

**EFL TEACHER'S BARRIERS IN IMPLEMENTING
AUTHENTIC ASSESSMENT TO MEASURE STUDENTS'
READING COMPREHENSION**

(A qualitative study of English language of teachers at SMP
Negeri 6 Kota Bengkulu)

THESIS

Submitted as a partial requirements for the degree of *Sarjana
pendidikan* (S.Pd) in English Education Study Program Tarbiyah
and Tadris Faculty UIN Fatmawati Sukarno Bengkulu



By

Azry Setiawan

NIM : 1811230137

**ENGLISH EDUCATION STUDY PROGRAM
TARBIYAH AND TADRIS FACULTY
STATE ISLAMIC INSTITUTE OF BENGKULU
2022/2023**

PRONOUNCEMENT

Name : Azry Setiawan
NIM : 1811230137
Study Program : English Study Program
Faculty : Tarbiyah and Tadris

I here by sincerely state that the thesis titled EFL Teacher's Barriers In Implementing Authentic Assessment To Measure Students' Reading Comprehension (A Qualitative Study Of English Language Of Teachers at SMP Negeri 6 Kota Bengkulu) is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography. If later proven that my thesis has discrepancies, i am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Bengkulu, 2023

State By



Azry Setiawan

SRN. 1811230137

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI FATMAWATI SUKARNO
FAKULTAS TARBİYAH DAN TADRIS
Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telepon (0736) 51171, 51172, 51276 Fax: (0736) 51171
Website: www.uinfasbengkulu.ac.id

RATIFICATION
This is to certify the thesis entitled "**Eff. Teacher's Barriers In Implementing Authentic Assessment To Measure Students' Reading Comprehension**" by Azry Setiawan, NIM: 1811230137
Has been defended in front of the Thesis Examiner Board of the Faculty of Tarbiyah and Tadris UINFAS Bengkulu on Tuesday, 13 January 2023 and has been approved by the board of Thesis Examiners as the requirement for degree of Sarjana in English Education Program.

Chairman
Dr. Syamsul Rizal, M.Pd
NIP.196901291999031001

Secretary
Hanura Febriani, M.Pd
NIP.199002142020122004

Examiner 1
Fera Zasrianita, M.Pd
NIP.197902172009122003

Examiner 2
Ferri Susanto, M.Pd
NIP.197512082014111001

Bengkulu, 31 Januari 2023
Mengetahui
Dekan Fakultas Tarbiyah dan Tadris

Dr. Mus Muljadi, M.Pd
NIP.197005132000031004



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
FATMAWATI SUKARNO (UINFAS) BENGKULU
FAKULTAS TARBİYAH DAN TADRIS
 Alamat: *Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211*
 Telepon (0736) 51276-51171-51172- Faksimili (0736) 51171-51172
 Website: www.uinfasbengkulu.ac.id

ADVISORS SHEET

Subject Azry Setiawan
SRN 1811230137
To The Dean of Tarbiyah and Tadris Faculty UINFAS
 Bengkulu
Asslamu'alaikum Wr. Wb

After reading throughly and giving necessary advices, herewith
 as the advisors, we state that the thesis of:

Name Azry Setiawan
NIM 1811230137
Title EFL Teacher's Barriers In Implementing Authentic
 Assessment To Measure Students' Reading
 Comprehension(A qualitative study of English language of
 teachers at SMP Negeri 6 Kota Bengkulu)

Has already fulfilled the requirements to be presented before
 The Board of Examiners (munaqasyah) to gain Bachelor Degree in
 English Education. Thank you for the attention.

Wassalamu'alaikum Wr. Wb

Bengkulu, Januari 2023
First Advisor **Second Advisor**

M. Arif Rahman Hakim, Ph.D **Anita, M.Hum**
NIP. 199012152015031007 **NIP. 199008142019032011**

MOTTO

"Tak perlu pikirkan bagaimana kamu terjatuh, tapi pikirkan bagaimana kamu mampu terbangun"

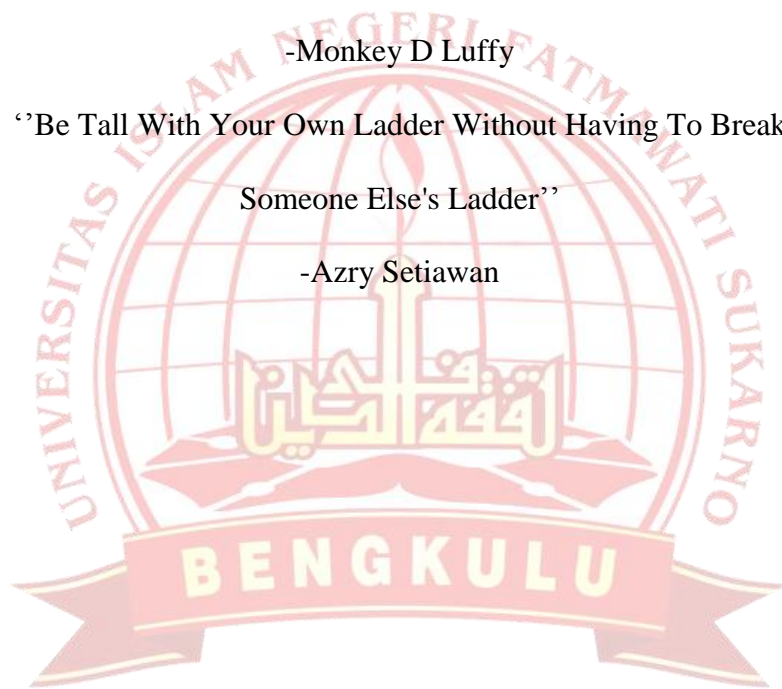
-Vince Lombardi.

‘‘Aku Akan Mejadi Raja Bajak Laut’’

-Monkey D Luffy

‘‘Be Tall With Your Own Ladder Without Having To Break
Someone Else's Ladder’’

-Azry Setiawan

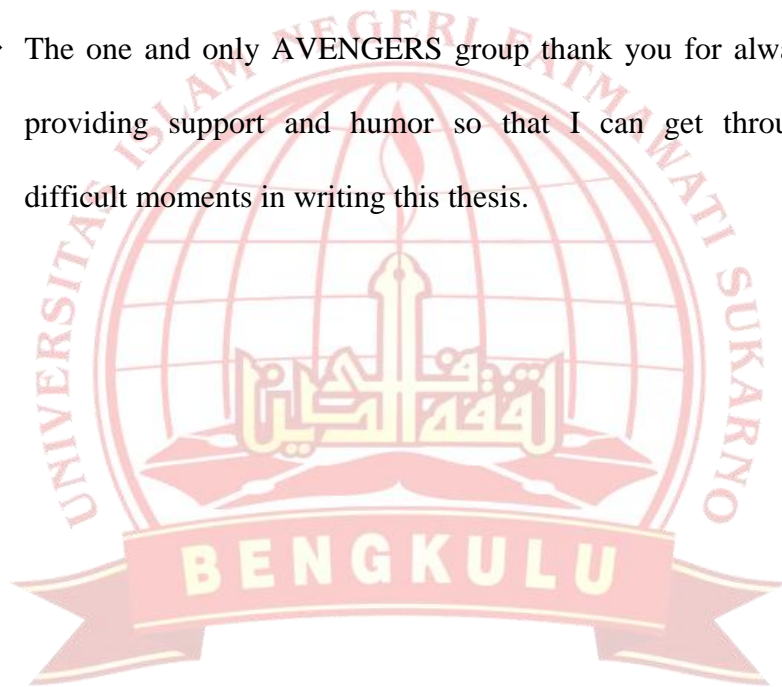


DEDICATION

This thesis is proudly dedicated to :

- ❖ My Greatest God, Allah SWT, I really thank to You for all the greatest moment in my life, without Your blessing, I am nothing in this world
- ❖ My beloved and my lovely parents, Mr. Azim and Mrs. Haeriyah thank you for supporting me through the power of your pray and everything so that I could finish this thesis.
- ❖ My big family, you are everything that I have. Thank for supporting me every single day
- ❖ My great almamater UINFAS Bengkulu thank for all knowledge and experiences
- ❖ My first advisor, M. Arif Rahman Hakim, Ph.D and my second advisor Anita, M.Hum. Thank you very much for your supports, suggestions, corrections, and ideas during my process of writing this thesis.
- ❖ All tectures who teach in Tarbiyah and Tadris Faculty, especially in English Education Program. Thanks for all knowledges you've given me during the study.

- ❖ All of my friends TBI 2018 especially members of TBI 8 E, thank you for all happiness we've passed together and every beautiful memories.
- ❖ Special one Chista Riyanda Putri thank you for being my support in every single time and every single day.
- ❖ The one and only AVENGERS group thank you for always providing support and humor so that I can get through difficult moments in writing this thesis.



ACKNOWLEDGEMENT

In the name of Allah, the Most Gracious, the Most Merciful. All Praise and gratitude we pray to Allah, the Lord of the worlds, who has bestowed His blessings on me researchers in completing this paper. Our leader, Prophet Muhammad SAW with the characteristics of smooth and concise speech, as well as ease in religion. Shalawat and greetings may be bestowed upon him, the other Prophets and Messenger, and become the pride of the whole family. First, the writer would like to thank my parents (Mr. Azim and Mrs. Haeriyah) who has given tremendous and continuous support encouragement through years of study and through the research process and writing of this research paper. This achievement would not be possible without them.

Furthermore, the authors would like to thank the supervisors M. Arif Rahman Hakim, Ph.D and Anita, M.Hum. They are always accomodating and helpfull with research or writing. They always support this thesis to be their own work and provide proper direction for write the thesis.

Bengkulu, 2023

The Writer

Azry Setiawan

SRN.1811230137

ABSTRACT

Azry Setiawan, 2022 Efl Teacher's Barriers In Implementing Authentic Assessment To Measure Students' Reading Comprehension(A qualitative study of English language of teachers at SMP Negeri 6 Kota Bengkulu)

This study aims to describe the application of authentic assessment, the obstacles to implementing authentic assessment conducted by English teachers at SMP Negeri 6 Bengkulu. This research is a qualitative descriptive study that discusses what aspects are the inhibiting factors or obstacles for teachers in carrying out authentic assessments. Data collection techniques used in this study were interviews, observation, document study, and documentation. Data were analyzed through data reduction, data display, and drawing conclusions. After data analysis, the data validity technique used in this study is data triangulation. Affective competence is assessed using observation, self-assessment, portfolio, project, task performance. Cognitive competence is assessed using written tests, oral tests, and assignments. Psychomotor competence is assessed using performance and assessment products. Teachers experience internal and external obstacles. Internal constraints are the teacher's ability, time constraints, students are less motivated, the teacher does not understand this authentic assessment so that it is still difficult for the teacher to carry out careful assessments. Lack of awareness of students in doing assignments and taking grades honestly without having to cooperate with friends, and also a lack of a sense of responsibility in doing school work.

Key Word : *Barriers, Authentic Assessment.*

ABSTRAK

Azry Setiawan, 2022 Efl Teacher's Barriers In Implementing Authentic Assessment To Measure Students' Reading Comprehension(A qualitative study of English language of teachers at SMP Negeri 6 Kota Bengkulu)

Penelitian ini bertujuan untuk mendeskripsikan penerapan penilaian autentik, hambatan penerapan penilaian autentik yang dilakukan oleh guru bahasa Inggris di SMP Negeri 6 Bengkulu. Penelitian ini merupakan penelitian deskriptif kualitatif yang membahas aspek-aspek apa saja yang menjadi faktor penghambat atau kendala bagi guru dalam melaksanakan penilaian autentik. Teknik pengumpulan data yang digunakan dalam penelitian ini adalah wawancara, observasi, studi dokumen, dan dokumentasi. Data dianalisis melalui reduksi data, display data, dan penarikan kesimpulan. Setelah analisis data, teknik keabsahan data yang digunakan dalam penelitian ini adalah triangulasi data. Kompetensi afektif dinilai menggunakan observasi, penilaian diri, portofolio, proyek, kinerja tugas. Kompetensi kognitif dinilai dengan menggunakan tes tertulis, tes lisan, dan penugasan. Kompetensi psikomotor dinilai menggunakan produk performance dan assessment. Guru mengalami hambatan internal dan eksternal. Kendala internal adalah kemampuan guru, keterbatasan waktu, siswa kurang termotivasi, guru kurang memahami penilaian otentik ini sehingga masih sulit bagi guru untuk melakukan penilaian secara cermat. Kurangnya kesadaran siswa dalam mengerjakan tugas dan mengambil nilai dengan jujur tanpa harus bekerjasama dengan teman, dan juga kurangnya rasa tanggung jawab dalam mengerjakan tugas sekolah.

Kata Kunci : *Hambatan, Penilaian Autentik.*

TABLE OF CONTENTS

COVER

ADVISORSHEET

RATIFICATION

MOTTO

DEDICATION

PRONOUNCEMENT

ACKNOWLEDGEMENT

ABSTRACT

ABSTRAK

TABLE OF CONTENTS

LIST OF TABLE

LIST OF FIGURE

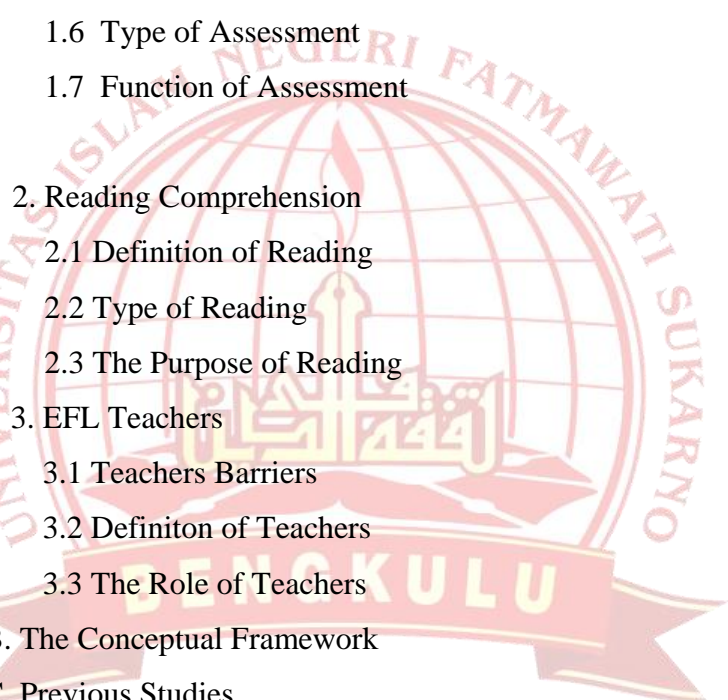
LIST OF APPENDICES

CHAPTER I: INTRODUCTION

- A. Background of the Study
 - B. Identification of the Problems
 - C. Limitation of the Study
 - D. Research Questions
 - E. Research Objectives
 - F. Significance of the Study
- Definition of Keys Term

CHAPTER II: LITERATURE REVIEW

- A. Theoretical Review

- 
1. Authentic Assessment
 - 1.1 Definition Authentic Assessment
 - 1.2 The Significance of Authentic Assessment
 - 1.3 Type of Authentic Assessment
 - 1.4 Authentic Assessment in Curricullum
 - 1.5 Concept of Assessment
 - 1.6 Type of Assessment
 - 1.7 Function of Assessment
 2. Reading Comprehension
 - 2.1 Definition of Reading
 - 2.2 Type of Reading
 - 2.3 The Purpose of Reading
 3. EFL Teachers
 - 3.1 Teachers Barriers
 - 3.2 Definiton of Teachers
 - 3.3 The Role of Teachers
- B. The Conceptual Framework
- C. Previous Studies

CHAPTER III: RESEARCH METHOD

- A. Research Design
- B. Research Setting
- C. Data Collection and Instrument
- D. Technique of Data Verification
- E. Data Analysis Techniques

CHAPTER IV: RESULT AND DISCUSSIONS

- A. Result
- B. Discussion

CHAPTER V: CONCLUSION AND SUGGESTION

- A. Conclusion
- B. Suggestion

REFERENCES



LIST OF TABLE

Table 3.1 Sampe Observasion Checklist

Table 3.2 Interview Question Type

Table 3.3 List of Interview Question

Table 4.1 Observation Chechlist Result



LIST OF FIGURE

Figure 2.1 Theoretical Framework

Figure 3.1 Triangulation Process



CHAPTER I

INTRODUCTION

A. Background of the Study

A good teacher is needed to make the education system better. The Law on Teachers and Lecturers explains that professional teachers are educators who are tasked with educating, teaching, guiding, giving directions, training, and assessing students. A teacher must be a person who is able to understand phenomena. A teacher can not only understand what appears to be real, but can also understand the causes behind what appears. In other words, the ideal person is someone who has wisdom, where he is able to find the root of the problem.

