

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The research question which will be answered on this chapter is related to the implementation of authentic assessment in assessing English at SMP IT Nurul Fikri Banjarmasin and the response given by the students about the implementation of this assessment. In this section, the researcher will describe the results of the data obtained by the researcher while conducting the research. The researcher conducted the research on two English teachers and students of SMP IT Nurul Fikri Banjarmasin.

1. Teacher's Implementation of Authentic Assessment

Observations and interviews which conducted by the researcher was addressed to two English teachers who taught in SMP IT Nurul Fikri Banjarmasin. Those two English teachers are Teacher A as VIII C's teacher and Teacher B as IX A's teacher. The observation was done since mid-August to the second week of September in total 8 times, which were 4 times for VIII C and 4 times for IX A. The result of the observations and interview will be described as follow.

a. Teacher A's Implementation of Authentic Assessment

1) Findings Through Observation to Teacher A

Based on observation four times, it can be clear easily the result of teacher's implementation of authentic assessment on table 4.1.

Table 4.1					
Teacher A's Implementation of Authentic Assessment					
No.	Observed Criterion	Date			
		19/08	23/08	26/09	06/09
1.	The lesson contains language that is as natural as possible	√	√	√	√
2.	The lesson has contextualized items (not isolated), meaningful, relevant, and interesting	√	-	√	√
3.	The lesson offers tasks that replicate real-world tasks	√	√	√	√
4.	The lesson considers the culture, beliefs, and community where the students live	√	√	√	√
5.	The lesson's tasks are a combination of skills that integrate language arts with other contents across the curriculum	√	√	√	√
6.	All skills and contents given to the students are open ended and able to assess	√	√	-	√

7.	All tasks given in the classroom are set to encourage the students to be more active in the lesson	√	√	√	√
----	--	---	---	---	---

The explanations of the points showed on table 4.1 are provided on the following pages.

- a) The lesson contains language that is as natural as possible

Based on the research observation, on the first meeting of the observation the lesson contains language that is as natural as possible. It has the similarity with the second to the last day of observation. The teacher make sure to choose easy diction while explaining the material or giving instructions to the students. Furthermore, on the following four meeting, the teacher is still keeping this distinct feature. The teacher always explains and gives instruction with widely used diction during class to make sure the students able to understand the material well. This part of the lesson match with Brown's theory that stated in authentic assessment, the language applied is always as natural as possible.

- b) The lesson has contextualized items (not isolated) meaningful, relevant, and interesting

Based on the research observation, on the first meeting of the observation the lesson given to the students has contextualized items. The topic is Giving Command in English, and the teacher provides some examples as giving direct commands in classroom to some particular students then ask the students to identify the pattern. The situation portrayed on the lesson could be easily

imagined by the students and related to daily life as well. The students could engage with the situation in the lesson because it is near with their culture.

On the other hand, on the next observation, the researcher could not find this feature. The situation on the lesson given by the teacher is slightly different with the previous meeting and not too related to the students' daily life. The teacher doesn't give examples with situation the students could easily imagine in real life. According to the teacher, this situation happened because the different limit of time allocation that makes the teacher should find another approach in explaining the lesson.

Meanwhile, on the third observation, the teacher brought back this feature to the classroom. The teacher describes, explain, and give examples on the lesson using situation that is close to the students' daily life. With topic Asking and Giving Suggestion, the teacher asks the students about their experience while making or suggesting something to someone else. This makes the students engage easily because they could share their opinion and experience related to the situation.

On the fourth observation, the teacher compared both previous topics and asked the students to find the difference and similarity. The teacher provides few more examples about common commands and suggestion in classroom and school environment, then asked the students to work in group to make dialogue in expressing command or suggestion.

c) The lesson offers tasks that replicate real-world tasks

Based on the observation, this feature happened on every meeting on this class. On the first observation with topic Command in English, the teacher provides some examples that could be easily found on daily life. She mentioned command is such as on the foot drill, while the commander told the members to attention, salute, march, and so on. These examples are easy for the students to understand for the all of students are joining Scout. Other than that, the teacher also gives them more examples with common command in the classroom during teaching and learning process.

On the second observation, the material is still the same, but the students have major participation on this one. The students are obliged to make some commands with provided situations and key terms. The teacher provides some religious examples on this meeting, telling the students the commands in Islam that should not be broken such as prayers.

On the third observation, the teacher gives the students new material which is asking and giving suggestion. Thus, the teacher asks the students about whether or not they ever ask or give suggestion to someone; whether it is about movie to watch, song to listen, games to play, or books to read. The teacher then gives some problems and situations for the students to imagine, and find the best suggestion to give.

On the last observation, the teacher asks the students to compare the pattern, goal, similarity, and differences about command and suggestion. The chosen student should explain what she understood related to the topic, and then other students add some more based on her understanding. The teacher also

provides group works to make some dialogue using the expressions of command and suggestion.

