THE IMPLEMENTATION OF AUTHENTIC ASSESSMENT IN SCORING
WRITING TASK FOR THE STUDENT OF 8th GRADE AT SMP N 1
SURAKARTA

PUBLICATION ARTICLES

Submitted as a Partial Fulfillment of the Requirements
for Getting Bachelor Degree of Education
in English Department

by:

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SCHOOL OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF SURAKARTA
2014
Surat Persetujuan Artikel Publikasi Ilmiah

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Surakarta, 16 Mei 2014

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THE IMPLEMENTATION OF AUTHENTIC ASSESSMENT IN SCORING WRITING TASK FOR THE STUDENT OF 8th GRADE AT SMP N 1 SURAKARTA

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Abstract

This study aims at describing the ways is implemented in authentic assessment and techniques the teacher used to score students’ writing made by the students of SMP N 1 Surakarta. This research is descriptive qualitative research. The subject of the research is the student of SMP N 1 Surakarta at 8th C grade which consists of 26 students. The object of this research is authentic assessment is implementation for writing skill of the student of 8th grade at SMP N 1 Surakarta. The data taken from student’s worksheet book and teacher instruction. In this research the first data through the script of the writing task of the student and the second data analyzes documentation the student writing task, and standard competence. The method of collecting data in this research are observation, interview and analyzing document.

The research findings there are three kinds of the ways the teacher’s assess of writing skill in authentic assessment through; classroom task, homework task, and written test by student worksheet and teacher instruction. The ways the teacher assesses of writing skill are by using aspects of authenticity. They are: classroom task and written test. For the first semester of 8th grade, the student learns simple short functional texts, such as: announcement and congratulating cards. Then, for long functional text the student learns are: descriptive text and recount text. To score the students writing tasks, a teacher should used rubric score. An ideal rubric score should covers the aspects, criteria, and the score.

Key words: authentic assessment, scoring writing task,
A. Introduction

In assessing a teaching learning process, teacher needs some aspects and techniques to measure the student’s achievement. A test is the part of assessment that has function to measure the student’s achievement. Another ways to measure student’s achievement, are: portfolio, homework, presentation, observation and project. Brown (2003:384) states that test is a method of measuring a person’s ability or knowledge in a given domain. Assessment is the evaluation of learning activities where assessment is done by teachers to measure students’ competence. According to Brown (2003:4) assessment is a process on going that encompasses a much wider domain. Assessment is the sequence of teaching-learning process including performance assessment, portfolio, and student self-assessment.

One important principle for assessing a learner’s competence is to consider the fallibility of the results of single performance, such as that is produced in a test. A test itself has definition which the process of teaching learning process has ended to measure the student’s achievement. Test needs two language forms, they are spoken and written test. In oral test, the student needs accuracy and effectiveness that are the reliability and validity of an oral production test. It consists of speaking and reading skills. The student needs to pay attention to pronunciation, fluency, and diction. Meanwhile, in written test, it consists of writing and listening skills. Written test consists of objectives and composition. Brown (1996:56) states that to measure the assessment, test commonly uses objective test through one of them using multiple choice. Brown, Cohen, & O’ Day, (1991:349) states that composition test is included brainstorming, free writing, questioning, listing and clustering. In language ability, Bachman (1990:67) states that language ability is viewed as a set of finite components-grammar, vocabulary, pronunciation, that realizes four skills. They are: listening, speaking, reading, and writing.

The primary purpose of a language test is to measure interpretation as an indicator of an individual’s language ability. The most important consideration in designing a language test is its usefulness. It can be divided into five test
qualities; validity, reliability, authenticity, practicality and washback. To measure some tests, the writer needs objectives test and essay test, it depends on the evidence that is applicable to the particular situation.

In principle authentic assessment, not only when 2013 curriculum become a new topic in education world, but authentic assessment applies in assessing writing composition and speaking skill. Assessing writing and speaking skills need criteria that makes by the teacher to assess competency of the student’s achievement. It is related to the aspect of learning that should be covered by the teacher to teach the student achieve standard competence that is definited from decision of the government or school.