The teacher is an important element in learning activities. According to Djamarah (2015: 280) the teacher is someone who provides knowledge to students or professionals who can make students plan, analyze and conclude the problems they face. A teacher might be referred to as a professional teacher if he meets all of these

requirements, as mentioned in Surah al-Baqarah 30. Meanwhile, Hart & Teeter (2002) proposed a number of skills that qualified instructors should possess. One of these qualities is the ability to create motivating or engaging learning experiences. Any contact between the instructor and the student that makes the learning environment enjoyable, engaging, or even cozy is referred to as a learning experience.

For the purpose of assessing students as well as teaching and learning, teachers must provide a variety of activities for the classroom. As a result, it can be claimed that developing a solid assessment to evaluate students becomes crucial for teachers. Instructors can determine the level of student competency through assessments, which can also serve as a reflection of the teachers' own teaching styles. In the classroom, there are two approaches to teaching and learning: learner-centered and teacher-centered. Student-centered instruction reflects the needs and preferences of students, whereas teacher-centered instruction follows the

teacher's lesson plan. Learner-centeredness is required in the present educational system. Teachers may promote student-centered learning by giving students meaningful evaluations. The Ministry of Education also advises using this type of assessment.

In actuality, the term "assessment" in the context of the educational system refers to a wide range of techniques or instruments that educators employ to assess or gauge the development of, or progress among, students. Teachers may use the assessment's advantages to gather data for planning and changing teaching and learning strategies for their students. Students can offer knowledge in the interim to help teachers go from what has been taught to what needs to be studied next. Indonesia is currently putting the 2013 Curriculum into practice. According to Abdullah (2016: 59), Indonesia's 2013 Curriculum is an example of education reform and innovation. Ani (2014) contends that the 2013 Curriculum was created with a conceptual framework that lays the groundwork for all potential learners to evolve into

admirable Indonesian citizens. The quality of learning and assessment systems can be raised in an effort to raise educational standards. Additionally, the outcomes of the evaluation show the quality of learning itself. A fair grading system would incentivize students to work hard at their studies and urge teachers to select the best teaching methods. A collection of educational programs known as a curriculum must be produced dynamically in response to the requirements and changes that take place in society (Faridi, 2008:13). As a result, the curriculum used in the present-day educational system is an improvement over the prior curriculum.

Assessment, the learning process, and the curriculum are three separate but linked elements (Made et al., 2015). They highlighted that the curriculum might be utilized to extend educational objectives and serve as the foundation for learning initiatives. While the curriculum's suggested learning goals are what the instructor is working for during the teaching process. Last but not least, one of the processes

utilized to gauge the degree of curricular success is assessments. Applying authentic assessment in the 2013 Curriculum is a wise choice. It contains several components for evaluating students. Mueller (2005) defines genuine assessment as a type of assessment in which students are required to carry out real-world tasks that show significant application of critical knowledge and abilities. According to a different interpretation given out by Ningrum (2016), genuine assessment may be utilized to track and gauge students' abilities in a variety of problem-solving scenarios.

The use of authentic assessment has been considered in previous studies, but research on the variables influencing its implementation has not been covered. As a result, this study explores the variables that affect how authentic evaluation is applied to reading comprehension. There are undoubtedly a number of elements that influence how instructors employ authentic assessment. The researcher in this study restricted the variables to the background, professional growth, and personal beliefs of the instructor.

This research is necessary to discover whether there is a relationship between the criteria listed above and the usage of genuine assessments in reading comprehension by connecting these factors with the implementation of authentic assessments.

B. Identification of the Problem

Based on the background of the problem, the problems that arise can be identified as follows:

1. Obstacles experienced by teachers of SMP Negeri 6 Bengkulu in conducting authentic assessments in terms of assessment in learning reading comprehension.
2. This authentic assessment is considered to be quite complicated so it applies authentic assessment to learning reading comprehension.

C. Limitation of the Study

Since authentic assessment focuses on enhancing students' capacity to learn how to study a topic, particularly in reading comprehension, it is sometimes referred to as an

evaluation of student progress. The writer only focuses on what are the teacher's obstacles in conducting authentic assessments in reading comprehension learning at SMPN 6 Bengkulu.

D. Research Questions

According to the background and identification of problem, the research question of this study are:

- a. What are the obstacles experienced by teachers in providing authentic assessments to measure reading comprehension?
- b. How do the teachers implemented authentic assessment to measure students' reading comprehension?

E. Research Objectives

According to the background and research questions, the goals of this study are:

- a. To find out what obstacles are experienced by teachers in providing authentic assessments in learning reading comprehension

- b. To investigate how teachers will Applied Authentic Assessment to Measure Students' Reading Comprehension.

F. Significant of the Study

For students enrolled in the English Education study program, as well as the following researchers who will pursue the same sort of inquiry, this research is expected to provide valuable information on various features.

a. Theoretically

A student development evaluation termed authentic assessment aims to improve students' skills to understand how to research a topic, particularly in reading comprehension. The results of an authentic assessment should reveal the attitudes, abilities, and information that students possess or lack, as well as how they use their knowledge and how they have or have not applied it to their reading comprehension learning.

b. Practically

- 1) This research can help teachers to find out what difficulties they experience in conducting authentic assessments in learning to read so that it can make it easier for teachers to respond to all problems.
- 2) This research aims to inform teachers about what factors cause difficulties in providing authentic assessments in reading.
- 3) Make a more complete and specific assessment, especially in reading comprehension.

c. Further research

- 1) Can stimulate researchers to research, various kinds of assessments in assessing learning so that there are many benefits and variations from this research.
- 2) This research is expected to provide a lot of information and contribute to research so that there are many choices for further researchers.

G. Definition of Key Term

- 1) An EFL teacher is a teacher who has earned the necessary credentials for teaching English in a teacher education context, and the training has been acknowledged by the issuance of a teaching certificate, per the ruling. Following that, they receive a certified authorization to teach English as a foreign language in accordance with their teaching qualification.
- 2) Authentic assessment is a term coined to describe alternative assessment methods that allow students to demonstrate their ability to complete tasks and solve problems. At the same time, express their knowledge and skills by simulating situations that can be found in the real world outside the school environment.
- 3) Reading comprehension is the capacity to analyze text, comprehend its meaning, and integrate it with prior knowledge. Analyzing texts and their content

have an impact on an individual's capacity to comprehend them.



CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

1. Authentic Assessment

1.1 Definition Authentic Assessment

In every learning process, assessment is an important component that must be considered by every teacher. The simple reason is, that because of that learning, whatever the curriculum; Competency-based curriculum or previous curricula, are closely related to a planned and measurable process to achieve goals and content in accordance with applicable curriculum provisions. Conceptually, there are many definitions of "assessment" put forward by experts.

According to Overtun (2008) Assessment is the process of simplifying and gathering information to make educational decisions as needed. As mentioned in my test definition, assessment can include tests, but also methods such as observation, interviews, behavior monitoring, etc.

That is, Assessment is the process of gathering information to compile progress, and if mentioned in my definition, consists of tests, observations, interviews, monitoring behavior, can be configured in various ways. Or, assessments is defined as the process of collecting and processing information to measure the achievement of student learning outcomes (PP No.19 Th 2005:3 Standar Nasional Pendidikan).

As according Mueller (2006), authentic assessment is a type of evaluation in which students are required to carry out activities in actual settings to show how they have applied important skills and knowledge. Richard J. Stiggins had a similar viewpoint, and even he highlighted the need for particular skills and competences in order to put learned information and talents to use. The text that follows reveals this: The examinee is required to apply specific skills and information they have gained in order to exhibit certain abilities and competencies as part of performance evaluations.

According to Sani (2014:201), assessment and evaluation is an attempt to collect data which is then processed for policy making of an educational program. In learning activities teaching, the teacher conducts an assessment by collecting facts and student learning documents to make improvements to planning learning. Therefore, the process and learning outcomes assessment activities requires information that varies from each student or group of students.

Students must apply their knowledge to craft performances that are both effective and innovative in order to solve interesting and worthwhile challenges or questions. The tasks are either exact replicas of or equivalent to the kind of issues faced by adult citizens, customers, or industry experts.

1.2 The Significance of Authentic Assessment

A direct evaluation and measurement constitute an authentic assessment. Many tasks will be easier to understand if they are evaluated directly while doing an

assessment, such as the capacity to argue, computer proficiency, and experimentation proficiency. In the same way, evaluating pupils' attitudes or actions when doing anything.

Tasks that in some circumstances cannot be completed in class must be completed outside of class time or even outside of the school. How is such learning evaluated? How can we evaluate these educational results? Such education is frequently referred to as project-based or project-based learning. As a result, evaluation of learning outcomes based on projects or assignments also uses authentic assessment. Most teachers are not enthusiastic about or do not desire to employ performance-based or genuine assessments.

They typically believe that performing authentic evaluations is expensive, a waste of time, and both. Additionally, a honest examination has to be carefully planned. This opinion is untrue, without a doubt. A written exam cannot possibly be used to evaluate

performance since it does not measure the desired outcomes. It is necessary to evaluate performance as the activity is taking place. Consider a performance evaluation that is administered to a number of students and is neither hurried or poorly planned. In that instance, the results are inconsistent and cannot be explained. As a result, we could be rating certain kids' performance unfairly. Designing and conducting performance assessments is particularly efficient, according to Wiggins (1993), because it is steady or consistent (read: dependable), affordable, and time-efficient. It is impossible to develop standards without first conducting a performance-based evaluation.

1.3 Types of Authentic Assessment

According to O'Malley and Pierce (1996) as cited Hayati (2017) mention the types of Authentic Assessment are: Oral Interview, Story or Test Retelling, Writing Samples, Projects or Exhibitions, Experiments or Demonstrations, Constructed-Response Items, Teacher

Observations, and Portfolios. Oral interview is one of the authentic assessment conduct by the teacher asks the students about the students background, activity, weakness, and complaints of students. This assessment is done informally and relaxed context.

Assessment conduct interviews to each student with an interview guide as observations to determine student scores. Assessment with a Story or Retelling is the assessment to assess students by retelling the main ideas of text already selected. Students produces oral report and language component which assessed using rubric scoring or rating scale to determine students reading comprehension, reading strategies, and language development. The next type of authentic assessment is the Writing Sample, students create narrative, exposition, persuasive, or reference. Students produce written documents which consist of content or language component and measure by rubric or rating scale to determine students writing process. Authentic assessment

Project or Exhibition, on this assessment students complete a project on a particular content. The project can be done individually or in pairs. Students conduct formal presentation, a written report, or both. Then the results of the assessment carry out by observing the product orally, writing product and thinking skills, were measure in a rubric or rating scale.

Authentic assessment by experiment or demonstration, students conduct experiments using direct material. Then present their result on orally or written form, or both. Therefore, teachers can observe the results in oral or written products and thinking skills of students. Finally the assessment score stated by rubric or rating scale.

Constructed-Response Items, in this assessment students respond open-ended question in writing form. Students produce a written report. Usually score on substantive information and thinking skills. Score with rubric or rating scale. Teacher Observations, teacher observes student attention, response to instructional materials, or

interactions with other students. Teacher checks classroom environment settings. During the assessment it might take a little time to complete the observation. The teacher used record observations conduct with anecdotal notes or rating scales. The last type of authentic assessment is a portfolio. This assessment focuses on the collection of student work that shows progress over time. Student integrates the information from various sources. The assessment will provide overall picture of student performance and learning, strong student involvement and commitment and calls for student self-assessment. In order to carry out a good authentic assessment based on the 2013 curriculum, teachers must understand clearly the objectives to be achieve. Therefore, teachers should ask themselves, especially relate to students attitude, which will assess the knowledge and students skills. Focus on the assessment will be done which deals with the attitude, skills and knowledge. The level of knowledge to be assess, such as reasoning, memory, or process. And also

based on permendikbud No. 104 state that authentic use to measuring the students in attitude, knowledge, and skill using the Test, Observation, Self-assessment, Peer Assessment, Performance Assessment, Portfolio Assessment, Project Assessment, Product Assessment, and Journal Assessment.

1. Test

Test in education are assessment tools or assessment method systematic, valid, trustworthy and objective to determine skill, and level of student knowledge of teaching materials, in the form of task or problem that must be resolved by a student or group of students. The teacher-made test can be either subjective and objective tests.

Test subjective there are two kinds, such as essay test and short answer test. Essay test is test whose answers take the form of a description or story.

Generally the types of question that begin an essay test words: explain, compare, describe, what you

think about and so on. Short answer test is test who answers from of short sentences. For example: why does the metal when heated expands? What is meant by cooperative learning?.

Changing the pattern of questions a short answer test can be changed to a completion test include in the objective test. Test Objective is a test that not influenced by the examiner's personal evaluation.

Because the personal examiner has no influence in the scoring process, it can be understood if the results of the test are examine by anyone, the results are remain the same. Include in objective tests, such as:

- a) True-False test
- b) Completion test, fill in the blank test
- c) Multiple choice tests
- d) Matching test

2. Observation

Observation is a process of systematic observation and recording of student behavior for the purpose of making decisions about a program. Observation can take place over time or in any condition, to help teachers make the decisions needed for effective teaching. The purpose of observation can be used to provide the systematic, continuous information regarding the strengths and weaknesses of students during learning, their preferred learning style, special interests, learning needs, skill, attitudes, behaviors, and performance related to curriculum expectation.

3. Self-Assessment

Self-assessment is a process that describes the way students obtain information and reflect on their own learning. Self-assessment is the assessment of students themselves about their personal progress in knowledge, skills, process, and attitudes. This will

guide students towards better awareness and understanding of themselves as learners.

4. Peer Assessment

Peer assessment is a process in which a student evaluates the learning outcomes of peers or the same level. The purpose of the same level is if two people are more in the same class level or the same subject. Peer assessment can be used both in formative assessment to get feedback and summative assessment for class improvement. Peer assessment can be used to help students to develop collaborative skills, criticize the process and learning outcomes of others, receive feedback criticism from others, provide understanding tell students about the criteria used to assess learning and for assessment.

5. Performance Assessment

Performance assessment is the assessment of actions or practical test can effectively be used

for various gathering purpose information about the forms of behavior or skill that are expected to appear in students. Performance assessment is done by observing the activities students in doing something. Using this information, teacher can give them feedback for students performance in narrative form or class report.

6. Portfolio Assessment

Portfolio assessment is an assessment consisting of a collection of students' work arranged systematically, so that shows and proves the efforts, results, and progress (learning) made by students within a certain period time. Portfolio assessment can be derived from the students' work in individual or groups, students require the reflection, and evaluation based on several dimensions.

Portfolio is a systematic collection student work. This collection will help students

themselves and teachers to assess student growth and development. The information may include student work from the learning process is considered to be the best, test results, or other relevant information of the attitudes, skills and knowledge required by a particular

7. project Assessment

Project Assessment is an assessment of the tasks to be completed by students in a certain time. Completion of the task in the form of an investigation carried out by learners, start from planning, data collection, organization, processing, analysis, and presentation of data. The project assessment is in touch with aspects of understanding, applying, investigation, and others. Project assessment focuses on planning, producing, and projecting the product. The teachers should make a draft of assessment instruments, data collection, data analysis, and

report preparation. And the teacher can use several instruments are: checklist, rating scale, or narrative record.

8. Product Assessment

Product assessment is an assessment of student skills in making particular object and the quality of the product. Students construct a substantial, tangible product that reveals their understanding of certain concept and skills or their ability to apply, analyze, synthesize or evaluate those concepts and skills. It is similar to constructed-response item in that students are required to constructed new knowledge and not just select a response.

