken line to represent the particular achievement dimension on which teacher rate students' performance or product.

Verbal labels describing levels of quality define different parts of the line. This guides teachers in deciding which ratings to assign to students. On a graphic rating scale, teacher can any points along the line, not just the define points. Thus the graphic rating scale does not force teachers' rating into discrete categories or into being a whole number, as does the numerical rating method.

3. **Checklist**

Checklist consists of a list of specific behaviors, characteristic or activities or a place for marking wither each is presents or absent. Teacher may use a checklist for assessing procedures students use, products students produce, or behaviors students' exhibit. Students may use checklists to evaluate their own performance. To create checklist, teacher need a thorough understanding of the subject matter as well as the procedures or the product and potential students errors. To create checklist, complete a detail analysis of the procedures teachers are evaluating or a careful specification of the precise characteristics of the student's products.

According to the researcher the teacher must be able to design a study so that the results of the assessment of the students' assigments and products are given in accordance with what is achieved by the students. The three technique above explain how teachers should conduct an assessment. The use of these tehniques is very important because there are differences in the ability or results of the tasks or products of students in

the learning process. This can be overcome by assesing it separately or with the whole (rubric holistic and rubric analytic).

2.6 Portfolio

2.6.1 Function of Portfolio

Although portfolios are used in the assessment of student's performance in nowadays, they are used as a method by architects, painters, photographers and artists in showing their works. However, as portfolio has been used for different purposes it maybe different from than that of artists. It is not possible to use only one definition for portfolio. Definition of portfolio may change according to users' purpose and way of usage. Many researchers defined portfolio in order to explain its features. Some of them are as follows.

According to Arter and Spandel (1991), portfolio is a purposeful collection of student work that exhibits to the student, or others, her efforts or achievement in one or more areas. Paulson, Paulson and Mayer (1991: 60) define that portfolio is a purposeful collections of student's work that exhibits the student's efforts, progress and achievement in one or more areas. The collection must include student participation in selecting contents, the criteria for selection, the criteria for judging merit and evidence of student self-reflection. Grace (1992, p.1), who stresses the learning process, defines as "portfolio is a record of the child's process of learning: what the child has learned and how she has gone about learning; how she thinks, questions, analyzes, synthesizes, produces, creates; and how she interacts--intellectually, emotionally and socially-with others". Collins (1992, p. 452) identify portfolio as "a container of collected evidence with a purpose. Evidence is

documentations that can be used one person or group of persons to infer another person's knowledge, skill, and/or disposition".

Winsor and Ellefson (1995, p.68), who stress the learning process and learning product, define that "portfolio is a fusion of process and product. It is the process of reflection, selection, rationalization, and evaluation, together with the product of those processes". Simon and Forgette-Giroux (2000, p.36) define as "portfolio is a cumulative and ongoing collection of entries that are selected and commented on by the student, the teacher and/or peers, to assess the student's progress in the development of a competency". De Fina (1992, p.13), who emphasizes the characteristic of portfolios, state that portfolios are systematic, purposeful, and meaningful collections of students' work in one or more subject areas. On the other hand, Birgin (2003, p.22) defines portfolio as "the assessment of some data about students' skills in one ore more areas in a certain time period, regular collection of his studies and performences according to predetermined criteria.

There are some essential characteristics to the development of any type of portfolio used for assessment. Barton and Collins (1997) state that portfolios should be multisourced, authentic, forms of dynamic assessment, explicit of purpose, establish a correspondence between program activities and life experiences, based on student's ownership, and multi-purposed. Therefore, portfolios should be on going so that they show the students' efforts, progress, and achievement over a period of time.

When the descriptions stated above, portfolio is not either the arbitrary collections or observation of student's works to be filled haphazardly. It is

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important that the portfolio collections should be purposeful, systematic, the determined evaluation criteria, and take a period of time. Thus in this study portfolio is described as a systematic and purposeful collection of the evidence which reflect the success, performance, and efforts of the students in one or more areas over a period of time.

2.6.2   Portfolio Types

There is no an absolute description and content for portfolios. The types of portfolios are varied according to their purpose and collected items in it. Therefore, many researchers define different types of portfolio. For example, according to Haladyn (1997), there are five types of portfolios that named ideal, showcase, documentation, evaluation, and class portfolio.

