

**TEACHER'S PERCEPTION AND THE IMPLEMENTATION OF AUTHENTIC
ASSESSMENT IN ENGLISH LANGUAGE TEACHING (ELT) AT SMP
NEGERI 5 UNGARAN IN 2018/ 2019 ACADEMIC YEAR**



THESIS

**Submitted to the Department of Language Studies
Graduate School of Muhammadiyah University of Surakarta
in Partial Fulfillment of the Requirement for
the Degree of Master of Education**

by

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**GRADUATE PROGRAM OF LANGUAGE
MUHAMMADIYAH UNIVERSITY OF SURAKARTA**

2019

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Assalamu'alaikum Wr. Wb.

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Surakarta, May, 10th, 2019

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APPROVAL

TEACHER'S PERCEPTION AND THE IMPLEMENTATION OF AUTHENTIC
ASSESSMENT IN ENGLISH LANGUAGE TEACHING (ELT) AT SMP
NEGERI 5 UNGARAN IN 2018/ 2019 ACADEMIC YEAR

THESIS

by

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**TEACHER'S PERCEPTION AND THE
IMPLEMENTATION OF AUTHENTIC ASSESSMENT
IN ENGLISH LANGUAGE TEACHING (ELT) AT SMP
NEGERI 5 UNGARAN IN 2018/2019 ACADEMIC YEAR**

submitted by

INDISA DWI CIPTAPUTRI

Has been examined by the board of examiners on 14th May 2019. All feedback, corrections, and suggestions recommended by the examiners have been considered and revision has been accordingly made by the student.

The boards of examiners certify that the thesis is eligible for submission.

The Board of Examiners
Primary supervisor



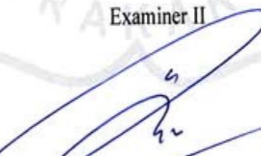
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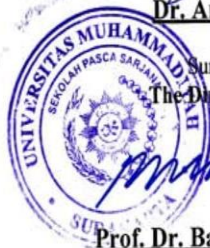
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Certify that this thesis is definitely my own work. I am completely responsible for its content. Otherwise, there are some other writer's opinions for findings included in this thesis but they are quoted or cited in accordance with ethical standard. When there is evidence that this thesis is a kind of plagiarism, I will accept the correlation of my graduate degree given by Muhammadiyah University of Surakarta.

Surakarta, May, 18th, 2019

The writer



Indisa Dwi Ciptaputri

MOTTO

Life is never flat, life is not as beautiful as your dreams, so let's move from your comfort zone

(INDISA DWI CIPTAPUTRI)

DEDICATION

This thesis is dedicated to:

1. Her beloved father and mother,
2. Her beloved Saerozi's Family,

ACKNOWLEDGMENT

Assalamu 'alaikum Wr. Wb

Alhamdulillah hirobbil 'alamin. Praise to Allah, The God of the world. Thank to Allah for every blessing given to the writer in finishing this thesis entitled **TEACHER'S PERCEPTION AND THE IMPLEMENTATION OF AUTHENTIC ASSESSMENT IN ENGLISH LANGUAGE TEACHING (ELT) AT SMP NEGERI 5 UNGARAN IN 2018/ 2019 ACADEMIC YEAR.**

She realizes that this thesis cannot be finished by herself without many helps, critiques, motivations, and suggestions from all persons around her. Therefore, she would like to express many thanks for everyone who have helped and supported her during this thesis process. They are:

1. Prof. Dr. Bambang Sumardjoko, M.Pd., the Director of Muhammadiyah University of Surakarta,
2. Agus Wijayanto, Ph.D, the Head of Language Study Department,
3. Mauly Halwat Hikmat, Ph. D as the advisor, who has given guidance, information, suggestion and correction patiently during the arrangement of the thesis,
4. Her beloved father and mother, Drs. Saerozi, M.H., and Dra. Genit Herlina, who always give warm feeling, prayer, care, support and motivation during the writer completing this thesis,
5. Her beloved Saerozi's Family for all his loves and supports,
6. Her beloved friends, our togetherness means a lot to me,
7. Her big family in Yayasan Ar-Rahiim Nasa Ungaran (YANUN) thanks for your support.
8. The principle of SMP N 5 Ungaran, who gives motivations to complete the data.
9. The English teacher (Magdalena Rustini, S.Pd., and Sari Utami, S.Pd., for giving data and supports)

10. All of his family in SMP N 5 Ungaran who gives all respond and respect to finish it.
11. All friends of MPB Inggris 2015 who have given their support and motivation.
12. All of her families, friends, and leturers that cannot be mentioned one by one, who have supported her.

The writer realizes that this research is far from being perfect. Therefore, the writer accept all positive and constructive criticism and suggestion.