9. Journal Assessment

Journal Assessment is a teacher's note that contains information on observations about the strengths and weaknesses of students relating to students' attitudes and behaviors inside and

outside the classroom. Journal is continuous note based on observational results done by the teacher within a certain timeframe. The teacher needs to prepare to observation sheets to observe attitudes and behaviors learners at the specified time.

1.4 Authentic Assessment in Curriculum

Harsono (2005). stating that the curriculum is a concept in education that is put into practice. The definition of the curriculum is evolving, so it now encompasses all planned learning initiatives from national educational institutions as well as educational ideas. The curriculum that is currently developing is the 2013 curriculum. The 2013 curriculum is a new curriculum that functions as a complement to the previous curriculum, namely the Competency-Based Curriculum (KBK) and Education Unit Level Curriculum (KTSP). The concepts of educational, effective, efficient, and in line with the socio-cultural context, and reporting the findings of student

assessments honestly, accountable, and instructive are adhered to in 2013 Curriculum Assessment Standards.

The emphasis in the 2013 curriculum is authentic assessment, which requires teachers in conducting learning assessments to pay attention to authentic assessments. With an authentic assessment, it can be seen how much success students have in mastering the competencies and material that has been taught in real terms according to their abilities. If an error occurs in the assessment, information about the quality of teaching and learning is wrong and will affect the achievement of educational goals to be achieved. According to the definition of assessment, it is the act of gathering, communicating, and utilizing data regarding student learning outcomes collected through measures to evaluate or explain students' performance on tasks linked to Muslich (2011:2). Thus, it is different from the term evaluation that we understand so far, namely the process

of giving interpretation and making decisions on information.

Additionally, assessment is the process of gathering various data that might give a general picture of how pupils or kids are learning. Hamzah (2005:1). The instructor or lecturer has to be aware of the students' descriptions of their learning growth in order to make sure that students are having an appropriate and right learning experience. As a result, the evaluation is completed concurrently with learning activities in an integrated way rather than at the conclusion of the session.

1.5 Concept of Assessment

The other definition according to Scritchfeld (2000) stated Assessment is the systematic a collection, review, and use of information about educational programs undertaken for the purpose of improving students learning and development. According to Johnson & Johnson (2006) stated Assessment is collecting information about the quality and quantity of a change in

students, group, teacher or administrator. Assessment is an essential element of education used to inform instruction. Assessment provided the teachers with information to develop appropriate lessons and to improve instruction for all students. In conclusion, assessment is the process of collecting, recording, and analyzing information to make decision of forming an opinion, observing, measuring learning, such as: term, knowledge, skills, attitudes, and belief about students progress achievement after considering something or student carefully based on the syllabus.

1.6 Types of Assessment

In the Learning Assessment (2017:160), assessing student progress is as necessary as planning engaging activities or building lesson around core themes. Without assessment teachers have no way of knowing what types of help their students need, and assessing students can also gauge their progress through a course of study.

There are several types of assessment such as :

- a. **Formative Assessment.** Formative assessment is the teacher's assessment of students guide daily teaching. Formative assessment is usually based on informal assessment procedures and uses various source of assessment. Formative assessment is an ongoing assessment during learning, which teaches and observes the learning process.
- b. **Summative Assessment.** Summative assessment is an assessment carried out by the teacher to draw conclusions about the extent to which students have mastered the teaching goals according to the applicable curriculum. Summative assessment is usually formal and carried out at the end of the semester or end of the school year.

In conclusion, assessment is divide into several types based on how to determine it. Assessment can be divide into formative and summative assessment.

1.7 Function of Assessment

Assessment based on its function has two objectives, namely assessment for learning, and assessment as learning

- a. Assessment for Learning is to provide feedback to teachers and students regarding the progress of students in achieving learning goals. Conducted during the learning process takes places is usually used as a basis for improving teaching-learning process.
- b. Assessment as Learning is a process and develops supporting metacognitive students. Students are include in the activity of the assessment process where they monitor themselves.

According to Moore (1998) attempts to clarify the differences between assessment and evaluation. Assessment is a method to follow the progress of the student and requires the participation of the learner. Assessment can be divide into two formative and

summative assessment. Formative assessment is using a variety of approaches in different contexts. This is done in a sustainable way to help students informally with their learning, and help teachers improve their teaching. Also, it can be used for diagnostic purpose to provide meaningful feedback. Summative assessment is the formal assessment conduct at the end of the learning unit for judging purpose mainly or second, to provide students learning and achievement feedback. Whereas evaluation is seen making decision about student progress and can be included self-evaluation. The teacher must develop a plan to follow the student progress while ensuring appropriate data collection method is used which allows for evaluation through the assessment and the number of students of who achieve the standard. However, both are important in understanding student outcomes.

2. Reading Comprehension

2.1 Reading

Rizal (2017) In learning process, the reading comprehension ability is the key for the students to get success. so it is very important for us to practice reading skills so that we have a lot of knowledge. Most of the students obtain knowledge through reading activities. Johnson (2008:3) defines reading as the act of employing text to interpret meaning. According to the definitions, the writer draws the conclusion that reading skills must advance so that the reader can comprehend the passage's meaning as well as the text's overall meaning. According to sakilah (2013:161) the most important and first reading is reading about Allah Subhanahu Wa-ta'ala, as contained in (QS Al-Alaq:1-5). The command to read in surah Al-Alaq involves a high mental process, namely the process of recognition, recall, observation, and creativity.

The capacity to analyze text, comprehend its meaning, and apply it to what the reader already knows is

known as reading comprehension. Understanding word meanings, being able to deduce a word's meaning from its usage in a passage by its context, being able to follow a passage's organization and spot antecedents and references, and being able to draw conclusions about a passage's content are all fundamental abilities needed for effective reading comprehension, ability to recognize literary devices or propositional structures used in a passage and determine its tone. ability to comprehend the situational mood (agents, objects, temporal and spatial reference points, casual and intentional inflections, etc.) conveyed for assertions, questioning, commanding, refraining etc. ability to identify the main thought of a passage. ability to answer questions answered in a passage. ability to determine writer's purpose, intent and po (discourse-semantics).

There are a variety of reading techniques one may use to increase reading comprehension and inferences, including deep reading exercises, critical text analysis

(looking at intertextuality, actual occurrences vs narrated events, etc.), and vocabulary building. The abilities and capacity of readers to process information both affect their capacity to comprehend literature. If word recognition is challenging, pupils read individual words with too much processing power, which hinders their comprehension of what is read.

In understanding English texts properly delivered in the test, you use the technique reading or reading strategies which are often referred to as reading skills which include skimming, scanning, word-attack skills, building vocabulary, recognizing text organization, interpreting references, and conclusion. These reading skills are very useful in understanding English texts (Hermida, 2009) because these skills activate schematic or non-linguistic knowledge. Which includes socio-cultural knowledge, discourse, thematic, and general knowledge relevant to the texts read (Hedge, 2008).

The use of this reading strategy uses a top-down processing approach, which is one approach to understanding English texts which are done by using non-linguistic knowledge (schematic knowledge) and turning to linguistic knowledge (systemic knowledge) (Margana, 2012). In this approach, you as the reader construct meaning using previously acquired knowledge (Goodman cited in Hudson, 2007:37). In other words, you are directed to understand the message in the text by making predictions before you read it intensively. This approach needs to be done in order to build the concept of meaning contained in the English text that is read.

According to Pang et al. (2003:14), the process of creating meaning in relation to different reading activities entails three steps: (1) making connections between messages in the text and prior knowledge; (2) determining the meaning of the linguistic forms in the text; and (3) creating the text's content in order to comprehend the texts read. Throughout the procedure, you draw on your

existing knowledge to identify the topic, major concept, text organization, and language structures utilized in order to determine the author's intended meaning or message (Lenz, 2005:1). As a result, it is advised that you employ a reading approach that is appropriate for the goal and genre of the material being read (Johnson, 2008: 110).

Referring to the description above, this paper describes various reading skills that you can use in solving reading comprehension questions using reading strategies that include skimming, scanning, word-attack skills, vocabulary building, interpreting references, recognizing text organization, and inferencing.

2.2 Types of Reading.

There are several reading styles, including intensive reading, extensive reading, reading aloud, and silent reading, according to Patel and Praveen (2008).

- a. A style of reading named "intensive reading" concentrates on idioms and terminology that have been taught in the classroom and that may be

found in poems, novels, or other literary works.

For instance, the students concentrate on reading's linguistic or semantic aspects as well as its structural details, such grammar.

- b. Extensive reading is a sort of reading where students read literature for pleasure and to improve their overall reading abilities. For instance, the students read as many different types of books as they can, mainly for enjoyment, and simply require a broad grasp of the contents.
- c. Aloud reading is reading by using a loud voice and clearly. For example :

Reading poetry, dialogue, and other types of text.

- d. A silent reading exercise teaches pupils to read aloud without raising their voices, which helps them focus and better understand the materials. For instance, The students memorized a passage..

2.3 The purpose of reading

Reading is a purposeful activity. Reading may be used to learn new information or confirm already held beliefs. Reading can also be done for leisure or to improve one's command of the language being read. Additionally, reading is crucial to civic life. The individual stays educated about the political, social, economic, and cultural issues facing his nation by reading. Our attitudes, ideas, standards, morals, judgements, and general conduct are all impacted by reading; it molds our way of thinking and doing. Correlating the concepts in the book with what you already know is the goal of reading. To link the ideas, the reader must be familiar with the material being read.

William and Fredrika (2002) list the following as purposes for reading: reading to find straightforward information, skimming rapidly, learning from text, integrating information, writing, reading to evaluate texts, and reading for general understanding.

- a. Reading to search for simple information

Although some academics believe that reading is a relatively autonomous cognitive activity, reading to search for simple information is a widespread reading talent. It is employed in reading assignments so often that it is probably best viewed as a form of reading proficiency.

b. Reading to skim quickly

Skimming rapidly while reading is a regular reading task and a beneficial skill in and of itself. It entails, in essence, a mix of techniques for predicting where significant passages would be in the text and then applying fundamental reading comprehension techniques to those passages until a broad understanding is established.

c. Reading to learn from text

Reading for learning often takes place in academic and professional settings when one must learn a substantial quantity of knowledge from a book. This type of reading calls on the ability to

retain key ideas, identify and construct rhetorical frameworks, and connect the text to the reader base.

d. Reading to integrate information

A rhetorical frame may need to be restructured to accommodate information from several sources while reading to integrate information. This judgment regarding the relative value of complementary, mutually supportive, or opposing information is also necessary.

e. Reading to write and reading to critique texts

Task variations of reading to integrate information could include reading to write and reading to analyze texts. Both require the capacity to create, choose, and evaluate information from a text.

f. Reading for general comprehension

When reading for broad understanding is performed by a professional fluent reader, it

requires highly quick and automatic word processing, strong ability to convey the primary concept in general terms, and effective coordination of several processes within a very constrained time frame.

Reading serves several purposes, not only for students, but also for the broader public. To learn about social living and acquire information, they must read widely. It can assist someone in staying educated about the social, political, and economic issues facing his nation.

3. EFL Teachers Barriers

3.1 Teachers Barriers

Given that teaching quality may be difficult to quantify and that student and teacher values are likely to have an impact on how it is perceived (Saafin, 2005; Sotto, 2011), it is a topic that has been explored from a variety of perspectives. As a result, different scholars and instructors in the discipline have taken varied approaches

to teaching features. For some, the attributes of a competent teacher include subject-matter expertise, suitable teaching strategies, flexibility in how they deliver instruction, and correct evaluation techniques. whereas others draw attention to the "charisma," kindness, humor, and originality of their professors. , and integrity (Zhang & Watkins, 2007).

Witcher (2003) categorizes these traits into three groups: instructional competency, personality, and interactions between teachers and students. According to the authors, learners placed the highest importance on instructors' instructional abilities, which include their capacity to develop student-centered classrooms, offer enough knowledge material, and maintain a professional demeanor.

On the other side, teacher personality refers to the unique qualities that teachers bring to the classroom and may be understood by looking at things like how patient and understanding they are, how kind they are, how eager

they are to get to know their pupils, etc. It is a personality that is frequently cited as a key determinant of teacher-student relationships, which is the third category in this list. This personality may be especially crucial in societies where interpersonal relationships in the classroom are valued more highly than the actual content of instruction. According to Davis (2001), this link can significantly influence the success and results of student learning.

3.2 Definition of Teachers

Teachers in the context of education related to their profession are educators and teachers for students at various levels of education. In general, both in work and as a profession, teachers are always referred to as one of the main components of education which is very important. Teachers, students, and curriculum are the three main components that spearhead the national education system. According to (Helmawati, 2016) "at school, educators are the second parents after parents who are also responsible for the potential development of

students and the growth of their abilities". Meanwhile, (Ahmad D. Marimba, 2016) stated that the task of an educator is to guide and know the needs or abilities of students, create a conducive situation for the continuity of the educational process, add and develop the knowledge possessed to be developed for students, and open up to all weaknesses. or lack thereof.

From the explanation above, it can be said that the teacher is a facilitator who has an important role in the field of education whose function is to explore, develop, and optimize the potential possessed by students so that they are able to become part of a good society.

3.3 The Role of Teachers

Teachers have a very strategic role, because their existence is very important and related to the success and quality of education. Teachers have various tasks that are implemented in the form of devotion. An expert named Prey Katz stated that the role of the teacher is as a communicator, a friend who can give advice, a motivator

as an inspiration and encouragement, a mentor in developing attitudes and behavior and values, a person who masters the material being taught. Another expert, according to James W. Brown, stated that the roles and duties of an educator include: developing and mastering subject matter, planning and preparing lessons every day, controlling and evaluating student activities.

From some of the opinions above, it can be detailed the role of the teacher in teaching and learning activities, briefly mentioned as:

- a. Informer, the teacher's role is to implement informative teaching methods, field studies, laboratories, and sources of information for academic and general activities.
- b. Organizers, teachers as organizers, people who manage academic activities, workshops, syllabus, lesson schedules and others. All components related to teaching and learning, which are organized in such a

way, so as to achieve efficiency and effectiveness in learning for students.

- c. Motivator, this is important to increase the enthusiasm and development of student learning activities.
- d. The director/director, a teacher in this case must be able to direct and guide student learning activities in accordance with the goals to be achieved.
- e. The initiator, in this case the teacher as the inventor of ideas in the learning process.
- f. Transmitter, in learning activities a teacher will transfer wisdom in education and knowledge.
- g. The facilitator, in this case the teacher will provide a facilitator or convenience in the process of teaching and learning activities, for example, such as creating a learning atmosphere in such a way, in line with the development of students, so that teaching and learning interactions will take place efficiently and effectively.
- h. Mediator, can be said as an intermediary in student learning activities.

- i. Evaluator, a teacher has the authority to assess the achievement of students in the academic field as well as social behavior, so that it can determine the success of their students.

From the description above, it can be said that students can gain success with encouragement or support from the teacher so that students can optimize their potential, and are guided and directed properly by educators to produce successful humans. In general, teachers always assume that they are the only resource in the classroom. He knows the most, determines the students the most, and often does not want to lose to students. The teacher feels that his duty as a teacher is to convey lessons to students, after that assessing students, whether the material presented has been understood or not. In teaching the teacher must show himself as:

- a. Learning leaders can be said to be those who organize, plan, implement or control students in learning. Planning a learning activity mainly determines the continuation of student learning, what students must

do, what learning resources must be prepared or provided. Organizing learning activities, regulating the learning atmosphere of students, optimizing learning resources and encouraging student learning motivation.

b. Learning facilitator, meaning that the teacher provides convenience to students in carrying out learning activities. The convenience in question can be pursued such as: preparing learning resources and learning tools, for example the books needed, teaching aids, providing sufficient time for students, providing assistance to students who need it, guiding the way out in solving problems that are currently ongoing. faced by students, mediating differences of opinion that arise between students, and as a guide when problems cannot be solved by students.

c. Moderator of learning, namely as a regulator of the course of student learning activities. The

qualifications demanded as a learning moderator include:

1. Knowing the problems being discussed so that they know the solution if they cannot be answered by students.
2. Skilled in capturing the meaning of ideas or opinions of students so that they can assess the thoughts contained in these opinions.
3. Skilled in communicating students' questions or answers in a language that is easy for students to digest.
4. Skilled in conditioning the class so that students participate in responding to the problems posed.
5. Mastering the class so that the teacher knows which students must be encouraged to participate in learning, and students who must be limited in their speech so as not to dominate others.
6. Skilled in drawing conclusions from all discussions as a synthesis of all opinions that arise from students.