Slater (1996) describes there types of portfolio as showcase, open-format and checklist portfolio. A showcase portfolio is a limited portfolio where a student is only allowed to present a few pieces of evidence to demonstrate mastery of learning objectives. In an open-format portfolio, students are allowed to submit anything they wish to be considered as evidence for mastery of a given list of learning objectives. A checklist portfolio is composed of a predetermined number of items. often, a course syllabus will have a predetermined number of assignments for students to complete.

Melograno (2000, p.101), who made more detailed descriptions, defines nine types of portfolios. These types of portfolios are not exhaustive and can be used separately or in combination. These classifications are given below appropriately.

1. Personal portfolio:

   For other students and teachers to form a more holistic view about students and to celebrate their interests, items may be included from within and outside school. The portfolio could contain pictures, awards, videos, or other memorabilia. The personal portfolio serves as a catalyst for self-reflection and sharing.

2. Working portfolio:

   The ongoing, systematic collection of student work samples and exhibits can be maintained in a working portfolio. This collection of daily, weekly, monthly, or unit work products forms.

3. Record-keeping portfolio:

   This type of portfolio is usually kept by teachers. It contains necessary assessment samples and records that may be required (e.g., written exams, proficiency tests). It could also include observational information (e.g., anecdotal notes, frequency index scales, narrative descriptors, behavior checklists) and progress reports that supplement traditional report cards.

4. Group portfolio:

   Each member of a cooperative learning group contributes individual items along with group items (e.g., samples, pictures, community project) to demonstrate the effectiveness of the entire group.

5. Thematic portfolio:

This portfolio would relate to a unit of study with a particular focus, normally lasting from 2 to 6 weeks. For example, if a portfolio is constructed related to "Rational Numbers", "Force" unit, this portfolio could reflect cognitive and affective skills and their views about these units.

6. Integrated portfolio:

To view the whole student, works from all disciplines showing connections between or among subjects would be included. Selected items, either required or optional, could be drawn from several or all subjects. For example, this portfolio can be prepared in math and science courses.

7. Showcase portfolio:

A limited number of items are selected to exhibit growth over time and to serve a particular purpose. Usually, only the student's best works are included. For instance, in Vermont and Kentucky, at the beginning of the 1990 years, this type of portfolio was implemented for mathematics and writing in grades 4 and 8. In both states, portfolios are supposed to contain five to seven examples of the students' best work during the school year and scored are supposed to reflect optimum performance. Writing portfolio must contain work in number of pre-specified genres of writing. Mathematics portfolio based on collections of open-ended students responses to extended mathematics problems. Also, portfolios proposed to use in the new primary curriculum which was put into practice in 2004-2005 school

years by Ministry of National Education in Turkey can be an example for the showcase portfolio.

8. Electronic portfolio:

Technological advances have made electronic portfolios. However, if they are simply software databases (storage for pictures, sound, or words) they are really no different from a hanging file or milk crate. Since current technology allows for the capture and storage of information in the form of text, graphics, sound, and video, students can save writing samples, solutions to mathematics problems, samples of art work, science projects and multimedia presentations in one coherent document (Lankes, 1995). Electronic portfolios offer many advantages such as to collect, and store, and manage the information electronically according to traditional portfolios. In recent years, because of the educational opportunities supported with the technological development, electronic portfolios are used much more. For instance, computer-based portfolios introduced by Baki and Birgin (2004) and Korkmaz and Kaptan (2005) in their studies can be shown as examples.

9. Multiyear portfolio

Students would collect items from a cluster of grade levels over 2-, 3-, or 4-year intervals. The multiyear portfolio would be stored at the school. For example, this portfolio can be use to follow students' progress periodically during primary and secondary school and university education.

In sum, it is clear that different types of portfolios are described by researchers in terms of their purposes and contents. Besides the portfolios described above, it is possible to mention different types of portfolios. However, it is very difficult to make a clear distinction between these ones. On the other hand, the portfolios mentioned above can be used separately or different portfolios can be used together. So teachers should select proper ones and should apply them.