Based on the characteristics of the competence curriculum 2013, several intellectual argue that application of the 2013 curriculum needs aspects there are: attitude, skill and knowledge. In teaching-learning process, the students should able to create, evaluate, analyze, apply, understand and remember the material. The teacher uses scientific approach in learning process, and then the characteristics appropriate with level of the competence, such as: in junior high school apply cohesive thematic science, social science and subject. Then, learning process focussed on the Discovery Learning and Project based Learning.

The teacher assesses student’s writing. It should be appropriate with the ways of authentic assessments. They are: classroom task, and written test which is guarantee with the aspects of authenticity and improptu at the time the instruction is given. For homework task is not including authentic assessment. Because the students do the task in out of the classroom. In teaching-learning process, the teacher uses technique of learning assessment through student’s composition. Teacher implies the aspects of assessing writing such as: micro skills (grammatical correct) and macro skills (organization of paragraph).

In assessing writing, the teacher needs some criteria to assess the student’s writing task. It is point of view by Brown (1991: 356) who states that criteria of assessing writing are: content, discourse, syntax, vocabulary and
mechanics. From those criteria, the result of the writing task still needs rubric score to assess a writing task. In scoring writing, Cohen (1994: 142) defines three types of rating scales in extensive and intensive writing assessment commonly used holistic, primary trait, and analytic scoring.

B. Research Method

This research is covered descriptive qualitatif research. The subject of this research is the students of SMP N 1 Surakarta at 8th C grade which consists of 26 students. The teacher’s name is Mr. Sedyoko S.Pd. who teaches 8th grade. The object of this research is authentic assessment implementation for writing skill of the student of 8th grade at SMP N 1 Surakarta.

There are two types of data, primary data taken from the first resource through the script of the writing task of the student, while the secondary data taken from the second resource that can be document analysis of the ways teacher to assess authentic assessment and techniques of assessment. In this study there are two sources of data: informant the English teacher at 8th grade in SMP N 1 Surakarta, field note, data from document, writing task, standard competence. The writer does some ways to collect the data, such as doing observation, checking document, employing interview with the teacher and analyzing the student worksheet. The writer has gathered a variety of written data and documents in student worksheet and student writing task. Then, the data of this research the writer uses of coding and analyzing the ways the teacher uses to assess and score the student worksheet.

C. Research Result and Discussion

In this research result, there are the ways the teacher’s assess and the techniques used to score student’s writing skill.

1. The Ways The Teacher’s Assess Of Writing skill

Based on the observation in SMP N 1 Surakarta, the writer finds that the 2013 curriculum is applied only in 7th grade. The writer also observes in 8th grade which is not applied the 2013 curriculum yet. The students in 8th grade still use the 2007 curriculum (KTSP).
The consideration of the writer chooses the 8th grade as the subject of the study because the writer is really sure authentic assessment is not only applied in the 2013 curriculum but also in the 2007 curriculum too. On the other hand, authentic assessment is applied in assessing of writing composition and speaking skill. Assessing writing and speaking skills need criteria made by the teacher to assess competency of the student’s achievement. It is appropriate with the principle of authentic assessment of writing skill. The students write by using impromptu spontaneously. It is used to guarantee the originality of the student’s writing.

In the analysis of the ways the teacher assesses writing skill, the writer uses the theory authentic assessment. The writer finds three kinds of the ways the teacher assesses writing skill in authentic assessment through; classroom task, homework task, and written test by student worksheet and teacher instruction. In classroom task and homework task, the students do the student worksheet through short functional text, they are: announcement and congratulation card. Then, for long functional text the students do the task through teacher instruction is given. They are descriptive text and recount text.

a. **Short Functional Text**

1) **Announcement**
   a) Classroom Task

<table>
<thead>
<tr>
<th>Data 01/SFT/An/CT/Sw-17/B1</th>
</tr>
</thead>
<tbody>
<tr>
<td>(01) B. Create announcement based on the following situations.</td>
</tr>
<tr>
<td>1. You lost your English notebook yesterday. You probably forget to put it in your schoolbag. Ask anyone who finds it to return it to you.</td>
</tr>
</tbody>
</table>