The teacher consistently gives examples or tasks that are related and close with real world situation. With this type of approach, the students themselves are easily imagined proper vocabulary and responses toward some situations.

d) The lesson considers the culture, beliefs, and community where the students live

Because this school is based on the Islamic rules, the teacher often links some events or situations with Islamic history. This approach is shown three times out of four observation times. On the first observation, the teacher provides some examples related to the Scout, which is an activity involving all of the students. On the second observation, the teacher mentioned some Islamic commands in explaining Command in English material.

Furthermore, on the third observation, the teacher mentioned students' council committee in a situation of giving suggestion material. The teacher provides a situation where a student is fall behind on the lesson because too many student council's meeting and asked the students to give the best suggestion according to that.

On the last observation, the teacher provided some examples with The Prophet and Isra Mi'raj in explaining advice and suggestion material. The teacher stated that if the Prophet and all of the early Islamic people could be patience while leaving Mecca, do the journey to Medina, and then go up to the

sky in one night, then learning to understand English, work with other students, and finishing the dialogue must be easier.

It can be concluded that most of the lesson considers a lot of the students' religious and community background. The teacher tried to give examples which are not diverged from Islamic rules, in order to strengthen the students' Islamic knowledge.

e) The lesson tasks are a combination of skills that integrate language arts with other contents across the curriculum

This feature is found on every class observed by the researcher. On the first observation, the teacher combines English speaking skill with Scout knowledge. The students are asked to mention common commands in Scout's foot drill or ceremony.

On the second observation, the teacher combines English speaking skills with Islamic Education. The teacher explains commands in English with examples stated in Islam, such as 5 times prayer and respecting the elderly. The teacher then asked the students to mention more commands they know, whether it is in Islam or daily life.

On the third meeting, the teacher combines writing skill, speaking skill, and social science. The students are asked to make some suggestions for their friends who faced some bad situation, as well as reacting correct way if their suggestions were declined.

On the fourth meeting, the teacher combines English speaking, grammar, and Islamic history. The teacher asked the students about other Islamic history

and common Islamic knowledge related to commands and suggestions, which answered by the students with prayer, zakat, shadaqah, helping each other, and many more.

Basically, the teacher always combines the current lesson tasks with other skills such as grammar with writing or grammar with speaking. The teacher also often gives group works or performance tasks to the students, and combines them with the lesson.

f) All skills given to the students are open ended and able to assess

Based on the observation, this feature is found on every meeting except the on third meeting. On the first meeting, the teacher asked each students about common commands they often hear, whether it is at school, home, or another place. The teacher then asked them why they recognized those as commands and told them to identify if there are some specific feature in a command.

On the second meeting, the students are told to make some commands with provided situations and key terms. The teacher then facilitates the students to explain their commands and why are those commands suitable with the situation provided before. Other students are expected to give comments for their friends.

On the other hand, there is no performance assessment on the third meeting. Therefore, this point is could not be found. On the third meeting, the students are given a written grammar test, which is able to assess but definitely not an open ended type of test.

Furthermore, on the fourth meeting, the teacher asked the students to work in groups and make some dialogues related to giving and telling commands and giving and asking suggestions, and then act it in the front of the class. The teacher basically scored the students based on the output of the dialogue, confidence, and their speaking skills.

Nevertheless, as the result of most of the tests given to the students are not written test, the students' performances are easily assessed by the teacher. The teacher assessed the students' proficiency through their performance and in many aspects, such as confidence, spoken grammar, pronunciation, and the outcomes of the lesson.

g) All skills given in the classroom are set to encourage the students to be more active in the lesson

Based on the observation, this feature is easily found on every classroom meeting observed by the researcher. The teacher makes sure to provide lesson activities and classroom environment where the students could be more active and engaged with the lesson. The teacher always asks the students related to their opinion, experience, or objective about an event or situation in text they learned.

On the first meeting, the teacher asked the students if they ever give commands or received commands from someone else, and how they respond to it. The teacher then wrote some common commands on the whiteboard and told the students to read it in turn, and then raise their hand if they ever either give or received such commands to or from anyone.

On the second meeting, the teacher provided specific time for the students to explain the reason why they think their command is most suitable for the given situation. Other students are allowed to give comments, critics, and suggestions as well as telling their opinion related to their friends' answer.

On the third meeting, the teacher asked the students if they ever give suggestions to anyone about their hobbies, such as their favorite games to play when their friends are bored. The teacher also asked about how their friend's reaction is, if anyone ever declines their suggestions or they ever declined someone else's suggestions. The teacher then provides the students some situation and asked them to give the best suggestion.

On the fourth meeting, the teacher asked the students to work in small groups to compare the difference between command and suggestion, identify the sentence pattern, and common words used in both expressions. The result of the discussion would be presented in front of the class.

On most occasions, the teacher would ask the students to do a group work and then presenting their result in front of the class, where other students could give comments or suggestions to the presenters. If there is no group work, the teacher will walk around asking for the students' opinion, experience, or questions related to some topics.

