ABSTRACT


This study aims at: (1) describing the application of authentic assessment of writing (2) identifying the teacher’s reasons on the application of authentic assessment of writing (3) identifying the problems faced by the teacher and students on the application of authentic assessment of writing and (4) finding solutions offered by the teacher to overcome the problems on the application of authentic assessment of writing. This study was conducted at a high school in Central Java in 2017/2018 academic year. It is a qualitative research in the form of case study. The subjects of this study were an English teacher and 11th grade students. The primary data were taken from an interview.

The findings show that: (1) the teacher has applied authentic assessment of writing on the aspects of attitude, knowledge and skills competency by applying several procedures namely identifying standards, determination of authentic tasks, making criteria and making rubrics (2) the teacher had several reasons in applying authentic assessment, namely authentic assessment is a curriculum 2013 demand, authentic assessment is able to be correlated to the real-world context and authentic assessment is suitable to be developed for writing assessment (3) the teacher and students found problems in applying authentic assessment. The teacher’s problems are the understanding of authentic assessment, time limitation and students’ writing ability. In line with the teacher, students also faced problems in their writing ability, limited time and complexity tasks (4) the teacher applied several solutions to overcome the problems, including discussions with other teachers and vice principal of curriculum, selecting the effective and efficient assessment and time management effectively.

This study is expected to give some implications. It provides insight for the development of authentic assessment of writing in teaching-learning English. Therefore, the teacher knows the types, techniques, instruments, procedures and the reasons for carrying out authentic assessment. Besides that, the teacher is able to provide accurate solutions to solve the problems faced by both the teacher and students. So that, it can be a motivation to apply and develop authentic assessment in order to achieve the goals of a learning.

Keywords: assessment, authentic assessment, writing skill, English learning
DEDICATION

This thesis is dedicated to my parents Suwandi and Kartiyem who have given the greatest love, pray, spirit, great support, and their mental as well as financial support to my study in English Department. I give my deepest expression of love for my younger sister, Vike Elva Maisela who always give to her pray and motivation during my study. I give my deepest expression of appreciation and love for my beloved one Sri Haryadi who always give support and accompany during the hardest days and late nights of typing. The deepest gratitude also to my beloved friends Avianita and Destian Afiana who always help me in finishing the thesis and always give support and motivation and thank for a nice friendship. Special thanks to my friends in English Department 2014 and all the people who help me in finishing the thesis that cannot be mentioned one by one.
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Devia Elva Natalia
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