**Analysis**

In the data above, the students are asked to write an announcement based on the scenario. In the data number 01/SFT/An/CT/Sw-17/B1 above the students are asked to directly develop the announcement. There is no direction or guiding questions that can be used by the student as the
guide to develop the text. The class has ever discussed the example of announcement. However, it will be helpful for the students, if in doing the task, the students are guided by such kind of following examples of guiding instruction:

(a) Write the title of announcement
(b) Write the address to whom the announcement is directed.
(c) Write the announcement using simple language.
(d) Write the important things like contact person, place, day or date, etc.
(e) Write the announcer.

**Data 01/02/SFT/An/Sw/CT/17/B1**

<table>
<thead>
<tr>
<th>ANNOUNCEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>To:</strong> All student</td>
</tr>
<tr>
<td>I lost my English notebook yesterday. I probably forgot to put it in my schoolbag. Someone who found my notebook please return it to me.</td>
</tr>
<tr>
<td>Thank you</td>
</tr>
<tr>
<td>Rizky Agung B.P</td>
</tr>
</tbody>
</table>

In data number **02/SFT/An/Sw/CT/17/B1** the student’s writing is appropriate with the instruction above. In this data, the student writes announcement based on the scenario. The announcement text produced by the students has mostly fulfilled all criteria of a good announcement text. Announcement commonly has the following features; the sentences are written concisely, the information is written completely and clearly that the reader understands quickly and easily. In the announcement text above the student misses one important thing, that is the place where the book can be returned to.

b) Homework Task

Homework task, the students write announcement through own topic. In homework task, the students write the task in out of the classroom session. According to the teacher, it is not aspect of authenticity.

**Data 03/SFT/An/HT/Sw-17/C**

(02) Create an announcement.
You are free to choose your own topic.
Analysis

The student is only given an instruction to write an announcement. However, the students are free to choose the topic they favor.

The following is the example of an announcement made by the student:

**Data 03/06/SFT/An/Sw/HT/17/C**

Announcement

To : all students SMP Harapan Bangsa

This school will make English contest on April 21, 2013 in SMP Harapan Bangsa. Each class should register at least are student with one of these following topics. The difficulties of learning English and spelling, if you will ask any information can call risa.

CP: Risa (082887612392)

In data number **06/SFT/An/Sw/HT/17/C** above, the student’s writing is appropriate. It is a free topic. The student writes an announcement based on their own her ideas. Although some mistakes still occur, however, the student’s announcement is understandable. Almost all criteria are fulfilled, but there is one odd thing, that is:

“The students can choose at least one of the following topics”. In fact, the topic provides only one, that is the difficulties of learning English and spelling.

2) **Congratulations Card**

a) Homework Task

**Data 06/SFT/Cc/HT/Sw-89/B1**

(05) B. Create congratulation cards for the following topics.

1. Your friend/sibling’s graduation

Analysis

In data number **06/SFT/Cc/HT/Sw-89/B1**, the students are given an instruction to write congratulation card based on the certain situation.
Data 06/17/SFT/Cc/HT/Sw-89/B1

Dear Frizzo,
Congratulation on your Friz.
Leave your past behind you
Start your life tomorrow
Success has been waiting you
Regards,
Kanindra

In data number 06/17/SFT/Cc/HT/Sw-89/B1 the student’s writing is appropriate with the instruction above. In this data, the student writes congratulation card based on the certain situation. The congratulation card produced by the students has almost fulfilled all criteria of a good congratulation card. Congratulation card commonly has the following features: there is addresser and addressee, the content is happiness expression, it shows the wish of the writer. In the congratulation card above, the student writes it in simple language. Yet, it is still appropriate with the criteria and understandable for the readers.