2) Findings Through Interview to Teacher A

a) Alternative Assessment

During the interview, teacher A stated that she assesses the students based on curriculum 2013, including their social life. Teacher stated that she

assessed the students' attitude based on their daily language used in the classroom and their response over a command. Beside of that, teacher A said that she assessed the students by their activeness during the lesson.

The teacher gives the students a performance assessment where they should perform some procedural texts. The students are explaining how to make omelets, juice, and a cup of tea in front of their classmates. The teacher assessed these performances using speaking skill's rubric score, which includes pronunciation, intonation, fluency, and accuracy in speaking English.

Beside of that, teacher A often gives the students group works, presentation, and role play. Teacher A stated that by implementing performance tests as often as possible, it will help the students to be more active in the lesson and prevent them from feel boring.

b) Problems in Implementing Authentic Assessment

According to teacher A, the problems she found during implementing this assessment include the classroom's situation, time allocation, and managing the students in order they behave well. She stated that the time allocation is the biggest problem because she should divide the provided time for preparing the classroom, managing the students' Qur'an memorized material before teaching English, and then trying to take their interest.

Another problem she found is the way to take the students' interest during the lesson. When she explained the lesson and it is quite complicated, the students often lose their motivation in learning English. Thus, she said that she

need to find better strategies in order to wrap the lesson with more interesting package in order to take the students' interest in learning English.

b. Teacher B's Implementation of Authentic Assessment

1) Findings Through Observations to Teacher B

Based on the observation four times, Teacher B's implementation of Authentic Assessment can be seen from the table 4.2 below.

Table 4.2 Teacher B's Implementation of Authentic Assessment					
No.	Observed Criterion	Date			
		20/08	21/08	03/09	10/09
1.	The lesson contains language that is as natural as possible	√	√	√	√
2.	The lesson has contextualized items (not isolated), relevant, meaningful, and interesting	√	-	√	√
3.	The lesson offers tasks that replicate real-world tasks	√	√	√	√

4.	The lesson considers the culture, beliefs, and community where the students live	-	√	√	√
5.	The lesson's tasks are a combination of skills that integrate language arts with other contents across the curriculum	√	√	√	√
6.	All skills and contents given to the students are open ended and able to assess	√	√	√	√
7.	All tasks given in the classroom are set to encourage the students to be more active in the lesson	√	√	√	√

The explanations of the points showed on table 4.2 are provided below.

- a) The lesson contains language that is as natural as possible

Based on the observations, this feature is found on every meeting. The teacher always talks to the students with daily vocabulary to make sure they understand what she meant. While explaining the material or asking questions to the students in English, she also choose easy diction in order to the students get her point.

On the first observation, teacher B chooses wide known language terms and vocabulary to mention her activity after school, as well as wrote down some basic verbs to stimulate the students' response. On the second observation, the teacher explained the difference two modal in simple present tense briefly and in

simple chosen vocabulary after stimulated the students to identify it first. On the third observation, the teacher provides a letter example as well as terms the students can use in writing letter. This is expected to help the students to express their feelings with ease.

Furthermore, on the last observation, the teacher provides a timeline to reach their goals and explain shortly about the steps they should take as well as the time. The teacher discussed a lot about this with the students, due to their high enthusiasm.

As the result of this, most of the time the students will reply in English if they know the vocabulary, or in Bahasa if they understand the questions but couldn't recall or don't know the suitable answer in English.

- b) The lesson has contextualized items (not isolated), meaningful, relevant, and interesting

Based on the observation, this feature happened three times out of four observations. The teacher provides examples, situations, and events that are close to daily life while teaching. In order to make the students engaged with the lesson, the teacher often asks their experience related to the provided situation or event.

On the first observation with material modals for simple future tense, the teacher asked the students to write down their plans after the school is finished. The teacher gives examples with her own plan, such as will pick up her kid, will go grocery shopping, and so on.

Next, on the second observation, the teacher still teaches the same topic. She adds one more modal beside will, which is be + going to. The teacher writes down two sentences with each modal and asks the students to find the difference between them. After such activity, the teacher divides the students in groups consist of two or three students and asks them to discuss and then write down things they want to do after graduated from junior high.

On the third observation, the teacher hands the students a piece of paper, then they should write down their dream jobs in 5 minutes span. After that, the teacher provides a structure of short letter. She then asked the students if they ever wrote or received a letter, but most of them said no. With the provided letter examples, the paper with written dream jobs, and the previous meeting's discussion result, the teacher asked the students to write a letter for their own selves 10 years later.

Furthermore, on the fourth observation, the teacher calls each student to read their letter to tell their friends about their dream jobs. After that, the teacher explains to the students to about the timeline goals, and then asked the students what they should do to reach their dream by 10 years. After that, the students are told to exchange the letter and check its structures. Beside of the structure of the letter, the students are asked to find sentences which contain simple future tense inside the letter and underlined them.