2.7   Advantages of Using Portfolio Assessment Methods

Portfolio can present a wide perspective of learning process for students and enables a continuous feedback for them (Adams, 1998). Besides this, it enables students to have a self assessment for their studies and learning, and to review their progress (De fina, 1992). Since it provides visual and dynamic proofs about students' interests, their skills, strong sides, successes and development in a certain time period, portfolio which is the systematic collection of the student's studies helps assessing students as a whole (Baki & Birgin, 2004). Portfolio is strong devices that help students to gain the important abilities such as self-assessment, critical thinking and monitoring one's own learning (Asturias, 1994; Micklo, 1997).

Furthermore, portfolio provide pre-service teacher assessing their own learning and growth, and help them become self-directed and reflective practitioners, and contribute them the individual and professional developments (Birgin, 2007; Mokhtari et al., 1996). Mullin (1998) stresses that portfolio provides teachers to have new perspective in education. For instance, portfolio can answer these questions: what kind of troubles do

students have? Which activities are more effective or ineffective? What subjects are understood and not understood? How efficient is the teaching process?. On the other hand, portfolio assessment has many advantages comparing with standardized testing. It is shown in the Table 1 (De Fina, 1992, p. 39).

Table 2. Comparing to Portfolio Assessment with Standardized Testing

Portfolio Assessment	Standardized Testing
Occurs in the child's natural environment. Provides an opportunity for student to demonstrate his/her strengths as well as weaknesses. Gives hands-on information to the teacher on the spot. Allows the child, parent, teacher, staff to evaluate the child's strengths and weakness. Is ongoing, proving multiple opportunities for observation and assessment. Assesses realistic and meaningful daily literacy tasks. Invites the child to be reflective about his/her work and knowledge Invites the parents to be reflective of child's work and knowledge. Encourages teacher-student conferencing. Informs instruction and curriculum; places child at center of the educational proces.	Is an unnatural event. Provides a summaryof child's filatures on certain tasks. Provides little diagnostic information. Provides ranking information. Is an one-time "snapshot" of a students's abilities on particular tasks. Assesses artifical tasks which may not be meaningfull to the child. Asks child to provide a singular desired response. Provide parents with essentially meaningless and often frithtening numercial data. Forces teacher administration conferencing. Reinforces idea that the curriculum is the center of the educational process.

As shown in Table 1, portfolio assessment enables measuring high-level skills with meaningful and realistic activities for students instead of

measuring low-level skills in a limited-time, using multi assessment methods instead of using only one measurement method, making assessment not sometimes but continuously, and determining the student's weaknesses and strengths. Besides, it also encourages students to participate in the assessment process actively and to make an affective communication with his teacher and parents. As portfolio assessment places student at the center of the teaching process, it enables students to direct teaching.

Portfolio assessment method also has many benefits for teacher, parents and students. Making use of portfolios affectively largely depends on using their purpose properly. Many of theoretical and empirical studies in the literature were reported superiority of portfolio assessment to traditional assessment tools in education (Asturias, 1994; Baki & Birgin, 2004; Barton & Collins, 1997; Birgin, 2003; Birgin, 2006a; De Fina, 1992; Gilman et al., 1995; Ersoy, 2006; Klenowski, 2000; Kuhs, 1994; Mullin, 1998; Norman, 1998; Sewell et al., 2002). Some of them are presented as follows :

1. Portfolio provides multiple ways of assessing students' learning over time

2. It provides for a more realistic evaluation of academic content than pencil-and paper tests.

3. It allows students, parent, teacher and staff to evaluate the students' strength and weakness.

4. It provides multiple opportunities for observation and assessment

5. It provides an opportunity for students to demonstrate his/her strengths as well as weakness.

6. It encourages students to develop some abilities needed to become independent, self-directed learners

7. It also helps parents see themselves as partners in the learning process.

8. It allows students to express themselves in a comfortable way and to assess their own learning and growth as learners.

9. It encourages students to think of creative ways to share what they are learning

10. It increases support to students from their parents and enhances communication among teachers, students and parents.

11. It encourage teachers to change their instructional practice and it is a powerful way to link curriculum and instruction with assessment.