2. **Long Functional Text**

1) **Descriptive Text**

   a) Classroom Task

   Data 08/LFT/Dt/CT/TI

   (08) Write a description text about your classmate

   **Analysis**

   In data number 08/LFT/Dt/CT/TI above, the student are asked to directly develop the descriptive text. There is no format or guiding questions that can be used by the student as guide to develop the text. The class has ever discussed the example of descriptive text. But, it will facilitate the students. If in doing the task, the students are guided by such like the following example of guiding instruction:

   **Identification**
   
   :(1) What is the title?
   
   (2) Who is your friend name?
   
   (3) What is your relation with your friend?
My friend

I have a friend. Her name is Hanin Amalia Putri. Her nickname is Hanin. She was born on 31st October 2000. She lives at baron, Surakarta. She has one sister and one brother. Her sister name is dini and her brother’s name is tito.

She has beautiful face. She has slamed eyes. She has pointed nose. She wears veil. She has perfect body. She is tall. She is 162 cm. She is 39 kg. She is very kindly. She is humorious person. Her hobby is singing, and dancing. She loves korean so much. She loves korean artist. She loves dramakorea. Her favorite food is fried rice. Her favorite drink is orange juice and her favorite colors are black, white and grey.

In data number 08/24/LFT/Dt/CT/TI the student’s writing is appropriate with the teacher’s instruction. The descriptive text is produced by the student fulfill almost all criteria of a good descriptive text.

Descriptive text commonly has the following generic structure; the student does the identification of his friend through answer who, what where. Then, for description the student describes his friend. The student mentions the physical appearance and hobby. In the descriptive text above, the student writes first paragraph in identification is simple. The student develops the idea of the title.

2) Recount Text

a) Classroom Task

The task is chosen by the teacher which task is written based on the teacher instruction as follows;

Data 10/LFT/Rt/CT/TI

(10) Write a recount text with the topic of travelling
Analysis

In the data number 10/LFT/Rt/CT/TI above, the student are asked to directly develop the recount text. There is no format or guiding questions that can be used by the student as guide to develop the text. The class has ever discussed the example of recount text. But, it will facilitate the students. If in doing the task, the students are guided by such like the following example of guiding instruction:

**Orientation**

1. What is the title?
2. Where do you travelling?
3. When do you travelling?
4. With whom do you travelling?

**Events**

5. What are you doing in there?
6. How long do you travelling?
7. What is happen in travelling?

**Re-Orientation**

8. What are you feeling after travelling?

**Data 10/17/LFT/Rt/CT/TI**

Travelling Jogja

<table>
<thead>
<tr>
<th>Some interesting place there.</th>
</tr>
</thead>
<tbody>
<tr>
<td>At 6.00 am. I woke up, then I took a bath at 7.00 am. We started to go to Yogyakarta. First location was depok beach.</td>
</tr>
<tr>
<td>It took us around one and half hours. When we arrived, the parking lot was so crowded. Then, we decided to get down from the car. I ran to the beach. May people are swimming, riding ATP, flying kites were their activities after running for so many minutes, I drank coconut. We ate fish, shimp, and crabs. We went to malioboro.</td>
</tr>
<tr>
<td>We arrived at malioboro at 2 pm. We explored many stores. My mom bought some bracelets, while my father bough a black watch. my 2sisters bought hats. I did not buy anything. At 6 pm, we went home.</td>
</tr>
<tr>
<td>We were so happy and satisfied because I could swim at the beach.</td>
</tr>
</tbody>
</table>

In data number 10/17/LFT/Rt/CT/TI the student’s writing is appropriate with the teacher’s instruction. The recount text is produced by the student fulfill almost all criteria of a good recount text. Recount text commonly has the following generic structure of that is consists of three, they are: firstly, orientation provides the setting and introduces
participants. It provides details of who, what, when, where or why. Secondly, events mean sequence of the events which happened. And thirdly, closing means conclusion of the events. It contains of the writer feeling.

3) Written Text

In written test, the writer is taken from the data on mid semester test, which commonly, written test is the same as classroom task. The student writes the task spontaneously in the classroom at the same time when the instruction is given.