7. The teacher as an evaluator, namely the teacher acts as an objective and comprehensive appraiser. As an evaluator, the teacher is obliged to supervise, monitor the learning process of students, and the results of learning that have been achieved. The most important aspect to be assessed is the process of student learning activities, both individual students and groups.

The teacher acts as someone who masters the lesson and is skilled in fostering student learning activities, besides that the teacher must provide convenience to students in learning activities so that they can generate student learning motivation.

B. Theoretical Framework

Given that teaching quality may be difficult to quantify and that perception is likely impacted by teacher and student values, the subject of what constitutes a good teacher has been explored from a variety of perspectives. This may be conceptualized based on the theory that has been stated. Some people believe that a competent teacher possesses the following

qualities: subject-matter expertise, effective teaching strategies, flexibility in their approach to teaching, and the ability to conduct fair assessments. Whereas others draw attention to the "charisma," compassion, humor, and originality of their instructor. Effective, ethical EFL instructors concentrate on learning the language well, planning engaging courses, fostering students' independence, and treating them properly. Students have trouble deciphering the meaning and substance of the text, which is only the beginning of their difficulties with reading comprehension. First reading comprehension exercises also serve as a way to improve and broaden students' language skills. Second, some students feel that reading material using new terminology makes it difficult for them to understand the ideas or information being presented. Finally, if pupils make mistakes when reading the material, they lose confidence in themselves and feel humiliated. This condition is brought on by a number of things, including a lack of vocabulary knowledge, poor grammatical use, and a lack of drive and interest in reading to address issues that pupils encounter during the learning process.

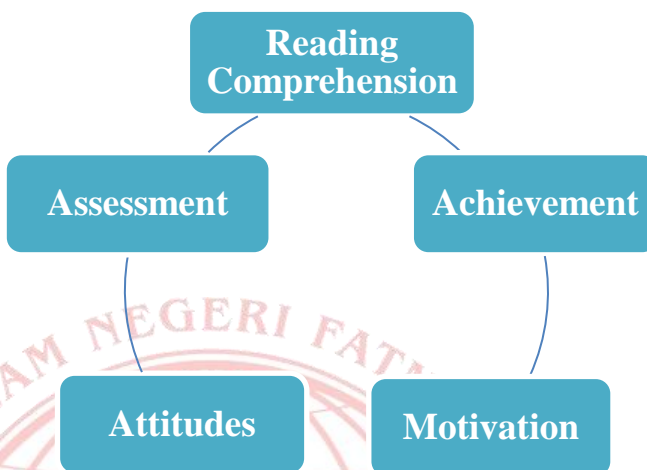


Figure 2.1

Adapted by

Muller (2005)

C. Previous Studies

Several researchers have conducted studies on authentic assessment using different techniques or methods.

1. **Retnawati et al. (2016) who conducted research on teacher differences in carrying out assessments in the 2013 Curriculum.**

In Yogyakarta Province, a study on vocational school instructors was done. This research tries to outline the challenges instructors have when completing assessments for the 2013 Curriculum. The findings

indicated that teachers did not completely comprehend the evaluation method. Additionally, it was shown that teachers had issues creating attitude instruments, putting realistic assessments into practice, creating indicators, creating skill evaluation rubrics, and compiling results from various measurement methodologies.

2. **Trisanti (2014) related to the teacher's perspective on the assessment of maritime cases.**

In this study, the writer employed a case study that included a Central Javan teacher and an English instructor from a partner secondary school at the State University of Semarang (UNNES). The study's conclusions cover both good and negative viewpoints, or the teacher's capacity for design and the challenges associated with it. The researcher suggests that instructors be allowed the freedom to be imaginative and creative when creating realistic assessment assignments for instruction.

3. Scott Kissau & Florian Hiller (2013) Reading Comprehension Strategies: An International Comparison of Teacher Preferences.

Teachers of these kids are encouraged to incorporate reading comprehension education into their classes as a reaction to international concern over the weak reading abilities of teenage learners. Teachers in all subject areas require plenty of practice utilizing specific tactics that are considered helpful in relation to their particular area of specialization if we are to raise the possibility that reading comprehension strategies are implemented successfully in schools. Two teacher educators looked at the preferred reading comprehension methods of teacher candidates in Germany and the United States of America in relation to a range of different scenarios to better understand what strategies are considered as helpful in various curriculum areas. The researchers were able to pinpoint shared preferences among respondents from both nations using a survey to

gather both quantitative and qualitative data. The study's findings confirmed the purported advantages of teaching reading comprehension techniques, but they also indicated that certain of these techniques are more appropriate for teaching in particular topic areas than others.

4. Saher, Al-Sabbah (2022) Traditional Versus Authentic Assessments in Higher Education

This investigation will showed at how real and conventional tests affect students' performance in the area of health and wellness education science. In this study, both qualitative and quantitative research methods were employed. This emphasizes the significance of providing educators with institutional in-service training, which may vary depending on the type of training provided and the participants' academic backgrounds. The use of innovative evaluation techniques was cited as a desire by a large number of instructors, but only a small percentage of them cited authentic assessment as their preferred method of evaluating student performance.

5. Zaim, M.; Refnaldi; Arsyad, Safnil (2020) Authentic Assessment for Speaking Skills: Problem and Solution for English Secondary School Teachers in Indonesia

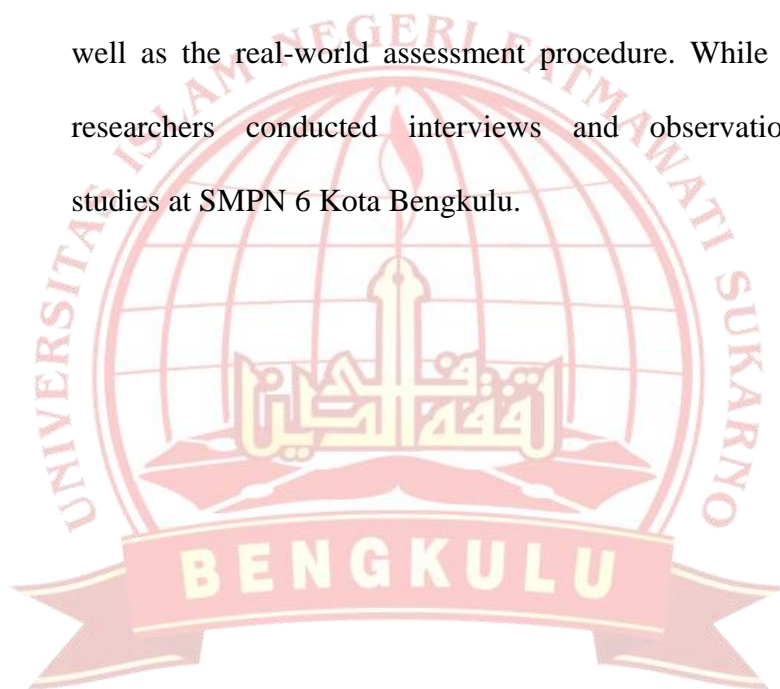
Although authentic evaluation is required under Indonesia's 2013 Curriculum, instructors encounter several practical issues in English classes, particularly when evaluating students' speaking skills. This study aims to identify the difficulties teachers face when evaluating junior high school students' English speaking abilities through authentic assessment, to identify the needs of teachers in this area, and to create a speaking skill assessment model that meets both those needs and the needs of the learners. The ADDIE Model was used in this research and development work. The study's data came from instructors' replies to surveys about students' demands for using realistic assessments of their English-speaking abilities. The research demonstrates:

2. The challenges educators face when assessing particular language functions.

3. The demands educators have for authentic assessment of language functions, activities, and scoring rubrics for speaking skills.
4. The model of authentic assessment that best meets educators' demands for language function, activities, and scoring rubrics. Using the right need analysis, it is possible to create a valid evaluation of speaking abilities.

Based on the findings, the researcher draws the conclusion that study should concentrate on utilizing literacy circles to teach texts in order to identify the challenges that researchers and instructors have while conducting genuine assessments. Based on the past study on circle approach literature that was done, there are similarities and differences across the studies that were looked at. The literary circle approach supports these parallels. a method for identifying the challenges in real-world reading comprehension evaluation.

The three studies mentioned above differ in that they only consider the actual impact of the literary circle technique when doing genuine assessments, and they also look at various topics. The Literary Circle Strategy is used by the researcher to identify issues with the curriculum as well as the real-world assessment procedure. While the researchers conducted interviews and observational studies at SMPN 6 Kota Bengkulu.



CHAPTER III

RESEARCH METHOD

A. Research Design

This study used qualitative approaches, which involve gathering information through observation, interviewing, and document analysis while taking into account the environment and other holistic and realistic natural manifestations. The goal of qualitative research is to better comprehend people's opinions and experiences in society regarding a certain topic in order to better understand and analyze social life. With an examination of instructors' obstacles to using genuine assessment to gauge students' reading comprehension, the author of this study used concentrate on English teachers at SMP Negeri 6 Kota Bengkulu. This relates to the claim that qualitative research examines people's lives, their actual conditions.

It is clear from the summary above that this writer used employ qualitative approaches for its research design. The purpose of this study is to identify the challenges that an

English teacher at SMP Negeri 6 Kota Bengkulu faces while introducing genuine tests to evaluate students' reading comprehension.

B. Research Setting

a. Place and time

The research site, according to Nasution (2003:43), relates to the idea of social location, which is characterized by the existence of three aspects, namely actors, locations, and activities that may be witnessed by the research subject at SMP Negeri 6 Bengkulu City. The duration of this study will be around one month, beginning at the end of August and ending in September 2022. This research used English professors as respondents. Because they will be the respondents who are most suited to the challenges they encounter while performing genuine evaluations from personal experience, the writer picked this English teacher as the respondent.

b. Participants

According to Sugiyono (2019) participant observation is a primary data collection technique, conducting structured interviews, retrieval of documentation, and a combination of the three or triangulation. It is necessary if the data collection technique uses observation, it is necessary to tell what has been observed, but if the interview, to whom will the interview be conducted. Sugiyono (2019:296) also explained that the most important step in research is data collection techniques, because getting data is the main goal of a study. This study involved all English teachers at SMP Negeri 6 Bengkulu City which consisted of 5 teachers, the writer concentrated on the case of authentic assessment in learning reading comprehension and only focused on English teachers.

C. Data Collection and Instrument

In this study, the writer used a checklist of observations and interviews to collect data. The writer also used documentation as secondary data.

1. Observation Checklist

Checklist is an observation that contains a list of questions about aspects that may be contained in a situation, behavior, and activity (individual/group observation, which is a process of seeing, observing, and observing, as well as recording behavior systematically for a specific purpose (Cartwright & Cartwright in Herdiansyah, 2010: 131). The purpose of observation is to describe the observed environment, the activities that take place, the individuals involved in the environment and the activities and behaviors that arise, and meaning of events based on the perspective of the individuals involved.

There is five methods of observation that are often used for research, namely anecdotal record,

behavioral checklist, participation chart, rating scale, and behavioral tallying and charting. Based on the formula 92 problem, then the observation method used in this study is a behavioral checklist, which is a method that provides information regarding whether or not the behavior observed with puts a check if the observed behavior occurs. with a checklist allows observers to examine a person systematically and objectively and record the results of these observations accurately.

Observation is the collection of data or information that involves systematic observation and recording of the phenomena studied. Burns (2010) states that some observations are in the form of writing using descriptive and narrative styles. Systematic or detailed observation and documentation of the phenomenon under study is referred to as observation. To collect data, the writer used an observation checklist. Giving the checklist symbol on the observation sheet is a process of observing this research. This is a way to find out how the teacher has

applied the authentic assessment method. Observation is the first thing that must be done before giving the observation sheet to the teacher.

Table 3.1 *sample observation checklist*

No	Indicator	Sub Indicator	score			
			1	2	3	4
A		Authentic assessment				
	Observation 1	1. The teacher conveys affective assessment criteria and indicators of attitude achievement to students in classroom learning				
		2. The teacher observes the performance of students during learning activities in the classroom and gives an assessment to active students.				
		3. The teacher conveys the competence values and attitudes that must be achieved by students.				
		4. The teacher gives an assessment and notes the student's attitude.				
		5. the teacher gives an assessment on every aspect of learning				
		6. Teacher do evaluation after				

		learning				
		7. The teacher conducts an attitude competency assessment spiritual and social towards each student				
B		Reading comprehension				
	Observation 2	1. The teacher introduces the topic before starting teaching.				
		2. The teacher gives an explanation of the material until finish.				
		3. The teacher tells the procedure of reading material to the students.				
		4. The teachers' endorse the students to be active in asking and answering questions.				
		5. The teacher makes a group of students in reading activities				
		6. The teacher reminds the previous lesson, conduct questions and answers related to the material that will be taught.				
		7. The teacher gives a concrete example in events that occur in everyday life as shown.				

In this study, the writer provides a checklist observation sheet which contains 14 questions that must be filled in by giving a checklist in accordance with what the teachers did. So the writer is planning for give 7 questions about authentic assessment and 7 more questions about reading comprehension. The guideline in carrying out this checklist activity is carried out by developing from Narbuko(2015) meaning the observation method (observation) is a data collection tool that is carried out by systematically observing and recording the symptoms being investigated.

2. Interview

Sudijono (2011: 82) explains that an interview is a data collection technique used to collect material information carried out by doing one-sided verbal questioning, face to face, and has a specific purpose. To get clear information, the writer used interviews as an instrument. The interview is a data collection technique to obtain information taken from data sources face-to-face

through conversation or question and answer. There are two types of interviews, namely open interviews and closed interviews. In-depth interviews such as Interviews provide the writer with the means to gain a deeper understanding of how participants interpret situations or phenomena than can be obtained through observation alone.

Therefore, what is meant by in-depth interviews is that writer takes in-depth information from participants and this procedure cannot be taken by writer from observation. Then, open-ended interviews are about questions designed to get a lot of information and broad answers. This situation allows the interview to have control over the interview. In this procedure, the writer met face-to-face with the English teacher to get more information about improving students' speaking skills using independent learning strategies through interviews. In this study, the writer used structured interviews.

In essence, the writer wants to ask about the Teacher's Method of Teaching in Reading Learning more precisely and find out what obstacles are experienced by teachers in applying authentic methods during teaching.

Table 3.1 *Interview Questions Type*

No	Type	Question
1	application of authentic assessment	Question 1-5
2	barriers to implementing authentic assessment	Question 6-10

Interviews were conducted directly with the English teacher with about 10 questions with material according to the topic, namely about authentic assessment and partly about teacher activities when teaching and giving assessments. Interview results are used for data in conducting research. Interview method is a way to get a picture of respondents. This interview method was inspired by Arikunto (2014) there are three kinds: (a)

unstructured interviews, only an outline of the guidelines will be asked, (b) structured interviews, the interview guidelines are arranged in detail, so that they resemble a checklist, (c) and semi-structured interviews, the first, the interviewer asked questions that had been arranged in sequence, then one by one dug deeper.

3. Documentation

Documentation used to obtain data from all procedures to verify data. In this study, documentation can be obtained from the observation checklist, distributing questionnaires, photographs, the assessment sheet, lesson plans and others. Which is the documentation file about the teacher's teaching activities and the materials used by the teacher in the learning process and his assessment of reading comprehension with the authentic assessment method. Documentation data is to support the validity of the data from the primary instrument and can also be referred to as supporting data. The procedure of this instrument, the writer observed the

teacher and see what obstacles occur in carrying out the assessment.

D. The Technique of Data Verification

In qualitative research, it's crucial to make sure the data are genuine. Triangulation used in this investigation to verify the accuracy of the data. Creswell (2014) states that qualitative research is an understanding-seeking process based on several methodological traditions of inquiry that investigates a social or human problem. This implies that the writer used multiple data sources, observers, and verification techniques to ensure that the data collected is consistently identical.