In sum, portfolio assessment provides more authentic and valid assessment of students' achievement and comprehensive views of students' performances in contexts, and encourages students to develop independent and self-directed learners, and enhances communication among teacher, student and parents. It can provide opportunities for learners to demonstrate his/her weakness and strengths and for teachers to direct their teaching. It also can encourage students to take responsibility for their own learning, and enhance student-teacher communication. In addition, portfolio assessment has a potential to demonstrate students' learning process and leaning product over time. As a result, portfolio gives detailed information about students' development in learning process to teacher, parents and students themselves.

2.8   Problems and Disadvantage of Portfolio Assessment Methods

Although using of portfolios has some advantages and benefits in education, it has some disadvantages and burdensome. Thus, when it is developed and used, these disadvantages and burdens should be considered. Beside the disadvantages and burdensome of portfolios, the precautions which should be taken for overcoming these disadvantages and burdens of portfolios are explained below.

Scoring a portfolio may be seen as less reliable or fair than multiple choices test scores (Cicmanec & Viecknicki, 1994). When the specific, clear, and measurable criteria for each item are used in portfolios, the reliability of portfolios can increase. If the purpose and assessment criteria of portfolio are not clear, the portfolio can be just a miscellaneous collection of works that can't reflect students' growth or achievement accurately. Thus, the purpose and assessment criteria of portfolios should be explained detailed and clearly.

Another disadvantage of using portfolio is very time consuming for teachers to score students' works and to assess students' performance over time in the crowded classroom (Birgin, 2006b). Therefore, it is suggested to use checklists, rubrics and digital portfolio form to reduce time for the assessment of it (Birgin, 2006b; De Fina, 1992; Lustig, 1996).

Like any other form of qualitative data, data from portfolio assessments can be difficult to analyze. To use checklists and observation lists can be facilitate to analyze process. If it is possible, designing the computer-based portfolio and electronic portfolios for students make easier to examine the portfolios and to give feedback to students (Birgin, 2003; Chen et al., 2000; Lankes, 1995).

When comparing students' performance and schools by considering the portfolio scores, the questions "whom did the study belong to?", "Did the student do this work with someone else or alone?" are sometimes discussed. This statement may cause anxiety about the validity and reliability of the portfolio assessment. There are many researches which support this finding (Herman & Winters, 1994; Geathart & Herman, 1995; Koretz et al., 1994). In this case, students' scores in portfolios may not show their real performance. To overcome this problem, students' performance should be followed by teachers continuously and they should be required to present their works.

Developing portfolio assessment criteria, rubrics, and determining the works in portfolio can be difficult for teachers at first. Moreover, organizing and assessing the portfolio and giving feedback to students can be time consuming (Stecher, 1998). Therefore, both in-service and pre-service teachers should be informed about the portfolio assessment.

One of the problems of using portfolio is to store, to handle and to control the portfolios in the crowded classroom. Also, asking students to bring their portfolio materials to each class can be burdensome. To overcome this problem, electronic portfolios (e-portfolios) which easily stored, handled and controlled can be used (Baki et al., 2004; Chen et al., 2000).

Another problem of portfolio assessment is parental or community support for such a new and unfamiliar system of assessment. Most parents is accustomed to their child receiving a letter grade on a report card at the end of a designated grading period. Such a change could be difficult for parents to accept or adjust to without considerable effort to educate them as to the nature

and advantages of the new system (Thomas et al., 2005). Therefore, parents initially should be made aware of what is going to transpire with the new assessment method at the beginning of the school year. Also, at least once a month, parents should be invited in to discuss and view their child's portfolio with the teacher. Parents should be an essential part of this assessment process, and include as equal partners and stakeholders.

Consequently, the most important disadvantage of portfolios is that its low reliability of scores. To overcome this problem, rubrics should be used in the assessments of the students' works. Moreover, portfolio assessment place new demands on teachers such as professional development time to learn portfolio, preparation time to create new materials and lessons, to produce and refine portfolio pieces. Teachers also need additional time for reviewing and commenting on students work. Such kinds of requirements force teachers to develop themselves in their fields. However, researches show that some teachers see portfolios as a worthwhile burden with tangible results in instruction and student motivation (Koretz et al., 1994; Stecher, 1998). This fact is very important in terms of the application of portfolio. To cope with the possible limitations or disadvantages of portfolios, teachers who tend to use portfolios should be educated before, assisted and supported in the portfolio application process by experts.