- c) The lesson offers tasks that replicate real-world tasks

Based on the observation, this feature happened on three classes out of four classrooms taught by the teacher. The teacher consistently gives examples or tasks that are related and near to real world condition. On the first observation, the teacher gives them a task to plan out their activity in order to make their life more organized.

On the second observation, the teacher provides a task where they should think about their future and what do they want to do after graduated. This will help the students to plan their objectives, especially because they are on the IX grade and will be graduated the following year. Furthermore, on the third observation, the teacher asks them to write the letter in order to give their selves spirit in order to bring their dreams into reality.

On the last observation, the teacher gives the students something to think about reaching their dreams, the timeline, and the steps. The teacher also provides time for sharpening their team work, thoroughness, and self-learning.

The students are stimulated to think about daily situations they faced everyday using another language, and this approach is proven effective to gain the students' interest. As the result, the students are more engaged and paying attention to the lesson.

- d) The lesson considers culture, beliefs, and community where the students live

As stated, this feature shows on the lesson three times out of four observations. This point mainly happened when the teacher give examples using

Islamic events in explaining the lesson or some other situations, because all of the students are Muslim.

On the first observation, the teacher didn't provide any examples mentioned any culture, belief, nor community close to the students' live. She stated that this is because she couldn't think about any activity that is suitable with the topic.

On the other hand, during second observation, the teacher provides an example with the school's basketball community team which will go to a tournament that day. The teacher asked the students to make some simple future tense sentences using that situation.

Furthermore, on the third observation, the teacher asked the students about the newest game they recently play and how many people in the class playing the same game. The teacher also asked if they play it together or have a plan to play that game together in near future. With that situation, the teacher asked the students to make some more simple future tense sentences.

On the last observation, the teacher provides examples with some high schools the students said they want to apply after they finished junior high. The teacher explains the strength of each schools and how the students will be able to improve themselves more once they graduated. The teacher mentioned some fields such as sport, Islamic knowledge, English proficiency, and so on.

- e) The lesson's tasks are a combination of skills that integrate language arts with other contents across the curriculum

Based on the observation, this feature happened three times out of four times observation. While doing the assessment, the teacher will not only assess one point of the students, but two or more. The teacher will combine at least two English skills. For instance, while doing a performance test, the teacher will assess both writing with speaking or speaking with reading.

On the first observation, the teacher combines English grammar writing and speaking skills. The teacher asked the students to make organized plans of their activity for the rest of the day, and then share them to the rest of the class. Other students are expected to give opinions, suggestions, or advice if needed.

On the second observation, the teacher combines English grammar with writing skills as well as sharpening the students' critical thinking. The teacher asked the students to identify the structure pattern of simple future tense and then discuss about their dream jobs in group.

Furthermore, on the third observation, the teacher combines English grammar, writing skills, and critical thinking. The teacher stimulated the students to think and discuss a lot about things they want to do after graduated and job they want to apply when they are all grown up and wrote all of those thought as a letter.

On the last observation, the teacher combines grammar, speaking skill, and intensive reading skill. The students are expected to examine correct structure of a letter and check their friend's letter thoroughly to find sentences with future tense.

- f) All skills and contents given to the students are open ended and able to assess

Based on the observation, all contents are able to assess but there are some of the contents that are not open an ended type. On the first observation, the teacher provides writing and speaking assessments for the students, as they are answering questions and organizing their plan after school.

On the second observation, the teacher assessed the students' writing skills and how they work in a group. The students were given a topic to discuss and the result will be used on the next meeting.

Next, on the third observation, the teacher assessed the students' development writing skills. With provided a letter example that contains correct letter structure, supporting related vocabulary, and the previous meeting's discussion result, the students are expected to write a single letter for themselves.

Furthermore, on the fourth observation, the teacher assessed the students' activeness, grammar proficiency, and critical thinking. On this meeting, the teacher provides a timeline for the students to be completed, therefore it will enforce them to think more.

It can be concluded that almost half of the contents are not an open ended type of questions. The teacher does some written tests with multiple choice types of questions; therefore the content is not open ended. Nevertheless, the lesson still do some performance test where the students' proficiency could be assessed open ended on so many aspects.

- g) All tasks given in the classroom are set to encourage the students to be more active in the lesson

Based on the observation, this feature happened on every class since the first time until the last day the researcher conducted the observation at the school. On the first observation, the teacher provides times for the students to share their hobbies, plans, and activity they will do after the school is finished. The teacher also allowed the other students to share their opinion related to some activity and asked if there were another person will do the same activity after school or share the same hobby.

On the second observation, the teacher provides a section where the students can openly speak about their dreams and things they want to do after graduated, such as college they want to attend, major they want to take, job they want to apply, and so on. The students are excitedly answering the questions as well as listening to their friends.