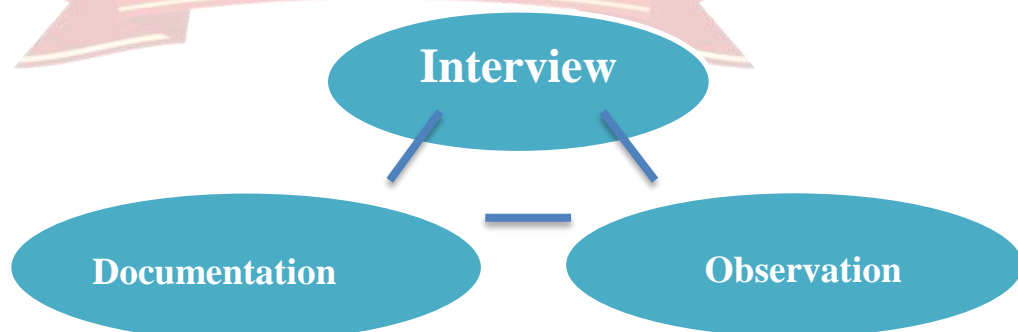


Figure 3.1 *Triangulation process*

To validate data in real applications, writer used a triangulation process. The writer employed a variety of techniques to get some data. This indicates that in addition to conducting interviews, the writer additionally carried out checklist observations and recording to ensure the accuracy of the data used in this study. Consequently, the writer could compare the results of each strategy using this method. The information gathered by the writer must be the same for all three techniques.

E. Data Analysis Technique

Data analysis is a process of managing the sequenced of data, organized the data into a pole, category, and unit of basic explanation (Patton, 1980:268) cited Safitri (2014). Further Bogdan and Taylir (1975:79) defines data analysis is a process which details an effort formally to find the theme and formulate the work hyphotheses as suggested by the data and as an effort to give a help the theme and the work hyphotheses (Basrowi, 2008:91).

From the definition above, data analysis is a process to organize and to arrange the data in to a structure, category, and unit of basic explanation so that it can be found the theme and can be formulated by the data. Data analysis of qualitative research is done together with the process of collecting data. The technique of analysis which used in the qualitative is by using technique of data analysis that suggested by Miles and Huberman (in Sugiyono, 2013). This technique consisted of three such as :

5. Data Reduction

In the data reduction process the writer carries out the process of selecting attention, abstraction and transformation of hard data taken from the research field. This process has been going on since the research took place, from the beginning of the research to the end of the research.

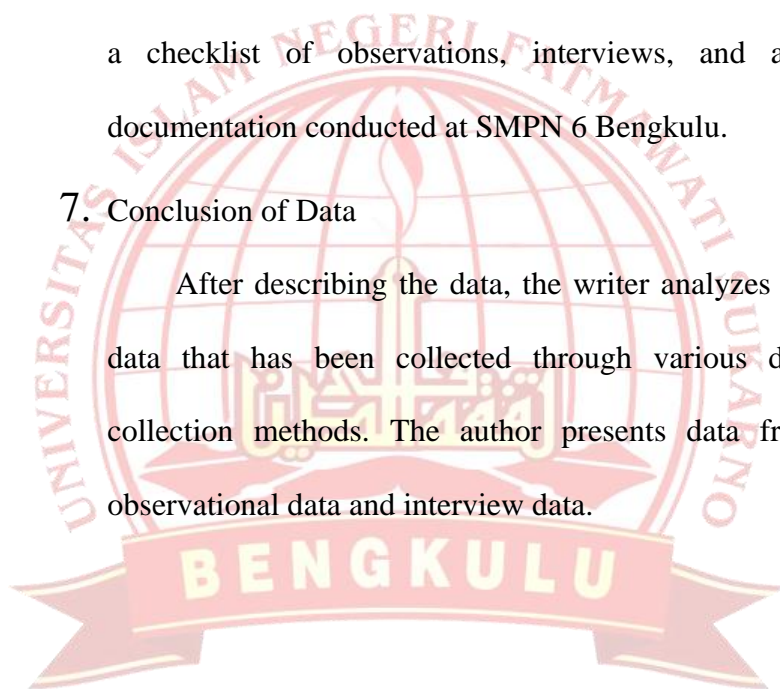
6. Data Display

in the process of Presenting data writers compile information that provides opportunities to draw

conclusions and take action. This step is an attempt to structure and reintegrate all data collection from the research field. the writer presents the data by systematically compiling information in the form of an explanation that explains the author's conclusions from a checklist of observations, interviews, and also documentation conducted at SMPN 6 Bengkulu.

7. Conclusion of Data

After describing the data, the writer analyzes the data that has been collected through various data collection methods. The author presents data from observational data and interview data.



CHAPTER IV

RESULTS AND DISCUSSIONS

A. Results

The findings of this study are to look at the types of authentic assessment and English teachers' barriers to conducting assessments in the 2013 curriculum. The results of the research data show how English teachers assess their students in class, and the types and barriers of authentic assessment they use to assess students.

1. Analysis authentic assessment English teacher at classroom.

Based on the data with the observation checklist, the researcher conducted observations in a class with an English teacher. English teachers can carry out the learning process in accordance with the objectives of the material, it was recorded that there were 5 teachers and thus the results of the checklist observations carried out by the researchers and their scores.

Table 4.1

Observation Checklist Result

Score: 1 = Less
2 = Fair
3 = Good
4 = Excellent

No	Indicator	Sub Indicator	Informan				
A	Authentic assessment		1	2	3	4	5
	Observation 1	1The teacher conveys affective assessment criteria and attitude indicators to students in class learning	3	3	3	2	2
		2. The teacher observes students during learning activities in class and gives an assessment to active students.	4	4	4	3	4
		3. The teacher conveys the competency values and attitudes that students must achieve.	4	3	4	3	3
		4. The teacher gives an assessment and records student attitudes.	4	4	4	3	2
		5. The teacher gives an assessment on every aspect of learning,	4	4	3	3	4
		6. The teacher evaluates after learning,	3	3	4	3	4
		7. The teacher conducts a spiritual	4	4	4	3	2

		and social attitude competency assessment of each student.					
B		Reading comprehension					
	Observation 2	1. The teacher introduces the topic before starting the lesson.	4	4	4	4	4
		2. The teacher gives an explanation of the material until it's finished.	3	3	4	3	2
		3. The teacher tells the procedure of reading material to students.	3	3	4	3	3
		4. The teacher tells the procedure of reading material to students..	4	3	4	3	3
		5. The teacher makes groups of students in reading activities	3	2	4	3	3
		6. The teacher reminds the previous lesson, ask and answer questions related to the material to be taught.	4	3	4	3	3
		7. The teacher gives concrete examples in events that occur in everyday life as shown.	4	4	4	4	3

The teacher's teaching and learning procedures are good, starting from pre-activity, remind students about the material in the previous meeting. And the teacher also gives some questions before explaining the next material. At first the teacher asked students about learning objectives and made simple examples of material with students' daily activities.

In the core activity, teacher assessing the knowledge students with their answer when the teacher gave some question about the material. The students who can answer the question got the additional value. While the writer observed in the class the teacher class IX and VII, when they make a group for discussion, they consolidate the assessing the knowledge and skill. Different with teacher class VIII, he did not consolidate the assessing knowledge and skills his have individual assessment although on the group. After explained the material, the teacher usually gave the task or invite the students to show their skill or knowledge. At class IX the teacher gave task about narrative text, and she invited some students to read the text at book. Then the teacher

monitors them and explaining the difficult new words or correcting the wrong pronunciation of students.

At class VIII the teacher also same the teacher at class VII, he invited the students to described the words about There is or are. From that the teachers know as far as comprehension the students about the material and can help the teacher to conferred assignment appropriate with the level of students. Teacher class VII just conferred the assignment for students after her explained. There is no more explained about the material. She did not checked the students, did the students understood or not about the material and then teacher class VIII and VII was not enforce the students to active show their knowledge from assignment.

In the last learning process at the class every teacher guide the students to conclude the material, and gave a little evaluation and after that the teacher closed with prayong. And assessment is accordance with the learning process.

2. Teacher barriers in implementing Authentic assessment

Based on interview data with English teachers about Authentic assessment and their barriers are used to assess

students in class, and by data from document studies. There are some teachers who still don't really understand the authentic assessment, because there are many aspects that must be assessed in this assessment. But some teachers have also begun to understand and master in using several types of authentic assessment. It was found that the types of authentic assessment used by teachers were performance, project, and portfolio assessments. In addition to teachers explaining the types of authentication they use, they also describes the steps and time when they use authentic assessment.

Question 1 : What types of authentic assesment that you apply?

Informan A : There is a portfolio, project, performance tasks.

Informan B : From the types of assessment I usually used performance,

portfolio and project assessment. only three

which I

usually apply when teaching.

Informan C : -

Informan D : Work assessment, ability to apply certain knowledge in real

life, stimulation and portfolio.

Informan E : Essays and Performance tasks.

Types of authentic assessment used by class IX teachers performance, projects, and portfolios. In class he applied the most performance assessment, because every time he teaches students' performance is definitely assessed. In class VIII the teacher uses portfolio, performance, and peer assessment. But for peer-assessment he only uses it to support student scores. He rarely uses peer-assessment. Teachers in class VII only use two types, namely performance and portfolio, but there is one teacher from class VIII who does not really understand in determining the type of authentic assessment but from the author's observation the teacher uses the type of Essay and Performance Task.

Question 2 : Do you think using authentic assessment that is applied now

can make it easier for teachers to assess students in class?

Informan A : No, because there are too many aspects that must be assessed so that it requires a lot of observations on students.

Informan B : True because this authentic assessment has been arranged and there are many types that can be used so that the assessment is not monotonous.

Informan C : -

Informan D : Yes because it includes many assessments.

Informan E : Yes, because the authentic assessment is very complete from

the aspects assessed starting from attitude, knowledge and skills.

One of the teachers from class VII strongly disagreed with the existence of authentic assessment, because there were so many aspects that had to be assessed so that a lot of time was

used to observe students, but other teachers strongly agreed with this authentic assessment, especially in class VIII and IX because this authentic assessment is very complete and there are many types that can be used in making assessments so that the teacher can express himself according to his personal wishes. This authentic assessment also has very complete aspects ranging from attitudes, knowledge and skills for students.

Question 3 : Are there any difficulties in using authentic assessment?

Informan 1: The difficulty lies with the students because many students

do not meet the passing standards of the assessment.

Informan 2: Going back to the many aspects that must be assessed is a

difficulty for us teachers.

Informan 3: -

Informan 4 : In my opinion, there are many aspects that must be assessed

and also must be assessed in class in the learning process.

Informan 5: No trouble at all.

From interviews that were conducted with English teachers, most of the teachers thought that there were difficulties experienced in carrying out this authentic assessment, for example there were many aspects of the assessment that had to be carried out in carrying out this assessment so that a lot of time and thought were drained.

There are also those who argue that because of the many aspects that are assessed, many students have unsatisfactory assessment scores, making it difficult for the teacher to give a definite score. and the difficulties experienced by teachers because they have to evaluate students in the learning process so that the focus of the teacher is divided between having to teach and also assessing, because there are several teachers who carry out progress assessments from meetings, weekly, middle to semester, so it takes a lot of time to carry out assessments.

B. Discussions

As stated in the research objective, the purpose of this research is to find out how do the teachers applied a change in assessment so the research findings show that in general the five teachers already know the concept of assessment, the concept of authentic assessment, and the relationship between the 2013 Curriculum and authentic assessment. The types of judgments carried out by teachers in the 2013 implementation curriculum include authentic assessments, self-assessments, portfolios, daily tests, midterm exams, final semester exams, and requirements.

Authentic assessment according to the teacher is an assessment that is carried out directly or in real time, which is adjusted to the Core Competencies and Basic Competencies. Meanwhile, in accordance with the objective research in the research, the obstacles experienced by the teacher in carrying out authentic assessments are because many of them use several domain assessment techniques including attitudes, knowledge, and skills proportionally. Kunandar (2014: 35) explains that

authentic assessment is an activity assessing students that emphasizes what should be assessed, both process and results with various assessment instruments that are tailored to competency demands in Competency Standards or Core Competencies and Basic Competencies.

The third teacher informant did not fully understand the concept of authentic assessment. He tends to still understand learning assessment, this can be seen in the understanding of authentic assessment which according to him is an assessment that is carried out in an original, valid, and real way. Even though teacher informant 3 did not fully understand the meaning of authentic assessment, he did understand the techniques used in carrying out authentic assessment.

Understanding the assessment of learning outcomes in general and authentic assessment in particular is very important because this is an indicator of achieving teacher competence. This understanding problem is one of the obstacles to the implementation of authentic assessment in schools as Aiman (2016: 115) finds that the inhibiting factor for implementing

authentic assessment is the teacher's lack of understanding about the process of authentic assessment and the instruments used in authentic assessment.

The teacher's difficulty in implementing authentic assessment is also caused by insufficient time. These findings are in line with the findings of I Made Enra et al (2015) that among teachers' obstacles in implementing authentic assessments is the availability of time in conducting assessments. Teachers have inadequate time availability in planning and implementing authentic assessments. For example, when the teacher will conduct an assessment of student attitudes. Teacher must make a plan provide an assessment rubric in order to carry out a thorough assessment. When carrying out the assessment of the attitude aspect, the teacher is also required to supervise each student. The teacher's task in the classroom is not only to carry out assessments, but teachers are also required to teach subject matter to students.

Problems related to the teacher's internal factors are the problem of the teacher's will and ability. The age factor does not

limit teachers from carrying out authentic assessments thoroughly and correctly. In carrying out authentic assessment, the willingness and ability of the teacher is needed, but it is a little difficult for the teacher to understand the various things that are quite confusing in this authentic assessment.

The problem encountered in using this assessment technique is the problem of the teacher's lack of accuracy due to limited time and a large number of students, besides that the teacher has not been able to carry out follow-up activities due to time. This is in accordance with the opinion of Kunandar (2014: 152) that the problem of using journals is to increase the teacher's burden, requires the teacher's carefulness and the teacher must determine the follow-up of the results of these notes.

Another problem is a problem that comes from students. This problem is reflected in the fact that there are still many students who are less responsible in doing assignments. This is marked by delays in submitting authentic assessment assignments given by the teacher. Apart from being irresponsible, students still often cheat or ask their friends in various ways. In addition,

when doing assignments students also experience problems in honesty.



BAB V

CONCLUSION AND SUGGESTION

Based on the results and discussion of previous findings, from barriers of English teachers in conducting authentic assessments draw conclusions and suggestions as follows :

A. Conclusion

This chapter presents the conclusions from the results of research on teachers' constraints in applying authentic assessment to measure students' reading comprehension. In accordance with the ultimate goal of this study, there are many things that become obstacles in carrying out this assessment, such as the assessment process still has many obstacles, such as the teacher's lack of understanding of the aspects of the assessment that must be carried out, many aspects that must be assessed.

Also time management that must be shared during learning and also assessments that must be carried out simultaneously. In fact, there is one teacher who is still very new to authentic assessment and is also constrained by age, making it difficult to understand and also to carry out assessments. And

there are still many students who have dishonest characters in carrying out assessments and there are even students who have scores far below standard so that it takes a lot of time to do remedial. so we cannot blame both parties because all become obstacles in carrying out this authentic assessment.