2.9   Previous Research

There are several studies conducted the Analysis of Authentic Assessment in other subject. The results of the studies are described as follow:

Hamami (2007) did a research entitled **"Applying Of Authentic Assessment in Arabic Learning in MTsN Malang 3"**. The result of this study showed that the affectivity of authentic assessment implementation increase the skill of student the affectivity of authentic assessment by presentation to know and increase speaking and reading skill student, and also improves the student creativity to appreciate the idea spoken as well as written and could raise the student motivation.

I Wayan Balik did a research entitled **"Pengaruh Implementasi Asesmen Autentik Terhadap Prestasi Belajar Matematika Dan Motivasi Berprestasi"**. The result of this study shows that there was of significant difference in learning achievement and achievement motivation between the student who were given authentic assessment and those who given conventional assessment. Authentic assessment in teaching and learning is influence the learning achievement and student's motivation. The implementation of authentic assessment could increase the learning achievement and motivation of achievement.

From the related study above, there are has some similarities and diffrences with the researchers the similarities the similarities of realated study is about the authentic assessment. But, the diffrences is about how the researcher in this proposal want to describe what are the problem faced by English teacher in analysis of authenticity of teacher made assessment and it's contribution to students english achievement. So, the researcher can take some information from related the study about authentic assessment.

CHAPTER III

METHODOLOGY

3.1 Research Design

This research is conducted by descriptive qualitative. Descriptive research is a study to describe the phenomenon that exists, whether the natural phenomena or human invention. Descriptive research does not provide treatment, manipulation or alteration of independent variables, but it describes a real condition (Nana, 2011). Descriptive research is appropriate to the nature and purpose of research, which obtains the data, not tests a hypothesis. Base on the facts found without adding or subtracting any data, then presented in the form of a research report by the data based on instrument performed. This study will describe about the implementation of authentic assessment in English classes of SMK Negeri 5 Medan. The researcher uses three instruments, namely observation, interview and documentation to see the types and the implementation of the authentic assessment that has been apply during implementation 2013 curriculum in SMK Negeri 5 Medan. The research object was the authenticity of English Language assessment for the eleventh and twelefth grade students of SMK Negeri 5 Medan in the academic years of 2018/2019.

3.2 The Subject of Research

There are three english teachers as a subject of this research in SMK Negeri 5 Medan. These three subjects are chosen in this research because of they have implemented 2013 Curriculum.

3.3   The Instrument of Collecting Data

In this research, the researcher uses three instruments to collect and to analyze the data, and then reports the data as the final result of research. The instruments used are as follow:

3.3.1   Observation

Observation is one of very important methods for obtaining comprehensive data in qualitative research, especially when a composite of oral and visual data become an important thing to observe (Annum, 2014). Observation can provide rich qualitative data, where the relevant phenomena have been carefully observed and detailed field notes have been recorded. In this research the observation uses the indicator of implementation of authentic assessment based on theory and curriculum 2013.

3.3.2   Interview

The interviews guide used in this research is semi-structured form. The semi-structured interview guide provides a clear set of instructions for interviewers and can provide reliable, comparable qualitative data. The way of interview in semi structured form is interviewer asks questions that has been structured, and then deepen one by one to extract more information. Thus, the answers obtained can cover all the variables, with full details and depth explanation. Sugiyono (2013:318) explain the purpose of semi-structured interview is to find the problems in a more clear, where the subject interview ask their opinions and ideas based on the topic study.

3.3.3 Documentation

Documenting all aspects of Authentic Assessment, to see indicators of research and then analyzing english teachers in SMK Negeri 5 Medan. Documentation includes a collection of information and real evidence of implementation of authentic assessment that will be considered to be analyzed in this study.

3.3.4 Rubric

Rubric is scoring guide, consisting of specific pre-established performance criteria, used in evaluating student work on authentic assessments (Mertler, 2001). Rubrics are typically the specific form of scoring instrument used when evaluating student performances or products resulting from an authentic task. There are two types of rubrics: holistic and analytic. A holistic rubric requires the teacher to score the overall process or product as a whole, without judging the component parts separately. In contrast, with an analytic rubric, the teacher scores separate, individual parts of the product or performance first, and then sums the individual scores to obtain a total score (Nitko, 2001).