Furthermore, on the third observation, the teacher asks the students to write a letter for themselves in order to get more spirit in getting what they want. During writing letter, the students are allowed to share their opinion, wants, or discussing the contents with both teacher and their friends.

On the last observation, the teacher provides a goal timeline to describe the students' way to teach their dream job. This approach stimulates a lot of questions asked to the teacher, which she answered by asking other students' opinion. The students are expected to be more active, asked more questions, and think wider by doing this.

The lesson is very open if the students want to give opinion or suggestions, just as the teacher set the whole lesson to make them take active

role in the classroom. The teacher often ask their opinion related to a situation, put them on small groups, give group works to be presented later, or individual performance as asking and answering questions.

2) Findings Through Interview to Teacher B

a) Alternative Assessment

During interview, the researcher found out that the teacher assessed the students' attitude and activeness during the lesson, aside from their tests' score. The teacher had a point system where the students are given different range of points according to their attitude in the classroom and their activeness during the lesson. In order to encourage the students to be more confident in the classroom, the teacher gives five points for the students who voluntarily do the task in the whiteboard or give answers or examples about related topics, followed by ten to fifteen more points if their answers and examples are true.

The teacher gave the students project assignment where they should examine, identification, and then report some chosen medicines, it includes the function, dosage, and side effect of the said medicines. The teacher assessed this project according to the presentation and the structure of the report.

b) Problems in Implementing Authentic Assessment

Based on the teacher's opinion, the problem she faced during implementing this assessment is mostly because the students' proficiency in English is not too high; therefore she found it difficult to assess the students objectively. The teacher stated that to increase the students' score, there should be more tasks given to the students. Other problem for the teacher is when the

students are too difficult to handle during the class and the limited amount of time for the lesson.

2. Students' Response Towards the Implementation of Authentic Assessment

About authentic assessment implemented by the teacher in the classroom, the researcher tried to know more about how the respond and feedback given by the students. The researcher used the observation guidance to see how the students' responses are about this assessment. The result of the observations will be explained below.

a. Students' Response towards Teacher A's Implementation of Authentic Assessment

Based on four times observation, the result can be seen from table 4.3 provided below.

Table 4.3					
Students' Response towards Teacher A's Implementation of Authentic Assessment					
No.	Observed Criterion	Date			
		19/08	23/08	26/09	06/09
1.	Students have active roles in classroom (giving feedbacks, asking and answering questions, finishing previous assignments, etc.)	√	√	√	√
2.	There are group works to be done during the lesson	√	√	√	√
3.	Students can communicate in English; even if only a little bit	√	√	√	√
4.	Students voluntarily give their opinion or share their experience related to a topic	-	√	√	√
5.	Students show good manner during the lesson	√	√	√	√

Furthermore, the explanation of the points showed on the table above is provided as followings.

1) Students have active roles in classroom

Based on the observation, the students always have active roles during the lesson. They ask and answer questions, give opinion, doing the tasks, share experiences, and helping each other. The students also listen well to the teacher although sometimes they are busy with themselves especially when the tasks had finished. Nevertheless, with active learning strategy applied by the teacher, most of the time the students are busy to discuss about the lesson, do the task, or explaining the material; thus time for playing around is really tight.

2) There are group works to be done during the lesson

Based on the observation, the teacher gives the students' group works almost on every meeting. On few occasion, the teacher will put them on small groups to act a dialogue or translating passages, while on other times she will arrange the students to a bigger groups and bring games which later will be presented by them.

3) Students can communicate in English; even if only a little bit

The students are able to communicate to the teacher and to other students in English, even though only a little bit. On some occasions, they understand what the teacher said in English yet couldn't answer it with same language. Nevertheless, the students can communicate quite well in broken English, well enough for the teacher and the listeners to understand what they actually mean.

4) Students voluntarily give their opinion or share their experience related to a topic

The students are very open about their opinion and experience. Mostly, the teacher should ask them first before they share their opinion or experience, yet on some occasions the students shared their experiences by themselves before being asked. The

situation on the lesson is very close to daily life for the students could have the same experience and give their opinion about it.

5) Students show good manner during the lesson

Most of the time, the students show good manner to the lesson. They pay good attention during explanation time, give feedbacks, and do the task well. On the other hand, during presentation usually they will be louder than usual because they gave comments to their friends during the presentation, not after. Nevertheless, the students act nicely both to the teacher and their friends.

b. Students' Response toward Teacher B's Implementation of Authentic Assessment

Based on four times observation, the result can be seen from table 4.4 below.

Table 4.4					
Students' Response towards Teacher B's Implementation of Authentic Assessment					
No.	Observed Criterion	Date			
		20/08	21/08	03/09	10/09
1.	Students have active roles in classroom (giving feedbacks, asking and answering questions, finishing previous assignments, etc.)	√	√	√	√
2.	There are group works to be done during the	√	√	√	√

	lesson				
3.	Students can communicate in English; even if only a little bit	√	√	√	√
4.	Students voluntarily give their opinion or share their experience related to a topic	-	√	√	√
5.	Students show good manner during the lesson	√	√	√	√

The explanation of the points showed on the table above is provided below.