B. Suggestion

Based on the result of the research, the writer would like to give some suggestions as consideration, they are:

1. For the teachers

Problems originating from teacher abilities such as a lack of complete understanding of authentic assessment can be overcome by discussing with fellow teachers, by reading additional references and browsing the internet, as well as increasing accuracy in authentic assessments, participating in development and workshops as well as training held by the department. In order to be more fluent in using a computer, it is necessary to practice using a computer. Senior teachers train their ability to use

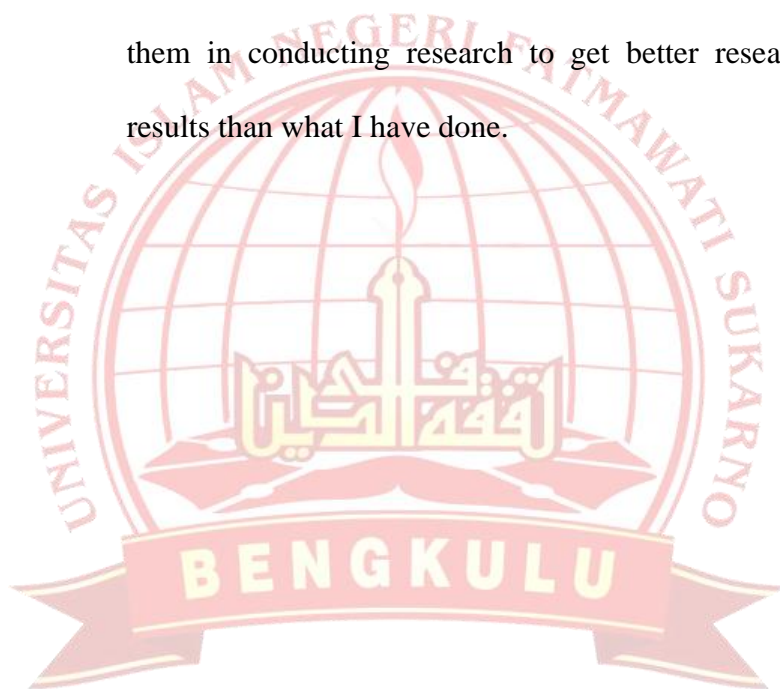
computers, both with the help of colleagues and with family at home, so that they are even more proficient in using computer, it is used to help English teachers achieve optimal teaching learning, assessment, and curriculum goals.

2. For the students

Problems originating from student personalities such as the characteristics of students who are less honest, less independent in doing assignments. These problems are solved by the teacher by providing guidance or advice on the importance of being honest and independent in doing these tasks. In addition, religious sentiment is also instilled by the teacher to students so that students in carrying out assessment assignments really feel that it is for their own needs not for the needs of other people, besides that Allah SWT always watches over the actions of His servants.

3. For further researchers

I hope that this research can be a reference and source for future researchers who conduct research related to teacher barriers in carrying out authentic assessments, and I hope this research can also help them in conducting research to get better research results than what I have done.



REFERENCES

- Abdullah, S. (2016). Implementasi Penilaian Autentik Kurikulum 2013 pada Pembelajaran Pendidikan Agama Islam di Madrasah Tsanawiyah Negeri 2 Palangka Raya. *Lecturer at State Institute for Islamic Studies Palangka Raya*.
- Abdullah, Sani Ridwan. 2014. *Pembelajaran saintifik untuk kurikulum 2013*. Jakarta: Bumi Aksara.
- Aiman, Ummu. 2016. "Evaluasi Pelaksanaan Penilaian Autentik Kurikulum 2013; Studi Kasus Di Madrasah Ibtidaiyah Negeri Tempel Sleman Yogyakarta". *Jurnal Pendidikan Madrasah*, Volume 1, Nomor 1, Mei 2016
- Aliningsih, F., & Sofwan, A. (2015). *English Teachers' Perceptions and Practices of Authentic Assessment*. *Journal of Language and Literature X*, 1, 19–27.
- Ani, Y. (2014). Penilaian Autentik dalam Kurikulum 2013.
- Andrew, P. Johnson. 2008. *Teaching Reading and Writing*. New York: Rowman and Littlefield Education.
- Aiken, L. R. (1996). *Personality assessment: Methods and practices (second edition)*. Seattle, WA: Hogrefe & Huber Publisher.
- Burns, Anne. 2010. *Doing Action Research in English Language Teaching*. New York: Routledge.

- Chance, Beth L. (1997). *Experiences with authentic assessment techniques in an introductory statistics course*. *Journal of Statistics Education*, 5 (3)
- Fook, C. Y., & Sidhu, G. K. (2010). *Authentic assessment and pedagogical strategies in higher education*. *Journal of Social Sciences*, 6(2), 153–161.
- Frey, B. B., & Schmitt, V. L. (2007). Coming to terms with classroom assessment. *Journal of Advanced Academics*, 18(3), 402–423.
- Grabe, William and Fredericka L. Stoller. 2011. *Teaching and Researching Reading*. New York: Pearson Education Limited
- Gibson, et al, 1995. *Organisasi dan Manajemen, Edisi ke empat*, Jakarta : Erlangga,
- Hart, P. D., & Teeter, R. M. (2002). *Americans Speak on Teacher Quality*. www.ets.org
- Hattie, J., & Timperley, H. (2007). The power of feedback. *Review of Educational Research*, 77(1), 81–112.
- Hudson, T. (2007). *Teaching Second Language Reading*. New York: Oxford University Press.

Hermida, Julian. 2009. *The Importance of Teaching Academic Reading Skills in First-Year University Courses*. Vol 3. ([http: www.mansfield.edu/fye/upload/Academic-Reading-Skills.pdf](http://www.mansfield.edu/fye/upload/Academic-Reading-Skills.pdf))

Kunandar.2014. *Penilaian Autentik (Penilaian Hasil Belajar Peserta Didik Berdasarkan Kurikulum 2013)*. Jakarta: RajaGrafindo Persada.

Made, I., Danu Merta, E., Made Suarjana, I., Putu, L., Mahadewi, P., Pgsd, J., & Tp, J. (2015). *Analisis Penilaian Autentik Menurut Pembelajaran Kurikulum 2013 Pada Kelas Iv Sd No. 4 Banyuasri*. In Journal PGSD Universitas Pendidikan Ganesha Jurusan PGSD (Vol. 3, Issue 1).

Mueller, J. 2008. *Authentic Assessment Toolbox*. North Central College [http://www.- noctrl.edu/](http://www.noctrl.edu/), Naperville

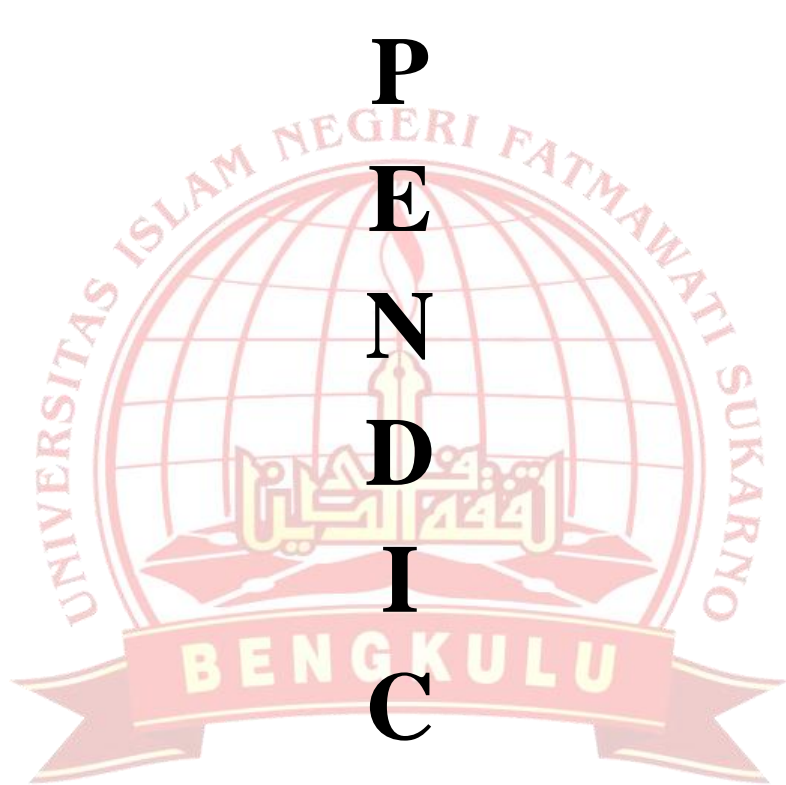
Munir, M., & Hartono, R. (2016). *Islamic Magazine Articles to Enhance Students' Reading Skill and Build Their Character Values*. *International Journal of Education*, 9(1), 66.

Nunan, David. (2003). *Practical English language teaching*. McGrawHill/Contemporary

Nasution (2003:43) metode penelitian nuralistik kualitatif. Bandung : tarsito

- Pang, E.S, A. Muaka. E. B. Bernhardt, M. L. Kamil, (2003). *Teaching Reading, Education Practice12*, PDF book.
- Patel, M. F. & Jain, Praveen M. 2008. *English Language Teaching*. Jaipur : Sunrise Publisher & Distributors.
- Rizal, S. (2017). *Developing esp reading comprehension instructional materials through schema theory approach at pai study program of tarbiyah faculty of iain bengkulu*. UAD TEFL International Conference.
- Sugiyono (2019). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung : Alfabet.
- Sudijono, Anas. 2011. *Evaluasi Pendidikan*. Jakarta; Raja Grafindo Persada.
- Trisanti, N. (2014). *English Teacher's Perspective on Authentic Assessment Implementation of Curriculum 2013*.
- Wiggins, G. 1990. *The Case for Authentic Assessment. Practical Assessment, Research and Evaluation*. Artikel. <http://PAREonline.net/getvn.asp/v=2&n=2>, Diakses Juli 2022.

**A
P
P
E
N
D
I
C
E
S**



SURAT PERNYATAAN

Yang bertandatangan di bawah ini:

Nama : Azry Setiawan
NIM : 1811230137
Program : Tadris Bahasa Inggris
Judul Skripsi : EFL Teacher's Barriers in Implementing Authentic Assessment To Measure Student's Reading Comprehension

Telah melakukan verifikasi plagiasi melalui program www.turnitin.com
Skripsi ini memiliki indikasi plagiat sebesar (12) % dan dinyatakan dapat diterima.

Demikian surat pernyataan ini di buat dengan sebenar-benarnya, dan untuk dipergunakan sebagaimana semestinya, apa bila terdapat kekeliruan dengan verifikasi ini maka akan dilakukan peninjauan ulang kembali.

Bengkulu, Desember 2022
Yang menyatakan,

A 1000 Rupiah postage stamp with a signature over it. The stamp features the Garuda Pancasila emblem and the text '1000', 'METRAN', 'TEMAT', and '38102AKX231165000'.

Azry Setiawan
NIM. 1811230137

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah : SMPN 6 KOTA BENGKULU
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : IX
Materi Pokok : Congratulation!
Alokasi Waktu : 1 X Pertemuan

A. Tujuan Pembelajaran

Melalui Pembelajaran dengan model *Discovery Learning*, Peserta didik diharapkan :

1. Menunjukkan kesungguhan dalam belajar bahasa Inggris tentang SFT- Greeting card and Expression Of Congratulation!
2. Menunjukkan perilaku yang santun dan percaya diri dalam berkomunikasi ketika mempelajari SFT- Greeting card and Expression Of Congratulation!
3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
4. Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dalam Recount text sajian serta responnya, sesuai dengan konteks penggunaannya
5. Menyusun SFT- Greeting card and Expression Of Congratulation!

B. Langkah-Langkah Pembelajaran

Kegiatan Pendahuluan (10 Menit)
<ol style="list-style-type: none">1. Guru membuka kegiatan pembelajaran dengan mengucapkan salam dan doa.2. Guru menanyakan kabar dan mengecek kehadiran siswa.3. Guru menyampaikan tujuan pembelajaran yang ingin dicapai.4. Guru memberikan apersepsi dan motivasi5. Guru menyampaikan lingkup materi, langkah pembelajaran, dan teknik penilaian.
Kegiatan Inti (40 Menit)
<p style="text-align: center;">Kegiatan Pembelajaran</p> <ol style="list-style-type: none">1. Peserta didik diberi motivasi atau rangsangan untuk mengingat yang terdiantara guru dan warga sekolah terkait SFT-Greeting Card and Expression Of Congratulation!2. Guru menjelaskan apa itu SFT-Greeting Card and Expression Of Congratulation!3. Siswa diminta untuk memahami SFT-Greeting Card and Expression Of Congratulation!4. Siswa diminta menganalisis strukturnya dan menjawab pertanyaan yang di berikan5. Siswa diminta untuk menuliskan jawabannya di papan tulis6. Siswa dibagi dalam beberapa kelompok7. Siswa di berikan LK8. Siswa mempresentasikan hasil jawabannya di depan kelas
Kegiatan Penutup (10 Menit)
<ol style="list-style-type: none">1. Guru dan siswa menyampaikan kesimpulan dan refleksi terhadap pembelajaran.2. Guru memberikan umpan balik dan pesan moral dari pembelajaran.3. Guru memberikan penugasan kepada siswa.4. Guru menyampaikan materi pembelajaran berikutnya.5. Guru menutup kegiatan pembelajaran dengan mengucapkan salam dan doa.

C. PENILAIAN

1. Penilaian Sikap: Observasi dalam proses pembelajaran
2. Penilaian Pengetahuan: Tes tertulis berupa uraian
3. Penilaian Keterampilan: praktek speaking di depan kelas

Bengkulu, September 2022

Bengkulu September 2022
Kepala SMP 6 Kota Bengkulu

HARNIWATI, S.Pd
NIP 196612121991022001

SEPTALENA, S.Pd
NIP 196809271994122002

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah : SMPN 6 KOTA BENGKULU
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : IX
Materi/Pokok : Be healthy, Be happy!
Alokasi Waktu : 1 X Pertemuan

A. Tujuan Pembelajaran

Melalui Pembelajaran dengan model Discovery Learning, Peserta didik diharapkan :

1. Menunjukkan kesungguhan dalam belajar bahasa Inggris tentang SFT Label
2. Menunjukkan perilaku yang santun dan percaya diri dalam berkomunikasi ketika mempelajari SFT Label
3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
4. Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dalam SFT- Label sesuai dengan konteks penggunaannya
5. Menyusun dan membuat SFT-Label

B. Langkah-Langkah Pembelajaran

Kegiatan Pendahuluan (10 Menit)
<ol style="list-style-type: none">1. Guru membuka kegiatan pembelajaran dengan mengucapkan salam dan doa.2. Guru menanyakan kabar dan mengecek kehadiran siswa.3. Guru menyampaikan tujuan pembelajaran yang ingin dicapai.4. Guru memberikan apersepsi dan motivasi5. Guru menyampaikan lingkup materi, langkah pembelajaran, dan teknik penilaian.
Kegiatan Inti (40 Menit)
Kegiatan Pembelajaran
<ol style="list-style-type: none">1. Peserta didik diberi motivasi atau rangsangan untuk mengaitkan yang terdapat antara guru dan warga sekolah terkait SFT-Label2. Guru menjelaskan dan memberikan contoh tentang SFT-Label3. Siswa diminta untuk menganalisis unsur-unsur tentang SFT-Label4. Siswa diminta menganalisis strukturnya dan menjawab pertanyaan yang di berikan5. Siswa diminta untuk menuliskan jawabannya di papan tulis tentang struktur SFT-Label6. Siswa mempresentasikan hasil jawabannya di depan kelas
Kegiatan Penutup (10 Menit)
<ol style="list-style-type: none">1. Guru dan siswa menyampaikan kesimpulan dan refleksi terhadap pembelajaran.2. Guru memberikan umpan balik dan pesan moral dari pembelajaran.3. Guru memberikan penugasan kepada siswa.4. Guru menyampaikan materi pembelajaran berikutnya.5. Guru menutup kegiatan pembelajaran dengan mengucapkan salam dan doa.

C. PENILAIAN

1. Penilaian Sikap: Observasi dalam proses pembelajaran
2. Penilaian Pengetahuan: Tes tertulis berupa uraian
3. Penilaian Keterampilan: praktek

Bengkulu, September 2022

Bengkulu September 2022
Kepala SMP 6 Kota Bengkulu

HARNIWATI, S.Pd
NIP 196612121991022001

SEPTALENA, S.Pd
NIP 196809271994122002

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah : SMPN 6 KOTA BENGKULU
 Mata Pelajaran : Bahasa Inggris
 Kelas Semester : IX
 Materi Pokok : Everybody is always in the middle of something.
 Alokasi Waktu : 1 X Pertemuan

A. Tujuan Pembelajaran

Melalui Pembelajaran dengan model *Discovery Learning*, Peserta didik diharapkan :

1. Menunjukkan kesungguhan dalam belajar bahasa Inggris tentang Present Continuous Tense.
2. Menunjukkan perilaku yang santun dan percaya diri dalam berkomunikasi ketika mempelajari Present Continuous Tense.
3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
4. Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dalam Present Continuous Tense sesuai dengan konteks penggunaannya
5. Menyusun dan membuat Present Continuous Tense.