3.4 The Technique of Collecting Data

This research is conducted by descrptive qualitative. In qualitative reseacrh, the relevant data are derived four field-based activities: interviewing, observing, collecting and examining (materials), and felling (Yin, 2011 : 129). The fourth field-based activities interviewing, observing, collecting and examining (materials), and feeling (Yin, 2011 :129), the researcher in

collecting the data to explain clearly observation, interview teacher and documentation as folow.

3.4.1 Observation the events.

The events are the English teaching learning process which implements assessments. Observations is method to observe something as object seriously and continuously done by the researcher. According to Meleong (2001 : 125-126), he states the tehnique depends on the direct observation and also wathces the object doing the reserchers his/herself continually, and then notes the behavior and the real event which is happened.

In the others, Sugiyono (2010 : 204) states that, observations is the process of observation that can be divided into two kinds :

a. Participants observations, it is observation participant that is used as subject reserch study. The resercher usually lives with members of the participant. Furthermore, reserchers will act in two roles: firtly, the researcher as a member of participant. Secondly, the resercher acts as a researcher who collects data about human's behavior.

b. Non-participant observation, it is the observation that makes the researcher as an observer of phenomenon or events that becomes a topic of research. The researcher in this observation looks or listen at the social situation without being participant actively.

The resercher use kind of non participant observation as tehnique to support the data from interview. In observation, the researcher observes the activity of the students and teacher during learning process. The data that is

observed by reacher in this research are how the teacher design assessments and how teacher makes scoring of students in SMK Negeri 5 Medan.

Table 3. Observation Checlist From

No	Indicators of assessment procedure	Yes	No	Note
1	The teacher makes a design and research criteria that refer to scoring guidelines.			
2	The teacher gives assignments in accordance with the conditions and abilities of students.			
3	The teacher conducts reserach into the competence of spiritual and social attitudes towards each student.			
4	The teacher further analyzes the results of student work to determine progress and learning difficulties.			
5	The teacher returns student work accompanied by feedback in the from of educational comments.			
6	The teacher uses several assessment tehniques to express, prove or demonstrate and precisely that the learning objectives have been truly mastered and achieved by students.			
7	The assessment process is in accordance with the learning process.			
8	Assessment is not only about problems in school.			
9	Assessment uses a variety of standard sizes, methods and criteria that fit the characteristics and essence of the learning experience.			
10	The assessment used is holistic, which includes all aspects of learning objectives (cognitive, affective and sensorimotor).			

3.4.2 Interviewing the respondents

The respondents in this research are : the English teacher and the students in SMK Negeri 5 Medan. The teacher which were selected as information were teacher who implements the assessments in their clasess.

Table 4. Interview Questions

No	Question	Answer
1	What are the types of authentic assessment that you have implemented?	
2	Do you know the steps of authentic assessment applied in the classroom? Could you explain?	
3	Do you understand the students weaknesses and needs about the material before giving authentic assessment?	
4	When you give the authentic assessment for students? (every week,every meeting, mid test)	
5	What is the common strategy you use in implementation of project assessment? (Individually or group which one students like more?)	
6	Do you assess students competency, spritual and social for each student? How do you perform that assessment?	
7	Do you think the assessment reflect students real world problems and appropriate with the learning materials?	
8	Do you uses assessment tehnique to reveal, prove or show the learning objectives have been completely controlled and achieved by students. And how you solve the lack students in achieving the material?	
9	Are three any difficultes on implementation of authentic assessment?	
10	Is there any progress in student learning after making authentic assessments of your students?	

3.4.3 Analyzing the documents

The documents are written information realted to implementation of the assessment in SMK Negeri 5 Medan : lesson plan, the students report, the from of assessment, the test instruments, the rubrics or check list used in assessing the English learning outcomes.