1) Students have active roles in classrooms

Based on the observation, the students always have opportunity to be active in the classrooms. The teacher stimulate them to ask questions, give a chance to another students answer the questions asked, ask the students about their opinion related to an event, give them time to share experiences, give them time for some discussions, etc. In short, the teaching and learning environment is set for the students to explore the lesson more.

2) There are group works to be done during the lesson

In line with the previous teacher, teacher B gives a lot of group work to the students as well. Most of the time, the students are given a group written assignments, whether it is paper-based assignments, dialogue, or two-on-two tasks. Although it is a small group assignment, the students usually do the tasks together; they discuss a lot about the answers of the questions and often debating about the reason.

3) Students can communicate in English, even of only a little

Based on the observation, most of the students can express their feeling well in English, although most of the time they still struggling to do it. The students are able to communicate to each other and to the teacher in an acceptable level of English for beginners.

4) Students voluntarily give their opinion or share their experience related to a topic

On some topics, the students share their experience about a topic without being asked, but this only happen to some topics or examples that is really close with the reality. Beside of that, the students also voluntarily give their opinion during brainstorming phase, while the teacher describes some phenomenon to engage the students with the lesson.

5) Students show good manner during the lesson

The students show good manner on most of the time. They listen the explanation well, do the tasks, discuss with their friends, and answer the questions. On some given occasions, some students will come forward to write the answers of questions on the whiteboard.

B. Discussions

After the data have been obtained and described as written above, the researcher analyzed the data. The researcher had found the data needed that will be explained as follow.

1. Teacher's Implementation of Authentic Assessment

According to O'Malley and Pierce (1996), authentic assessment refers to the multiple forms of assessment that reflect student learning, achievement, motivation, attitudes on instructionally-relevant activities. In a test or lesson, authenticity could be seen

through the language used during the teaching and learning process and the material presented to the students.

During teaching and learning process, the researcher found that both of the teacher taught using language as natural as possible. During the lesson, both Teacher A and Teacher B always give explanation, ask questions, and provide examples in language that could be easily understood by the students.

According to Porter and Roberts (1987), the teacher needs to use assessment as authentic as possible in classroom settings. This will give the students opportunities to use language in situation based on everyday life. It is important to expose students to authentic language and help them work out strategies for dealing with situations they may face in daily life.

Other than that, the researcher found out that most of the lesson given to the students has contextualized items. Teacher A who is teaching on the VIII C provides some materials such as correct suggestions to give when their friends have problems, traffic lights, and jumble descriptive text. Teacher B who teach on IX A give related examples and context in teaching simple future tense.

According to Johnson (2002), because the contextualized items in teaching and learning process is emphasized on the students' interests and experiences, it will help a lot for the students to understand the material. Furthermore, Sears (2003) stated that by applying contextualized items in the lesson, it will encourage the students to take a part of their learning and provides a concrete framework for combining pattern theories and practice. Sears (2003) also emphasized that this approach is a learning process which purpose is supporting the students to understand the educational material that they are

learning by relating academic subjects to the situations of their lives such as their personal, social, and cultural situation.

Talking about the topics that should be meaningful, relevant, and interesting, the researcher found out that some topics learned in the classroom may be relevant, but not too interesting for the students. The teachers told the researcher in order to have the students' interest, they had to choose topics that the students like, such as games or serial on the television. Although these topics are interesting for the students, the teacher thought that it may not compatible with some of the lesson. Furthermore, the teachers told the researcher that these topics are not suitable with the base of the lesson, which is Islamic studies, as well.

Pearce (2016) stated that in order to preparing the students for life outside the school, the educators should develop students' ability in making link between previous learning and new learning, from one subject to another. According to her as stated on e-Teaching Journal, having a lesson with authenticity approach will decrease students' doubt about the use of the lesson on real life. Furthermore, Pearce (2016) emphasized that authentic learning experiences generate engagement with the students. Authenticity automatically gives relevance to the learning journey; relevance encourages engagement and enthusiasm, which should bring about meaningful learning.

The task given by both of the teachers are mostly related to real world tasks. On the first meeting, Teacher A gave the students a situation where the students should remember, mention, and act some commands in Scout's foot drill. Similarly, Teacher B gave a task where the students should construct sentences using future tense modal (will and be going to) to organize and explain their activity after school. On other occasion, Teacher A

provided the students a group work with traffic sign as the example in explaining asking and giving suggestion, while Teacher B gave them a project to analyze function, dosage, and side-effects of some provided medicine and wrote letters.

According to Khaira and Yambo (2005), authentic assessment should resemble meaningful performances in real world context and involve real-world tasks with multiple solutions for the students. In line with this, Mueller (2011) stated that the rationale of an authentic assessment usually comes from the idea that graduated students should be proficient at performing tasks they encounter after they graduated, therefore the classroom environment and assessment should be set to make the students perform meaningful tasks that replicate real world challenges.