B. Langkah-Langkah Pembelajaran

Kegiatan Pendahuluan (10 Menit)
<ol style="list-style-type: none"> 1. Guru membuka kegiatan pembelajaran dengan mengucapkan salam dan doa. 2. Guru menanyakan kabar dan mengecek kehadiran siswa. 3. Guru menyampaikan tujuan pembelajaran yang ingin dicapai. 4. Guru memberikan apersepsi dan motivasi 5. Guru menyampaikan lingkup materi, langkah pembelajaran, dan teknik penilaian.
Kegiatan Inti (40 Menit)
Kegiatan Pembelajaran
<ol style="list-style-type: none"> 1. Peserta didik diberi motivasi atau rangsangan untuk mengingat hal yang terdiantara guru dan warga sekolah terkait Present Continuous Tense 2. Guru menjelaskan dan memberikan contoh tentang Present Continuous Tense 3. Siswa diminta untuk menganalisis unsur-unsur tentang Present Continuous Tense 4. Siswa diminta menganalisis strukturnya dan menjawab pertanyaan yang di berikan 5. Siswa diminta untuk menuliskan jawabannya di papan tulis Present Continuous Tense 6. Siswa mempresentasikan hasil jawabannya di depan kelas
Kegiatan Penutup (10 Menit)
<ol style="list-style-type: none"> 1. Guru dan siswa menyampaikan kesimpulan dan refleksi terhadap pembelajaran. 2. Guru memberikan umpan balik dan pesan moral dari pembelajaran. 3. Guru memberikan penugasan kepada siswa. 4. Guru menyampaikan materi pembelajaran berikutnya. 5. Guru menutup kegiatan pembelajaran dengan mengucapkan salam dan doa.

C. PENILAIAN

1. Penilaian Sikap: Observasi dalam proses pembelajaran
2. Penilaian Pengetahuan: Tes tertulis berupa uraian
3. Penilaian Keterampilan: praktek

Bengkulu, September 2022

Bengkulu, September 2022
Kepala SMP 6 Kota Bengkulu

HARNIWATI, S.Pd
NIP 196612121991022001

SEPTALENA, S.Pd
NIP 196809271994122002

OBSERVATION CHECKLIST

Teacher : *Yesi Fitriani S.pd.* Score: 1 = Less 3 = Good
 Class : *VII D* 2 = Fair 4 = Excellent

No	Indicator	Sub Indicator	score			
			1	2	3	4
A	Authentic assessment					
	Observation 1	1. Guru menyampaikan kriteria penilaian afektif dan indikator pencapaian sikap kepada siswa dalam pembelajaran di kelas			✓	
		2. Guru mengamati kinerja siswa selama kegiatan pembelajaran di kelas dan memberikan penilaian kepada siswa yang aktif.				✓
		3. Guru menyampaikan kompetensi nilai dan sikap yang harus dicapai siswa.				✓
		4. Guru memberikan penilaian dan mencatat sikap siswa.				✓
		5. guru memberikan penilaian pada setiap aspek pembelajaran				✓
		6. Guru melakukan evaluasi setelah pembelajaran			✓	
		7. Guru melakukan penilaian kompetensi sikap spiritual dan sosial terhadap setiap siswa				✓
B	Reading comprehension					
	Observation 2	1. Guru memperkenalkan topik sebelum memulai pengajaran.				✓
		2. Guru memberikan penjelasan materi sampai selesai.			✓	
		3. Guru menceritakan prosedur bahan bacaan kepada siswa.			✓	
		4. Guru mendorong siswa untuk aktif bertanya dan menjawab pertanyaan.				✓
		5. Guru membuat kelompok siswa dalam kegiatan membaca			✓	
		6. Guru mengingatkan pelajaran sebelumnya, melakukan tanya jawab terkait materi yang akan diajarkan.				✓
		7. Guru memberikan contoh konkrit dalam peristiwa yang terjadi dalam kehidupan sehari-hari seperti yang ditunjukkan.				✓

Teacher : *Yesi Fitriani S.p.d*
Class : *7D.*

NO	PERTANYAAN
1.	Apa pendapat Anda tentang penggunaan penilaian otentik di dalam kurikulum 2013 ?
2.	Apa jenis penilaian otentik yang Anda terapkan?
3.	Manakah dari beberapa jenis penilaian otentik yang paling Anda gunakan saat mengajar di kelas?
4.	Sebutkan langkah-langkah penilaian autentik yang anda diterapkan dalam kelas kususnya dalam pembelajaran keterampilan membaca !
5.	Apakah Anda memahami kelemahan dan kebutuhan siswa tentang materi sebelum memberikan penilaian autentik?
6.	Kapan Anda memberikan penilaian otentik untuk siswa? (setiap minggu, setiap pertemuan, mid test)
7.	Apakah penilaian autentik yang Anda terapkan berdasarkan prosedur yang telah Anda rencanakan dalam RPP?
8.	Apakah menurut Anda dengan menggunakan penilaian autentik yang diterapkan sekarang dapat mempermudah guru dalam menilai siswa di kelas? Berikan alasan nya !
9.	Apakah ada perbedaan antara penilaian autentik saat ini dengan penilaian sebelumnya? Sebutkan !
10.	Apakah ada kesulitan dalam penggunaan penilaian autentik ?

NO	JAWABAN
1.	Belum terlalu paham.
2.	<ul style="list-style-type: none"> - penilaian kinerja - penilaian proyek - penilaian portofolio - penilaian tertulis
3.	penilaian kinerja dan penilaian tertulis
4.	penentuan standar, penentuan tugas otentik, pembuatan kriteria, dan pembuatan Rubrik
5.	Memahami
6.	Setiap pertemuan.
7.	Belum
8.	Tidak,
9.	penilaian otentik peserta didik menampilkan dan mengerjakan suatu tugas atau proyek.
10.	kesulitan karena peserta didik

OBSERVATION CHECKLIST

Teacher : *Lailatul Wasifah, S.Pd* Score: 1 = Less 3 = Good
 Class : *VI A* 2 = Fair 4 = Excellent

No	Indicator	Sub Indicator	score			
A		Authentic assessment	1	2	3	4
	Observation 1	1. Guru menyampaikan kriteria penilaian afektif dan indikator pencapaian sikap kepada siswa dalam pembelajaran di kelas			✓	
		2. Guru mengamati kinerja siswa selama kegiatan pembelajaran di kelas dan memberikan penilaian kepada siswa yang aktif.				✓
		3. Guru menyampaikan kompetensi nilai dan sikap yang harus dicapai siswa.			✓	
		4. Guru memberikan penilaian dan mencatat sikap siswa.				✓
		5. guru memberikan penilaian pada setiap aspek pembelajaran				✓
		6. Guru melakukan evaluasi setelah pembelajaran			✓	
		7. Guru melakukan penilaian kompetensi sikap spiritual dan sosial terhadap setiap siswa				✓
B		Reading comprehension				
	Observation 2	1. Guru memperkenalkan topik sebelum memulai pengajaran.				✓
		2. Guru memberikan penjelasan materi sampai selesai.			✓	
		3. Guru menceritakan prosedur bahan bacaan kepada siswa.			✓	
		4. Guru mendorong siswa untuk aktif bertanya dan menjawab pertanyaan.			✓	
		5. Guru membuat kelompok siswa dalam kegiatan membaca	✓			
		6. Guru mengingatkan pelajaran sebelumnya, melakukan tanya jawab terkait materi yang akan diajarkan.			✓	
		7. Guru memberikan contoh konkrit dalam peristiwa yang terjadi dalam kehidupan sehari-hari seperti yang ditunjukkan.				✓

Teacher : Aeneng Supiani, SPd. Ing
Class : 8A

NO	PERTANYAAN
1.	Apa pendapat Anda tentang penggunaan penilaian otentik di dalam kurikulum 2013 ?
2.	Apa jenis penilaian otentik yang Anda terapkan?
3.	Manakah dari beberapa jenis penilaian otentik yang paling Anda gunakan saat mengajar di kelas?
4.	Sebutkan langkah-langkah penilaian autentik yang anda diterapkan dalam kelas kususnya dalam pembelajaran keterampilan membaca !
5.	Apakah Anda memahami kelemahan dan kebutuhan siswa tentang materi sebelum memberikan penilaian autentik?
6.	Kapan Anda memberikan penilaian otentik untuk siswa? (setiap minggu, setiap pertemuan, mid test)
7.	Apakah penilaian autentik yang Anda terapkan berdasarkan prosedur yang telah Anda rencanakan dalam RPP?
8.	Apakah menurut Anda dengan menggunakan penilaian autentik yang diterapkan sekarang dapat mempermudah guru dalam menilai siswa di kelas? Berikan alasannya !
9.	Apakah ada perbedaan antara penilaian autentik saat ini dengan penilaian sebelumnya? Sebutkan !
10.	Apakah ada kesulitan dalam penggunaan penilaian autentik ?

NO	JAWABAN
1.	tidak terlalu paham.
2.	<ul style="list-style-type: none"> - Penilaian Kinerja. - Penilaian portofolio. - Penilaian tertulis.
3.	Penilaian Kinerja dan penilaian tertulis.
4.	Penentuan Standar penentuan harga otense, pembuatan kriteria dan pembuatan rubrik.
5.	Cukup memahami.
6.	Setiap pertemuan
7.	Ya
8.	Benar.
9.	Penilaian peserta didik menampilkan dan mengutarakan harga
10.	Ada kesulitan karena banyak aspek yang harus di nilai

OBSERVATION CHECKLIST

Teacher : *Nering Supriani* Score: 1 = Less 3 = Good
 Class : *BA* 2 = Fair 4 = Excellent

No	Indicator	Sub Indicator	score			
			1	2	3	4
A	Authentic assessment					
	Observation 1	1. Guru menyampaikan kriteria penilaian afektif dan indikator pencapaian sikap kepada siswa dalam pembelajaran di kelas			✓	
		2. Guru mengamati kinerja siswa selama kegiatan pembelajaran di kelas dan memberikan penilaian kepada siswa yang aktif.				✓
		3. Guru menyampaikan kompetensi nilai dan sikap yang harus dicapai siswa.				✓
		4. Guru memberikan penilaian dan mencatat sikap siswa.				✓
		5. guru memberikan penilaian pada setiap aspek pembelajaran			✓	
		6. Guru melakukan evaluasi setelah pembelajaran				✓
		7. Guru melakukan penilaian kompetensi sikap spiritual dan sosial terhadap setiap siswa				✓
B	Reading comprehension					
	Observation 2	1. Guru memperkenalkan topik sebelum memulai pengajaran.				✓
		2. Guru memberikan penjelasan materi sampai selesai.				✓
		3. Guru menceritakan prosedur bahan bacaan kepada siswa.				✓
		4. Guru mendorong siswa untuk aktif bertanya dan menjawab pertanyaan.				✓
		5. Guru membuat kelompok siswa dalam kegiatan membaca				✓
		6. Guru mengingatkan pelajaran sebelumnya, melakukan tanya jawab terkait materi yang akan diajarkan.				✓
		7. Guru memberikan contoh konkrit dalam peristiwa yang terjadi dalam kehidupan sehari-hari seperti yang ditunjukkan.				✓

Teacher : Aleneng Supriani, S.Pd. Ing
Class : 8A

NO	PERTANYAAN
1.	Apa pendapat Anda tentang penggunaan penilaian otentik di dalam kurikulum 2013 ?
2.	Apa jenis penilaian otentik yang Anda terapkan?
3.	Manakah dari beberapa jenis penilaian otentik yang paling Anda gunakan saat mengajar di kelas?
4.	Sebutkan langkah-langkah penilaian autentik yang anda diterapkan dalam kelas kusus nya dalam pembelajaran keterampilan membaca !
5.	Apakah Anda memahami kelemahan dan kebutuhan siswa tentang materi sebelum memberikan penilaian autentik?
6.	Kapan Anda memberikan penilaian otentik untuk siswa? (setiap minggu, setiap pertemuan, mid test)
7.	Apakah penilaian autentik yang Anda terapkan berdasarkan prosedur yang telah Anda rencanakan dalam RPP?
8.	Apakah menurut Anda dengan menggunakan penilaian autentik yang diterapkan sekarang dapat mempermudah guru dalam menilai siswa di kelas? Berikan alasan nya !
9.	Apakah ada perbedaan antara penilaian autentik saat ini dengan penilaian sebelumnya? Sebutkan !
10.	Apakah ada kesulitan dalam penggunaan penilaian autentik ?

NO	JAWABAN
1.	Sangat bagus, untuk memulai.
2.	-
3.	-
4.	-
5.	Tidak begitu paham.
6.	Setiap hari.
7.	Tidak.
8.	Ya.
9.	-
10.	-

OBSERVATION CHECKLIST

Teacher : HARNI WATI Score: 1 = Less 3 = Good
 Class : IX B 2 = Fair 4 = Excellent

No	Indicator	Sub Indicator	score			
			1	2	3	4
A	Authentic assessment					
	Observation 1	1. Guru menyampaikan kriteria penilaian afektif dan indikator pencapaian sikap kepada siswa dalam pembelajaran di kelas	✓	✓		
		2. Guru mengamati kinerja siswa selama kegiatan pembelajaran di kelas dan memberikan penilaian kepada siswa yang aktif.			✓	
		3. Guru menyampaikan kompetensi nilai dan sikap yang harus dicapai siswa.			✓	
		4. Guru memberikan penilaian dan mencatat sikap siswa.			✓	
		5. guru memberikan penilaian pada setiap aspek pembelajaran			✓	
		6. Guru melakukan evaluasi setelah pembelajaran			✓	
		7. Guru melakukan penilaian kompetensi sikap spiritual dan sosial terhadap setiap siswa			✓	
B	Reading comprehension					
	Observation 2	1. Guru memperkenalkan topik sebelum memulai pengajaran.				✓
		2. Guru memberikan penjelasan materi sampai selesai.			✓	
		3. Guru menceritakan prosedur bahan bacaan kepada siswa.			✓	
		4. Guru mendorong siswa untuk aktif bertanya dan menjawab pertanyaan.			✓	
		5. Guru membuat kelompok siswa dalam kegiatan membaca			✓	
		6. Guru mengingatkan pelajaran sebelumnya, melakukan tanya jawab terkait materi yang akan diajarkan.			✓	
		7. Guru memberikan contoh konkrit dalam peristiwa yang terjadi dalam kehidupan sehari-hari seperti yang ditunjukkan.				✓

Teacher : HARNI WADISPA
Class : IX C

NO	PERTANYAAN
1.	Apa pendapat Anda tentang penggunaan penilaian otentik di dalam kurikulum 2013 ?
2.	Apa jenis penilaian otentik yang Anda terapkan?
3.	Manakah dari beberapa jenis penilaian otentik yang paling Anda gunakan saat mengajar di kelas?
4.	Sebutkan langkah-langkah penilaian autentik yang anda diterapkan dalam kelas kusus nya dalam pembelajaran keterampilan membaca !
5.	Apakah Anda memahami kelemahan dan kebutuhan siswa tentang materi sebelum memberikan penilaian autentik?
6.	Kapan Anda memberikan penilaian otentik untuk siswa? (setiap minggu, setiap pertemuan, mid test)
7.	Apakah penilaian autentik yang Anda terapkan berdasarkan prosedur yang telah Anda rencanakan dalam RPP?
8.	Apakah menurut Anda dengan menggunakan penilaian autentik yang diterapkan sekarang dapat mempermudah guru dalam menilai siswa di kelas? Berikan alasan nya !
9.	Apakah ada perbedaan antara penilaian autentik saat ini dengan penilaian sebelumnya? Sebutkan !
10.	Apakah ada kesulitan dalam penggunaan penilaian autentik ?