**Data 11/SFT/Wt/Mid-Test**

50. SMP Negeri Awan will celebrate School Anniversary. To celebrate in the student organization will held bazaar. To discuss about it, you as the chairman and sekar as the secretary will have an meeting to discuss about the final preparation. Please make an invitation letter to all of the class leaders to attend the meeting, that will be held on Thursday, 19th September, after school, in class 9-A.

**Analysis**

In data number **11/SFT/Wt/Mid-Test** above the student are asked to directly develop the invitation card. There is no format or guiding questions that can be used by the student as the guide to develop the text. The class has ever discussed the example of descriptive text in the class when teaching-learning process. But, it will facilitate the students. If in doing the task, the students are guided by such like the following example of guiding instruction: Who is invited to the meeting, when, what the agenda, where is the meeting taken place, When is meeting will be held

**Data 11/17/SFT/Wt/Mid-Test**

<table>
<thead>
<tr>
<th>INVITATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>To : All of the class leaders</td>
</tr>
<tr>
<td>SMP Negeri Awan will celebrate the school anniversary. To celebrate it, bazaar will be held by student organization. To discuss about the final preparation, we’ll invite you to come in a meeting it will be held:</td>
</tr>
<tr>
<td>-on Thursday, 19th September 2014</td>
</tr>
<tr>
<td>-after school</td>
</tr>
<tr>
<td>-in class 9A</td>
</tr>
</tbody>
</table>
In data number 17/SFT/Wt/Mid-Test the student’s composition test is appropriate with the instruction above. The student writes invitation which is suitable with good criteria. The format form to written invitation there is the name of invitee, the purpose of the invitation is made, the content of the message there is date, time, venue and the event is available. The student adds information to come the meeting on time.

The following strength and weakness of the ways the teacher asseses writing skill

<table>
<thead>
<tr>
<th>No</th>
<th>The ways the teacher asseses writing skill</th>
<th>Strength</th>
<th>Weakness</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Classroom Task</td>
<td>1. The students do the task at that time, contains authenticity, and have more validity.</td>
<td>1. There is no guiding questions to develop the topic to be a good paragraph.</td>
</tr>
</tbody>
</table>
| 2  | Homework Task                            | 1. The students do the task at home. | 1. There is no guiding questions to write a text which is own topic.  
2. The result of the students’ writing have less validity. |
| 3  | Written Test                             | 1. The students do the test at that time, contains authenticity and have more validity. | 1. There is no guiding questions to develop the topic to be a good paragraph. |

The ways the teacher assesses writing skill are by using aspects of authenticity. They are classroom task and written test. They cover the aspect of the authenticity because the students do the task spontaneously at that time when the instruction is given. Then, homework task is not included the aspect of authenticity. Because the students do the task in out
of the classroom session. It is used to an enrichment of knowledge and an exercise for the student.

2. The techniques used to score student’s writing skill

In this analysis, the writer uses the theory of scoring writing skill of Brown. The teacher prefers to score the student’s writing skill by using analytic score. The consideration the teacher chooses analytic score, is because the assessment of the student’s writing task match with the component of analytic score. They are: content, form, grammar, vocab (styles) and punctuation (mechanic). To score the students writing tasks, a teacher should used rubric score. An ideal rubric score should covers the aspects, criteria, and the score. The teacher scores the student’s writing based on the student worksheet and teacher’s instruction. The students do the student’s worksheets confirm based on the syllabus. In syllabus, the students do the student’s writing for short functional text. The teacher asks the students to write short functional text that is announcement, and congratulation card.

a. Short Functional Text

   1) Announcement

      a) Classroom Task

      Data 02/SFT/An/Sw/CT/17/B1

      ANNOUNCEMENT

      To: All student
      I lost my English notebook yesterday. I probably forgot to put it in my schoolbag. Someone who found my notebook please return it to me. Thank you

      Rizky Agung B.P

      Content : 18
      Form : 12
      wording : 20
      Grammar : 21
      Coherent : 12
      83

      In data number 02/SFT/An/Sw/CT/17/B1 the student score is appropriate with the rubric score. The minimal achievement standard
(KKM) determined by that school is 80. That student achieves 83, which means that the student can get better achievement.