The researcher found out that most of the lesson considers the students' environment; including the culture, belief, and community. Because the school is an Islamic-based school, most of the good examples given by the teacher were related to The Prophet and Islamic history.

When explaining about traffic lights and the vehicles used, Teacher A gave examples with Isra Mi'raj as the Prophet travelled from Mecca to Medina. Teacher A also provided some situations using Scout community as the example for the lesson.

In line with that, Teacher B often gave examples using Islamic history as well. During some lessons, she gives examples using the tale of Ashabul Kahfi in explaining simple future tense. Furthermore, Teacher B provided examples with a-day journal and writing letters.

The cultural perspective of classroom assessment puts emphasis on the interplay among points of view, values, and beliefs. According to Herrington and Herrington (2006),

authentic assessment puts up a special emphasis on the realistic value and contexts; similar with Reeves and Okey (1996) who pointed out that authentic assessment focused on high fidelity. Therefore, those mean all of the lessons and materials which will be assessed using authentic assessment should consider the nearest culture and belief.

Furthermore, the content given to the students are varied and combining one English skill with another, even across the curriculum. The teachers provide integrated language learning style by combining two or more skills in a single meeting. For instance, Teacher A combined grammar, reading skill, speaking skill, Islamic studies, and social science with topic giving and receiving command and giving and asking suggestion. Similar to this situation, Teacher B provided an environment where the students could practice their grammar, reading skills, writing skills, speaking skills, and Islamic History with simple future tense as the main topic.

Integrative learning allows the students to pursue learning in holistic way. According to Humphreys, Post, and Ellis (1981), an integrated study is one in which children broadly explore knowledge in various subjects related to certain aspects of their environment. The lesson are linked to another field, therefore the skills and knowledge are developed and applied in more than one area of study.

Open ended type of questions is one of the most important feature that should be included in authentic assessment, thus the researcher found out that most of the contents given to the students are open ended. This feature can be seen from the intensity of group works, performance assessment, and student centered approach in the classroom. The tasks are set to sharpen the students' higher order thinking, not only choosing a choice on a paper based tasks. As explained on the findings, both of the teachers are focused on

students' development, thus they give a lot of performance assessments which lead into a lot of open ended assessments.

According to Machado (2011), open ended questioning is a form of authentic assessment that allows the students to use their higher order thinking skills through a variety of content areas. By their nature, open ended questions assess writing, conceptual understanding, and thinking skill; especially students' ability to analyze, evaluate, and solve problems. This theory is suitable with the goal of the implementation of Curriculum 2013 which is practicing the students' critical thinking and soft skill in order to give them description, knowledge, and experience that may help them to face college and real life after they graduated.

Furthermore, both of the teachers provide learning environments where the students can easily express their feelings and opinion and encourage them to take action during provided time. During the class, both teachers always stimulate the students to speak, act, give opinion, give feedback, asking questions and be more active in the lesson. The tasks themselves are set to make the students take more active roles in the classroom, such as group work, role play, and presentation.

One of the features of authentic assessment is students centered learning. Machemer and Crawford (2007) explained that student-centred learning, as the term suggests, is a method of learning or teaching that puts the learner at the centre. The students are expected to take active roles in the lesson. According to Attard, Di Ioio, Geven, and Santa (2010), this approach is expected to make the students able to reach their maximum potential, as well as engaging with the teachers and embarking on the learning process in the manner that will be most beneficial for them.

Based on to the interview, the teachers do some other assessment beside tests in form of performance tests. They give the students materials to be presented; role played, journals, presentation, and point systems. The teachers also give a lot of group works in order to sharpen the students' skill to work in teams.

Huerta-Macías (1995) refers to alternative assessment as an alternative to standardized testing. Aschbacher (1991) enumerates some other common characteristics of alternative assessments, which include problem solving, higher order thinking, focused both on process and products, use real-world contexts, and the tasks involved are as important as the instructional activities.

According to the teachers, the problems they faced during implementing this assessment include the limited amount of time allocation, the students' proficiency, behavior, and whether they had applied correct assessment in the class or not. The scoring rubrics provided by the governors are not quite specific in elaborating students' proficiency that should be scored by the teachers. Sometimes both of the teachers still confused in applying authentic assessment, because there some characteristics that is too difficult to be applied in the classroom.

According to O'Malley and Pierce (1996) the problems in implementing authentic assessment include purpose, fairness, and grading. The purpose of authentic assessment with English learners include identification, placement, reclarification, and monitoring students progress. The fairness include language dependent, higher order thinking skills, and students' knowledge. Meanwhile, Grades are extrinsic motivators and are often contrasted with intrinsic motivation derived from self-determined criteria, as in learning out of interest and self-created goals. On the other hand, authentic assessment is more

focused on group work and group grades are typically an attempt to grade the final product of students' teams who work on a project, essay or presentation. Group grades can undermine motivation because they do not reward individual work or hold individual students accountable.