Wassalamu'alaikumWr. Wb

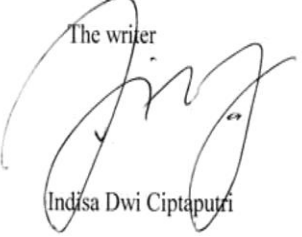
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ABSTRACT

INDISA DWI CIPTAPUTRI. S200150026. 2019. **Teacher's Perception and the Implementation of Authentic Assessment in English Language Teaching (ELT) at SMP Negeri 5 Ungaran in 2018/2019 Academic Year.** Thesis. Magister of Language Study. Faculty of Language Department Muhammadiyah University of Surakarta.

This study aims to describe (1) the teacher's perceptions on authentic assessment, (2) the implementation of authentic assessments applied by the teacher, (3) the difference between teacher perceptions and the implementation of authentic assessment, and (4) problems faced by the teachers in carrying out authentic assessments at SMP Negeri 5 Ungaran. This type of research is a qualitative research. The object is authentic assessment. The participants are two English teachers SMP Negeri 5 Ungaran. Data collection was done by applying documentation, observation, and interviews. The results of the study show: (1) Both of teachers have same perception on authentic assessment relating to characters of authentic assessment by Brown and Hudson. There are some different perceptions of the characteristics of authentic assessment related to focusing on process as well as products and reflecting multiculturally sensitive when properly administered. (2) There are some points on the implementation of authentic assessment implemented by teachers of SMP Negeri 5 Ungaran, namely; document of authentic assessment (lesson plan, form of cognitive assessment, affective assessment and skill assessment), type of authentic assessment (portfolio, performance assessment, class observation, peer assessment, self-assessment, project assessment, skill assessment, and writing assessment), and report or evaluation the result of authentic assessment. (3) There is disparity between teachers' perception and its enactment of authentic assessment in English Language Teaching (ELT) at SMP Negeri 5 Ungaran in 2018/2019 Academic year, namely the characteristics of focusing on process as well as products and reflecting multiculturally sensitive when properly administered. (4) There are some problems faced by teachers in applying authentic assessment in English Language Teaching (ELT) at SMP Negeri 5 Ungaran in 2018/2019 Academic year, namely complicated assessment instrument, lack of language facilities, lack of students' language ability, limited time, and inability in classroom management.

Keywords: Teachers' Perception, Implementation of Authentic Assessment, English Language Teaching

ABSTRACT

INDISA DWI CIPTAPUTRI. S200150026. 2019. *Teacher's Perception and the Implementation of Authentic Assessment in English Language Teaching (ELT) at SMP Negeri 5 Ungaran in 2018/2019 Academic Year. Thesis. Magister Pengkajian Bahasa Universitas Muhammadiyah Surakarta.*

Penelitian ini bertujuan untuk mendeskripsikan (1) persepsi guru tentang penilaian otentik, (2) pelaksanaan penilaian autentik yang diterapkan oleh guru, (3) perbedaan antara persepsi guru dan pelaksanaan penilaian otentik, dan (4) permasalahan yang dihadapi guru dalam melaksanakan penilaian otentik di SMP Negeri 5 Ungaran. Jenis penelitian adalah penelitian kualitatif. Objeknya adalah penilaian otentik. Partisipannya adalah dua guru bahasa Inggris dari SMP Negeri 5 Ungaran. Pengumpulan data dilakukan dengan menerapkan dokumentasi, observasi, dan wawancara. Hasil penelitian menunjukkan: (1) Kedua guru memiliki persepsi yang sama tentang penilaian otentik yang berkaitan dengan karakteristik penilaian otentik oleh Brown dan Hudson. Ada beberapa persepsi yang berbeda tentang karakter penilaian otentik yang berhubungan dengan fokus pada proses serta produk dan mencerminkan multikultural yang sensitif ketika diberikan dengan benar. (2) Ada beberapa poin tentang implementasi penilaian otentik yang dilaksanakan oleh para guru SMP Negeri 5 Ungaran, yaitu; dokumen penilaian otentik (rencana pelajaran, bentuk penilaian kognitif, penilaian afektif, dan penilaian keterampilan), jenis penilaian otentik (portofolio, penilaian kinerja, observasi kelas, penilaian sejawat, penilaian diri sendiri, penilaian proyek, penilaian keterampilan, dan penilaian menulis), dan melaporkan atau mengevaluasi hasil penilaian otentik. (3) Ada perbedaan antara persepsi guru dan berlakunya penilaian otentik dalam Pengajaran Bahasa Inggris di SMP Negeri 5 Ungaran pada tahun akademik 2018/2019, yaitu pada karakteristik fokus pada proses serta produk dan mencerminkan multikultural yang sensitif ketika diberikan dengan benar. (4) Ada beberapa masalah yang dihadapi oleh guru dalam menerapkan penilaian otentik dalam Pengajaran Bahasa Inggris di SMP Negeri 5 Ungaran pada tahun akademik 2018/2019, yaitu instrumen penilaian yang rumit, kurangnya fasilitas pengembangan bahasa, kurangnya kemampuan bahasa siswa, waktu yang terbatas, dan ketidakmampuan dalam manajemen kelas.

Kata kunci: *Persepsi Guru, Implementasi Penilaian Otentik, Pengajaran Bahasa Inggris*