For the content, He gets 18, because the development of the idea is appropriate with topic. For the form, the student gets 12, because the student misses some part, that is describing the announcement form but there is part of mistake in language feature. For grammar, student got 21 because of using suitable and grammatically correct concord (verb agreement) in each word in a sentence. For wording, the student got 20. Because the task is appropriate and correct word but have little bit of spelling errors. For coherent, the student gets score 12 because using correct spellings and have little bit mistake in punctuation.

b) Homework Task

**Data 06/SFT/An/Sw/HT/17/C**

<table>
<thead>
<tr>
<th>Announcement</th>
</tr>
</thead>
<tbody>
<tr>
<td>To: all students SMP Harapan Bangsa</td>
</tr>
<tr>
<td>This school will make English contest on April 21, 2013 in SMP Harapan Bangsa</td>
</tr>
<tr>
<td>Each class should register at least are student with one of these following topics. The difficulties of learning English and spelling, if you will ask any information can call risa.</td>
</tr>
<tr>
<td>CP: Risa (082887612392)</td>
</tr>
<tr>
<td>Content : 20</td>
</tr>
<tr>
<td>Form : 15</td>
</tr>
<tr>
<td>Wording : 18</td>
</tr>
<tr>
<td>Grammar : 20</td>
</tr>
<tr>
<td>Coherent : 12</td>
</tr>
<tr>
<td><strong>Total</strong> : 85</td>
</tr>
</tbody>
</table>

In data number **06/SFT/An/Sw/HT/17/C** above, the student score is appropriate with the rubric score. The minimal achievement standard (KKM) determined by that school is 80. That student achieves 85, which means that the student can get better achievement.

The content gets 20, because the student develops the idea which is appropriate with topic. For form, the student gets 15 because describing the announcement form is appropriate with the language feature. For wording, the student gets 18 because using appropriate and correct word but have
little bit of spelling errors. For grammar, student gets 20 because using suitable concord, but there is little bit grammatical mistakes and having interference the clarity of the message. For coherent, the student gets score 12 because using correct spellings and have little bit mistake in punctuation.

2) Congratulation card

   a) Homework Task

   In congratulation card, the teacher applies scoring criteria in homework task. Scoring criteria of congratulation card which is appropriate with the writing score. It is used to as representative by Brown’s Theory. They are content, form and grammar.

   **Data 17/SFT/Cc/HT/Sw-89/B1**

<table>
<thead>
<tr>
<th>Dear Frizzo,</th>
</tr>
</thead>
<tbody>
<tr>
<td>Congratulation on your Friz.</td>
</tr>
<tr>
<td>Leave your past behind you</td>
</tr>
<tr>
<td>Start your life tomorrow</td>
</tr>
<tr>
<td>Success has been waiting you</td>
</tr>
<tr>
<td>Regards,</td>
</tr>
<tr>
<td>Kanindra</td>
</tr>
<tr>
<td>Content : 30</td>
</tr>
<tr>
<td>Form : 30</td>
</tr>
<tr>
<td>Grammar : 23</td>
</tr>
</tbody>
</table>

   83

   In data number 17/SFT/Cc/HT/Sw-89/B1 the student’s score is appropriate with the rubric score. The minimal achievement standard (KKM) determined by that school is 80. That student achieves 83, which means that the student can get better achievement.

   For the content gets 30, because the student’s writing congratulation card is suitable with the criteria. For the form got 30 which is suitable with the criteria but the student misses type of congratulation card. The student does not mention the congratulation specifically. For grammar, the student gets 23 because the task using correct grammatical.
b. Long Functional Text

For long functional text, the teacher asks the students to write long functional text that is descriptive text and recount text.

1) Descriptive Text
   a) Classroom Task

To measure the student’s ability the teacher gives classroom task and homework task. The teacher applies scoring criteria in classroom task and homework task. Scoring criteria of announcement is appropriate with the scoring of writing introduced by Brown. They are content, form, wording, grammar and coherent.