2. Students' Response Towards the Implementation of Authentic Assessment

The researcher found out that although the classroom settings are still a bit teacher centered, turned out the students have active roles as well. They lead the group works, discussion times, question and answer part, and so on. The students actively ask questions related to the part of the lesson they don't understand both to the teacher and their friends. The high achiever students helped the lesson rundown as well, they help the teacher explain the material to their friends if the teacher were busy explaining to another students.

According to TEAL Center (2010), the students feel most confident and learn more during the lesson or class they can be themselves. Cannon (2000) stated that a learning environment considered as a good environment when it has the learners' responsibility and activity at its heart, in contrast to the emphasis on instructor control and the coverage of academic content found in much conventional, didactic teaching. When the students have some active roles in a lesson, it helps them to stay confident, responsible, and interested during the lesson.

Furthermore, almost on every meeting both teachers provided group works to be done by the students. The teacher will divide them into few groups, sometimes just two on two works, and then hand out the assignments. If Teacher A focused on dialogues, presentation, and some other performance assessment, Teacher B focused more on the students' portfolios. Teacher B usually asked the students to work in small groups and then

give different topics to be discussed. Later, each group will present their discussion result and the topic will be discussed again in a bigger circle.

Authentic assessment requires students' former knowledge and the application of what they had learned to a new situation, therefore demands judgment to determine what information and skills are relevant and how they should be used. Brown (2010) defines group work as a generic term covering a multiplicity of techniques in which two or more students are assigned a task that involves collaboration and self-initiated language. In line with this, Harris and Sherblom (2008) define a group as a collection of at least three and ordinarily fewer than twenty individuals who are interdependent, influence one another over some period of time, share a common goal or purpose, assumed a specialized role, have a sense of mutual belonging, maintain norms and standards for group membership, and engage in interactive communication. Because group work trains the students to work collaboratively, thus it will sharpen their team work, compromise, and taking risk ability that is very crucial in a working environment.

The researcher also found out that most of the students understand basic English. They can understand basic questions and can answer them as well. On some occasions, they are able to speak English in order to convey their wants, although still mixed with Bahasa Indonesia. They are able to speak English with their friends as well, especially during group work time.

Since the language classroom is intended as a preparation for survival in the real world, classroom activities should as far as possible mirror the real world and use real world or authentic sources as the basis for classroom learning. Clarke and Silberstein (1977) stated that classroom activities should parallel the real world as closely as possible.

Since language is a tool of communication, methods and materials should concentrate on the message not the medium. Therefore, although the students' proficiency is still below average, as much as they could understand English and reply the questions with the same language is good enough. This is shown in the integrated skills, which they have done in the classroom.

In line with that, the researcher often found the students offer their opinion or experience related to a topic on the classroom. If the teacher brought some topics that are near with their daily life, most of the students happily share their experience about them. Similarly with that, most of the students are openly give opinions about something, whether they like it or not. This happen during class while they discuss about the presidential election and if full day school is good for them or not.

According to Heck (2007), students show their interest or motivation in learning through action. Heck mentioned that the motivation of students in school contribute to the students' achievements. Motivation is important in determining how much the students will learn from a learning activity or how much they are able to absorb the information presented to them. If the students are motivated in learning something, it will stimulate their critical thinking which will lead into using higher cognitive processes in learning the material. Thus, those students will absorb the material better.

The students always show good manner and attitude to the teacher, other students, and other people during the class. They pay good attention, listen to the teacher well, do the tasks, and give feedbacks about the lesson. This showed mostly during group works or presentation time, when the students are expected to make active actions such as asking questions, offering suggestions, giving critics, etc., in a polite way. Beside of that, the

students always do the prayers, recite Al Qur'an, as well as memorizing Al- Qur'an verses and hadiths. At the school, they are obliged to pray Dhuha, Dzuhur, and Ashar prayer together; they also recite Al Qur'an every morning before go to the class and memorizing verses from Al Qur'an and hadiths before the class started.

Mueller (2011) stated that authentic assessment has an advantage in learning. For the students, authentic assessment can demonstrate a complete understanding of the material, connect their learning and their experience, improve high order thinking skills, accept responsibility, communicate and evaluate performance. Thus, Tibrani, Corebima, Zubaidah, and Ghofur (2017) claimed that the implementation of authentic assessment can empower students' attitude and psychomotor. This statement based on Herrington and Herrington (2006) who stated authentic assessment can improve thinking skills, uncover concepts and processes effectively and realistically, and it is applied through critical and creative strategies. In line with that, Silberman (2009) stated that in order to empower students' attitude and psychomotor, the application of authentic assessment should have a clear pattern, such as particular model or teaching strategies. Therefore, the teachers should carefully choose the most suitable pattern to maximize the implementation of authentic assessment in enhancing students' achievements.