3.4.4   Triangulation

Triangulation in data collection techniques defined as data collection techniques with combining various data and sources from various instrument to collect the data (Sugiyono, 2013:327). Collecting data by triangulation also test the credibility of the data by comparing a variety of data sources. The researcher uses observations, interviews, and documentation for the same data sources simultaneously. The aim of triangulation data according to Susan in Sugiyono (2013) is not to determine the truth about some social phenomenon, rather the purpose of triangulation is to increase one's understanding of whatever is being investigated.

The value of triangulation technique is to determine the data whether convergent, inconsistent, or contradictory. Then, by applying triangulation in collecting data, the obtained data will be more consistent and complete certainty, because it will increase the strength of the data, compared with a single approach.

3.5   The Kinds of Data

In this study type focus was on the type of assessment made by the teacher. Based on this to measure how the teacher give an assessment of students, whether the teacher evaluates the assessment of tasks the y make in learning. Based on this, the researcher focuses on analyzing the type of data that will be made by teachers at SMK NEGERI 5 Medan. The following types of data will examined :

1. **Syllabus**

   The researcher will examine the syllabus made by English teachers at SMK Negeri 5 Medan to see the design made by teacher in learning process in the school.

2. **Lesson Plan**

   Here the researcher wants to uses the teacher's lesson plan to find out what types of assessments teachers make for students.

3. **Value documenatation**

   Value documentation discusses the assessment used by the teacher in the classroom in the learning. The type of documentation that is examined to evalute students is diveded into three : Rubric, Rating Scales and checklist.

3.5.1   Total amount of data analysis

1. **Interview**

   This research directly focusess on interviews with teachers because this is the purpose of the observation in this study and the researcher focuses on teacher-stlye assessments and about authentic assessment. The researcher summarizes ten questions that are supported based on the curriculum on the interview observation to be analayzed on authentic assessment.

2. **Documents**

   Collection of documents as a source for research can be in the from of letters, autobiography, newspaper, magazines, and photography. The collection of documents has advantages and disadvantages, because the

documents collected must be analyzed with good interpretation skills. The document referred to here is readable (in the from of writing), not made intentionally for research, documents are always there to always be willing to be analyzed, and relevant to social context. J.Scott has distingushed personal documents with official documents, then documents made by private agencies or state agencies. There are four criteria in assessing the quality of a document, namely success, crediability, representation, and meaning. The following types of documents on English teachers in vocational high schools :

a. Official documents from state goverment

   One Syllabus

b. Personal documents

   a) One Lesson Plan

   b) Working portfolio and record keeping portfolio (There are five items)

This study focuses on the type of portfolio research, reserachers have summarized in the previous chapte about portfolios and this study focuses on the assessment made by Melograno (2000, p.101) about the type of portfolio after which the researcher focuses on two types, namely working portfolio and portfolio record of both types it meets the assessment requirements made by the teacher, teh type of assessment that contains a collection of daily, weekly, montly, product units, written tests, skills tests, anecdotal notes and behavioral records.

3.6   The Tehnique of Analyzing of Data

Data analysis is conducted in form qualitative descriptive. In tehnique of analyzing data reseracher is conducted from Miles and Huberman.

According to Miles and Huberman, data analysis is arranged on the the site it is emphasized that the columns in a time matrix are arrenged with time peroid, in order of stages, so that it can be seen when the symptoms certain happened. Tyhe basic principle is chronology, The following stages are: data analysis arranged, first, Building a presentation, at this stage which way easy to move forward is to break up innovation into spesific components or aspects, using this as a line matrix. The matrix column is periods of time, from initial use until later use. If changes occur in the component during that time period, we can enter a brief description of the changes (Miles and Huberman, 2007: 173-174).

Second, enter the data. At this stages, the analyze is look for changes in innovation, component by component. These changes can be placed in the field notes interviews with coded innovation users, who were questioned specifically whether they have made something that is encoded in innovation book format. Continuation of the investigation according to the parts that has been added, dropped, fixed, combinend, or selected for use. In some cases it can refer to documentary evidence (Miles and Huberman, 2007: 174).