In descriptive text, the teacher applies scoring criteria in classroom task and homework task. Scoring criteria of descriptive text is appropriate with writing score. It is used to as representative by Brown’s Theory. They are content, form, grammar, vocabulary and punctuation.

**Data 24/LFT/Dt/CT/TI**

<table>
<thead>
<tr>
<th>My friend</th>
</tr>
</thead>
</table>
| I have a friend. Her name is Hanin Amalia Putri. Her nickname is hanin. She was born on 31st october 2000. She lives at baron, surakarta. She has one sister and one brother. Her sister name is dini and her brother’s name is tito. 

She has beautiful face. She has slamed eyes. She has pointed nose. She wears veil. She has perfect body. She is tall. She is 162 cm. She is 39 kg. She is very kindly. She is humorious person. Her hobby is singing, and dancing. She loves korean so much. She loves korean artist. She loves korean drama. Her favorite food is fried rice. Her favorite drink is orange juice and her favorite colors are black, white and grey. |
| Content | 18 |
| Form | 18 |
| Grammar | 20 |
| Vocab | 20 |
| Punctuation | 18 |
| 94 |

In data number 24/LFT/Dt/CT/TI the student score is appropriate with the rubric score. The minimal achievement standard (KKM) determined by that school is 80. That student achieves 94, which means that the student can get better achievement.
The student content gets 18, because the student develops the generic structure of descriptive text clearly. For form, the student gets 18, because the student tells the part of language feature of descriptive text. They are: identification and description. For grammar, the student gets 20 because the student’s writing has grammatically correct sentences. For vocab, she gets 20 because the student develops her vocabulary. For punctuation, the student gets 18 because the student writes descriptive text which is coherent, cohesion and tidy.

In recount text, the teacher applies scoring criteria in classroom task. Scoring criteria of descriptive text is appropriate with writing score. It is used to as representative by Brown’s Theory. They are content, form, grammar, vocabulary and punctuation.

2) Recount Text
   a) Classroom Task

<table>
<thead>
<tr>
<th>Data 17/LFT/Rt/CT/TI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Travelling Jogja</td>
</tr>
<tr>
<td>Some interesting place there.</td>
</tr>
<tr>
<td>At 6.00 am. I woke up, then I took a bath at 7.00 am. We started to go to Yogyakarta. First location was depok beach.</td>
</tr>
<tr>
<td>It took us around one and half hours. When we arrived, the parking lot was so crowded. Then, we decided to get down from the car. I ran to the beach. May people are swimming, riding ATP, flying kites were their activities after running for so many minutes, I drank coconut. We ate fish, shimp, and crabs. We went to malioboro.</td>
</tr>
<tr>
<td>We arrived at malioboro at 2 pm. We explored many stores. My mom bought some bracelets, while my father bough a black watch. my 2sisters bought hats. I did not buy anything. At 6 pm, we went home.</td>
</tr>
<tr>
<td>We were so happy and satisfied because I could swim at the beach.</td>
</tr>
</tbody>
</table>

| Content : 20 |
| Form : 16 |
| Grammar : 20 |
| Diction : 23 |
| Mechanic : 10 |

In data number 17/LFT/Rt/CT/TI the student’s score is appropriate with the rubric score. The minimal achievement standard (KKM)
determined by that school is 80. That student achieves 90, which means that the student can get better achievement.

For content, the student gets 20 because the content which is suitable with describing the main idea and developing of supporting idea of the topic sentence coherently. For form, the student gets 16 because organizing the generic structure and is appropriate with the content, but have a mistake. For grammar, the student gets 23 because using suitable and grammatically correct concord (verb agreement) in each word in a sentence. For diction, the student gets 23 because the task using appropriate and correct word in the sentence. For mechanic, the student gets 10 because the student’s writing using correct spellings and punctuation in the sentences.

**c. Written test**

**Data 17/SFT/Wt/Mid-Test**

<table>
<thead>
<tr>
<th>INVITATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>To: All of the class leaders</td>
</tr>
<tr>
<td>SMP Negeri awan will celebrate the school anniversary. To celebrate it, bazar will be held by student organization. To discuss about the final preparation, we’ll invite you to come in a meeting it will be held:</td>
</tr>
<tr>
<td>-on Thursday, 19th September 2014</td>
</tr>
<tr>
<td>-after school</td>
</tr>
<tr>
<td>-in class 9A</td>
</tr>
<tr>
<td>Please come on time. Thank you</td>
</tr>
<tr>
<td>The chairman, Kanindra</td>
</tr>
<tr>
<td>The secretary sekar</td>
</tr>
</tbody>
</table>

In data number **17/SFT/Wt/Mid-Test** the student gets 3 point because the test is appropriate with the instruction and criteria of invitation card. For the content, the student does the test is appropriate with the instruction. The student tells the instruction to invite all of the class leaders to come meeting to discuss about final preparation. For form, the invitation card contains such as; to whom the invitation refers to place, date and the sender of invitation card. For grammar, the student uses simple language, it makes the reader easily to get the information.
D. Conclusion and Suggestion

Based on the research result and the discussion of the finding the writer finds some conclusions, namely:

1. The writer finds that there are some ways used by the teacher in implementing authentic assessment. The ways the teacher assesses the student ability in writing are by classroom tasks, homework tasks, and written test. Portfolio is not used by the teacher yet. The ways the teacher assesses of writing skill are by using aspects of authenticity. They are: classroom task and written test. They cover the aspect of the authenticity because the students do the task spontaneously at that time when the instruction is given. Then, homework task is not included the aspect of authenticity. Because the students do the task in out of the classroom session. It is used to an enrichment of knowledge and an exercise for the student.

2. The writer finds the techniques the teacher used to score students’ writing tasks a teacher should use rubric score. An ideal rubric score should cover the aspects, criteria, and the score. The teacher implements some rubric score that is different rubric score for different type of texts. In assessing the student writing task, there are three ways to assess; classroom task, homework task, and written test. In classroom task and homework task the teacher gives the student task through student worksheet or teacher’s instruction which the student does the task based on instruction. The teacher score the student’s writing based on the student worksheet and teacher instruction. The students do the student’s worksheet confirm based on the syllabus. In syllabus, the students write the student’s writing for short functional text. The teacher asks the students to write short functional text that is; announcement, and congratulation card. For long functional text, the teacher asks the students to write long functional text that is descriptive text and recount text.
E. BIBLIOGRAPHY


Check it out PR. Bahasa Inggris untuk SMP/MTs kelas VIII semester 1. Intan Pariwara.
SURAT KETERANGAN
PUBLIKASI KARYA ILMIAH

Bisillahirrohmanirrohim

Yang bertanda tangan di bawah ini, saya:
Nama : DEWI KURNIATUN
NIM : A 320100017
Fakultas/ Jurusan : FKIP BAHASA INGGRIS
Jenis : Skripsi
Judul : THE IMPLEMENTATION OF AUTHENTIC ASSESSMENT IN SCORING WRITING TASK FOR THE STUDENT OF 8th GRADE AT SMP N 1 SURAKARTA

Dengan ini menyatakan bahwa saya menyetujui untuk:

1. Memberikan hak bebas royalty kepada Perpustakaan UMS atau penulisan karya ilmiah saya, demi mengembangkan ilmu pengetahuan.

2. Memberikan hak menyimpan, mengalih mediakan/ mengalih formatkan mengelola dalam bentuk pangkalan data (database), mendistribusikan, serta menampilkan di bentuk softcopy untuk kepentingan akademis kepada Perpustakaan UMS, tanpa perlu minta ijin dari saya selama tetap mencantumkan nama saya sebagai penulis/ pencipta.

3. Bersedia dan menjamin untuk menanggung secara pribadi tanpa melibatkan pihak Perpustakaan UMS, dari semua bentuk tuntutan hukum yang timbul atas pelanggaran hak cipta dalam karya ilmiah ini.

Demikian pernyataan ini saya buat dengan sesungguhnya dan semoga dapat degunakan sebagaimana semestinya.

Surakarta, 13 Mei 2014
Yang Menyatakan,

(DEWI KURNIATUN)