Third, analyze data. At this stage, the analyzer can understand more deeply about waht is happening by refering back on the other aspects of the field note, specifically what else is people say about the change or the reasons

(Miles and Huberman, 2007 : 177). Data analysis in qualitative research was carried out since before entering the field, during entering the field and after finished from the field. Data analysis was performed at the time of data collection within a certain period. Data analysis in this study uses data analysis tehniques on a site developed by Miles Huberman. Data already collected is made in a matrix. A matrix of descriptive data about specific evemts or experiences will be presented in the matrix partition the data before and after it. After the data is entered the next matrix is made a checklist (Miles Huberman, 2007: 139-140).

Data analysis in qualitative research carried out since before entering the field, during entering the field, and during the field, and after completion of field. Nasution in Sugiyono (2008:236), states that the analysis. The data has started since formulating and explaining the problem, before dive into the field, and continue until the writing of research results. Miles and Huberman in Sugiyono (2008: 2370, stated activities in qualitative data analysis must be carried out continuously until they are finished, so that the data is already saturated. Analysis of data in research this is done at the time of data collection in a certain period. On during the interview, the researcher has done an analysis of the answers given by people who interviewed or informants after being analyzed were felt to be unsatisfactory, then the researcher will continue the question again, to a certain extent in order to obtain more credible data or information.

To present data so that is is easy to understand, the the steps data analysis used in this study is analysis interactive. The model of Miles and Huberman,

who divides the steps in data analysis activities with several parts, namely data collection, data reduction, data display, and conclusions or verification.

1. **Data Collection**

   In the first model analysis, data collection was carried out interviews results, observation results, and various documents based on a categorization in accordance with developed through further data research.

2. **Data Reduction**

   Data reduction is from of analysis that sharpens, classifying, directing, dispossing of unnecessary data and organizing data in such a way that final conclusions can be drawn and verified (Miles and Huberman 2007: 16). According to Mantja (in Harsono 2008: 169), data reduction continues continuously so long as the research has not ended. The product of data reduction is summary of the field notes, both from the initial notes, extensions, and additions.

3. **Data Display**

   Data presentation is a set of information organizations allows research conclusions to be carried out. Presentation of data intended to find meaningful patterns as well provide the possibillity of drawing conclusions as well giving actions (Miles and Huberman, 2007 :84). According to sutopo (in Harsono, 2008: 169) states that the data presentation in the from of narrative sentences, pictures/schemes, networks and tables as the narration.

4. Conclusion/Verifications

Drawing conclusions is part of the activities complete configuration (Miles and Huberman, 2007: 18). Conclusion were also verified during the study. Conclusions, directions of cause and effect, and various propositions (Harsono, 2008: 169)

The Guidelines used in the data analysis process can be stated as follows:

1. From the results of interviews, observations, recording documents, made notes complete field. This field note consists of descriptions and reflections.

2. Based on the field notes, data reduction is the made. This data reduction consists of important findings.

3. From data reduction then followed by the preparation of data presentation in the from of a systematic story with researchers edit so that the meaning is more clearly understood. This data presentation, supplemented by factors supporters, including methods, schemes, charts, tables and so on.

4. Based on the presentation of the data, conclusions are then formulated while.

5. The temporary conclusion will always continue to develop in line with the discovery of new data and new undertanding, so there will be a steady and truly appropriate conclusion with the real situation. And so on the activity this research is ongoing, that is continuous interaction between the three components of the analysis together with colletion

new data perceived can produce complete data so that final conclusions can be formulated.

6. In formulating the final conclusions, in order to avoid the elements subjective, efforts are made:

a. Complement qualitative data.

b. Develop "Intersubjectivity", through discussion with other people.

3.7 Validity

Instruments used in the research to cover, to reveal, to explain, to record, to measure should be have a responsibility. This means that the instrument must have certain qualifications that meet the scientific requirements. The qualification requirements at least include the aspects of validity in question items of research instrument. The validity of research instruments which prove whether the instrument can measure what is to be measured or not.

In this research, the researcher uses triangulation to measure the validity of data findings, which will be attached in the end of study. There are many ways to triangulate the data, but the researcher only take the triangulation data source and triangulation of expert judgment. Triangulation data source is the researcher collect the data through some method or techniques and sources, includes observation, documentations, historical documents, record, personal writings, notes, drawings or photos. Triangulation expert is the researcher collaborate the other expert as expert judgment to check the result of the data. In this study, the supervisor as the expert judgment gives feedback from the results of data collection.