OBSERVATION CHECKLIST

Teacher : *Ari Supriyanto, S.Pd* Score: 1 = Less 3 = Good
 Class : *7C* 2 = Fair 4 = Excellent

No	Indicator	Sub Indicator	score			
A	Authentic assessment		1	2	3	4
	Observation 1	1. Guru menyampaikan kriteria penilaian afektif dan indikator pencapaian sikap kepada siswa dalam pembelajaran di kelas		✓		
		2. Guru mengamati kinerja siswa selama kegiatan pembelajaran di kelas dan memberikan penilaian kepada siswa yang aktif.				✓
		3. Guru menyampaikan kompetensi nilai dan sikap yang harus dicapai siswa.			✓	
		4. Guru memberikan penilaian dan mencatat sikap siswa.	✓			
		5. guru memberikan penilaian pada setiap aspek pembelajaran				✓
		6. Guru melakukan evaluasi setelah pembelajaran				✓
		7. Guru melakukan penilaian kompetensi sikap spiritual dan sosial terhadap setiap siswa		✓		
B	Reading comprehension					
	Observation 2	1. Guru memperkenalkan topik sebelum memulai pengajaran.				✓
		2. Guru memberikan penjelasan materi sampai selesai.	✓			
		3. Guru menceritakan prosedur bahan bacaan kepada siswa.			✓	
		4. Guru mendorong siswa untuk aktif bertanya dan menjawab pertanyaan.			✓	
		5. Guru membuat kelompok siswa dalam kegiatan membaca			✓	
		6. Guru mengingatkan pelajaran sebelumnya, melakukan tanya jawab terkait materi yang akan diajarkan.			✓	
		7. Guru memberikan contoh konkrit dalam peristiwa yang terjadi dalam kehidupan sehari-hari seperti yang ditunjukkan.			✓	

Teacher : Ari Supriyanto, S.Pd.
 Class : 7c.

NO	PERTANYAAN
1.	Apa pendapat Anda tentang penggunaan penilaian otentik di dalam kurikulum 2013? Sangat Bagus
2.	Apa jenis penilaian otentik yang Anda terapkan? Sikap - non tes Pengetahuan - tes Keterampilan - tangkil
3.	Manakah dari beberapa jenis penilaian otentik yang paling Anda gunakan saat mengajar di kelas? Terbulis - essay / p. Ganda
4.	Sebutkan langkah-langkah penilaian autentik yang anda diterapkan dalam kelas khusus nya dalam pembelajaran keterampilan membaca ! - Penilaian performance - Penilaian produk
5.	Apakah Anda memahami kelemahan dan kebutuhan siswa tentang materi sebelum memberikan penilaian autentik? ya.
6.	Kapan Anda memberikan penilaian otentik untuk siswa? (setiap minggu, setiap pertemuan, mid test) Setiap pertemuan.
7.	Apakah penilaian autentik yang Anda terapkan berdasarkan prosedur yang telah Anda rencanakan dalam RPP? terkadang.
8.	Apakah menurut Anda dengan menggunakan penilaian autentik yang diterapkan sekarang dapat mempermudah guru dalam menilai siswa di kelas? Berikan alasan nya! ya. Karena langkah. sikap / pengetahuan / keterampilan.
9.	Apakah ada perbedaan antara penilaian autentik saat ini dengan penilaian sebelumnya? Sebutkan! Mungkin Hanya sikap & keterampilan.
10.	Apakah ada kesulitan dalam penggunaan penilaian autentik? tidak.

NO	JAWABAN
1.	proses pengumpulan informasi oleh guru tentang perkembangan dan pencapaian pembelajaran yg dilakukan oleh peserta didik melalui berbagai teknik yg mampu mengungkapkan, membuktikan atau menunjukan secara tepat bahwa tjuan pembelajaran telah benar benar dikuasai
2.	suatu proses evaluasi yang melibatkan berbagai bentuk pengujian terhadap kinerja yang menandakan pembelajaran terhadap siswa prestasi, motivasi dan sikap-sikap pd aktivitas yang relevan dalam pembelajaran
3.	penilaian kerja, kemampuan mengaplikasikan prosedur pengetahuan tertentu, simulasi, portofolio
4.	① penentuan standar, ② penentuan tugas ③ pembuatan kriteria ④ pembuatan rubrik.
5.	biaya asesmen otentik lebih banyak dibanding tes-tes standar.
6.	Setiap pertemuan
7.	Ya
8.	mampu
9.	penilaian otentik peserta didik penerapannya dan mengerjakan tugas atau proyek
10.	kesulitan - karena banyak aspek yg harus dinilai dalam penilaian kurikulum 2013 - penilaian dilakukan bersamaan dg proses pembelajaran

DAFTAR NILAI

MAPEL: Bahasa Inggris

Kelas: IX D

NAMA SISWA	Praktek										ProjeK										Produk						
	KD1	KD2	KD3	KD4	KD5	KD6	KD7	KD8	KD9	KD10	KD1	KD2	KD3	KD4	KD5	KD6	KD7	KD8	KD9	KD10	KD1	KD2	KD3	KD4	KD5	KD6	KD7
Agus affiansa	75	75	75	75							75	75	75	75							75	75	75	75			
Alindka artessy	80	75	80	81							78	80	80	75							78	80	80	75			
Anggun jeni P.	80	76	78	80							80	80	82	75							75	78	79	77			
Archka frensica	95	90	90	95							95	95	96	95							90	95	95	90			
Aulia rahma	75	75	80	81							80	78	78	75							80	78	78	75			
Chelsea olivia	87	80	82	90							89	87	85	85							90	90	90	90			
Lathifah dwi K.	75	75	75	80							75	78	75	80							75	78	75	80			
M. adi nur kholis	75	75	75	75							75	75	75	75							75	75	75	75			
M. alfdal alfarizi	85	90	85	85							85	90	85	85							85	90	85	85			
Muhammad rafli	75	75	75	75							75	75	75	75							75	75	75	75			
Rafli ramadhan S.	75	75	75	75							75	75	75	75							75	75	75	75			
Rafia Panca wijaya	80	75	75	85							80	85	75	78							80	85	75	78			
Rendi	76	78	78	75							75	78	80	82							75	78	80	82			
Triani rahma wati	90	85	90	88							88	90	80	85							90	87	85	90			
Utari aziza	80	80	80	82							75	80	80	80							80	75	80	80			
Ahmad usaman A.	85	80	77	76							75	75	80	75							80	75	80	75			
Arli wahyu puri	90	95	95	95							95	90	95	90							90	90	90	90			
Fina mila pahrana	80	75	75	75							80	80	80	75							75	75	75	75			
Nanda dea zahriza	75	75	75	75							75	75	75	75							75	75	75	75			
Riana siwari	80	75	80	75							85	85	80	85							80	85	85	80			
Selovia Vanessa A	80	85	85	85							80	75	80	75							75	80	75	75			
Tania rulloh utama	85	80	80	80							80	75	80	75							75	80	75	75			
Tedi andhika A.	75	75	75	87							85	76	80	80							80	85	80	80			
Triana febrianti	80	85	80	85							85	80	85	80							85	80	80	80			
Tro las wantoro	75	75	75	75							75	75	75	75							75	75	75	75			
Wahyuda putra	80	80	80	75							80	80	80	80							80	80	80	80			
Wery saputra	75	75	75	75							75	75	75	75							75	75	75	75			



Gambar 2. Photo bersama anak murid



Gambar 1. Suasana proses belajar mengajar



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
FATMAWATI SUKARNO BENGKULU
Jalan Ruden Falah Pagar Dewa Kota Bengkulu 38211
Telepon (0736) : 51276-51171-53879 Faksimili (0736) 51171-51172
Website: www.iainbengkulu.ac.id

SURAT PENUNJUKAN

Nomor : 434 /Un.23/F.II/PP.00.9/03/2022

Dalam rangka penyelesaian akhir studi mahasiswa, maka Dekan Fakultas Tarbiyah dan Tadris Universitas Islam Negeri (UIN) Fatmawati Sukarno Bengkulu, dengan ini menunjuk dosen:

1. Nama : M. Arif Rahman Hakim, Ph.D
NIP : 199012152015031007
Tugas : Pembimbing I
2. Nama : Anita, M.Hum
NIP : 199008142019052011
Tugas : Pembimbing II

Bertugas untuk membimbing, menuntun, mengarahkan dan mempersiapkan hal-hal yang berkaitan dengan peayusunan draft skripsi, kegiatan penelitian sampai persiapan ujian munaqasyah bagi mahasiswa yang namanya tertera di bawah ini:

Nama Mahasiswa : Azry Setiawan
NIM : 18112300137
Judul : EFL Teachers Barrers In Iplementing Authentic Assessment To Measure Students Reading Comprehension (Qualitative A Case Study Of College Teachers At SMP Negeri 6 Bengkulu City)

Demikianlah surat penunjukan ini dibuat untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di : Bengkulu
Pada tanggal : 21 Maret 2022
Dekan,

Tembusan:

1. Wakil rektor 1
2. Dosen yang bersangkutan
3. Mahasiswa yang bersangkutan
4. Arsip



[Handwritten signature]
Mulyadi



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
FATMAWATI SUKARNO BENGKULU
Jalan Raden Fatah Pagir Dewa Kota Bengkulu 38211
Telepon (0736) 51276-51171-53879 Faksimili (0736) 51171-51172
Website: www.iainbengkulu.ac.id

PENGESAHAN PENYEMINAR PROPOSAL SKRIPSI

Proposal skripsi atas nama : Muhammad Febliyansyah, NIM : 1811230053 yang berjudul "EFL TEACHER'S BARRIERS IN IMPLEMENTING AUTHENTIC ASSESSMENT TO MEASURE STUDENTS' READING COMPREHENSIONA (A qualitative study of English language of teachers at SMP Negeri 6 Kota Bengkulu)". Telah diseminarkan oleh tim penyeminar pada:

Hari/Tanggal : Jumat, 09 September 2022

Pukul : 13.30 s/d selesai

Dari proposal skripsi tersebut telah diberikan sesuai saran-saran tim penyeminar dan pembimbing skripsi, oleh karena itu sudah layak untuk diberikan surat penelitian (SK Penelitian)

Bengkulu, Oktober 2022

Penyeminar I

Fenny Martina, M.Pd
NIP 198703242015032002

Penyeminar II

Heny Friantary, M.Pd.
NIP 198508022015032002



KEMENTERIAN AGAMA REPUBLIK INDONESIA

UNIVERSITAS ISLAM NEGERI

FATMAWATI SUKARNO BENGKULU

Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211

Telepon (0736) 51276-51171-53879 Faksimili (0736) 51171-51172

Website: www.uinfasbengkulu.ac.id

Nomor : 4675 /Un.23/F.II/PP.00.9/09/2022

Lamp. : -

Perihal : Penyeminar Proposal Skripsi

Kepada Yth.

1. Feny Martina, M.Pd (Penyeminar I)

2. Heny Friantary, M.Pd (Penyeminar II)

Assalamu'alaikum Wr. Wb.

Dengan Hormat,

Bersama ini kami mohon bantuan Bapak/Ibu untuk menjadi Penyeminar Proposal Skripsi Mahasiswa Tadris Bahasa Inggris, Fakultas Tarbiyah dan Tadris UIN Fatmawati Sukarno Bengkulu pada:

Hari/Tanggal : Jum'at, 09 September 2022

Tempat : Ruang Munaqasah Jurusan Tadris Bahasa Lantai 3 Dekanat

NO.	NAMA/NIM	WAKTU (WIB)	JUDUL
1.	Azry Setiawan 1811230137	13.30-14.15 WIB	EFL Teachers Barriers in Implementing Authentic Assessment to Measure Student's Reading Comprehension
2.	Pengki Kemadi A. 1811230148	14.15-15.00 WIB	The Effect of Cooperative Intograted Reading and Composition (CIRC) Teaching and Student Reading Comprehension at Tenth Grade of MA Pancasila Kota Bengkulu
3.	Ongki Saputra 1811230069	15.00-15.45 WIB	EFL Teacher Challenges in Teaching Speaking to Secondary School
4.	Inka Meliza 1811230057	15.45-16.00 WIB	A Survey Study on EFL Students' Perceptions Toward Teacher' Oral Corrective Feedback in Teaching English

Demikian surat permohonan ini disampaikan, atas perhatian dan kerjasamanya diucapkan terima kasih.

Bengkulu, September 2022

Dekan,


Mus Mulyadi



PEMERINTAH KOTA BENGKULU
DINAS PENDIDIKAN DAN KEBUDAYAAN
SEKOLAH MENENGAH PERTAMA NEGERI (SMPN) 6
AKREDITASI A

Alamat : Jalan Muhajirin, Dusun Besar Telepon (0736) 24437

SURAT IZIN PENELITIAN

Nomor : 421.2 /412 /SMPN 6

Yang bertanda tangan dibawah ini Kepala SMP Negeri 6 Kota Bengkulu, memperhatikan Surat Dekan Program Studi Tadris Bahasa Inggris Universitas Islam Negeri Fatmawati Sukarno Bengkulu:

Nomor : 48888/UN.23/F.II/TL.00/10/2022
Tanggal : 28 Oktober 2022

Dengan ini menyatakan memberi rekomendasi izin penelitian untuk skripsi kepada mahasiswa :

Nama : AZRY SETIAWAN
NIM : 1811230137
Prgram Studi : Tadris Bahasa Inggris (TBI)
Judul : " EFL TEACHER'S BARRIERSN IN IMPLEMENTING AUTHENTIC ASSESSMENT TO MEASURE STUDENTS' READING COMPREHENSION "

Demikian surat izin ini diberikan untuk dipergunakan sebagaimana mestinya, Terima kasih.

1 November 2022

PIA LENA, S. Pd
0271994122002



PEMERINTAH KOTA BENGKULU
DINAS PENDIDIKAN DAN KEBUDAYAAN
SEKOLAH MENENGAH PERTAMA NEGERI (SMPN) 6
AKREDITASI A
Alamat : Jalan Muhajirin, Dusun Besar, Telepon (0736) 24437 www.smpn6bengkulu.sch.id
Email : smp6bengkulu@yahoo.com
BENGKULU 38229

SURAT KETERANGAN SELESAI PENELITIAN
NOMOR : 412.2/ 424 /SMPN 6

Yang bertanda tangan dibawah ini :

Nama : SEPTALENA, S.Pd
NIP : 196809271994122002
Jabatan : Kepala Sekolah
Instansi/Lembaga : SMP Negeri 6 Kota Bengkulu

Dengan ini menerangkan bahwa :

Nama : AZRY SETIAWAN
Nim : 1811230137
Program Studi : TADRIS BAHASA INGGRIS(TBI)

Yang bersangkutan telah selesai melaksanakan penelitian di SMP Negeri 6 Kota Bengkulu, dengan judul:

"EFL TEACHER'S BARRIES IN IMPLEMENTING AUTHENTIC ASSESSMENT TO MEASURE STUDENT'S READING COMPREHENSION"

Penelitian ini dilaksanakan berdasarkan :

1. Permohonan izin penelitian dari Dekan Fakultas Keguruan Dan Ilmu Pendidikan Universitas Islam Negeri Fatmawati Sokamo Bengkulu dengan nomor 4888/UN N.23/F.11/TL.00/10/2022
2. Surat Persetujuan Kepala SMP Negeri 6 Kota Bengkulu Nomor : 421.2/412/SMPN 6

Demikian surat keterangan ini dibuat dan disampaikan untuk dapat dipergunakan sebagaimana mestinya, terima kasih.





KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
FATMAWATI SUKARNO BENGKULU

Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telepon (0736) 51276-51171-53879 Faksimili (0736) 51171-51172
Website: www.uinfasbengkulu.ac.id

Nomor: 3046 /Un.23/F.II/PP.00.9/07/2022

Lamp. : -

Perihal: Ujian Komprehensif

Kepada Yth.

1. Dr. Irwan Satria, M.Pd
(kompetensi UIN)

2. Risnawati, M.Pd
(kompetensi Jurusan/Prodi)

3. Rossi Delta Fitrihanah, M.Pd
(Kompetensi Keguruan)

Assalamu'alaikum Wr. Wb.

Bersama ini kami mohon Bapak/Ibu untuk menjadi Penguji komprehensif Mahasiswa Prodi Tadris Bahasa Inggris, Jurusan Tadris Bahasa, Fakultas Tarbiyah dan Tadris UIN Fatmawati Sukarno Bengkulu pada:

Hari/Tanggal : Jum'at, 08 Juli 2022

Waktu : 08.00 -12.00 WIB

Tempat : Ruang Munaqasah Jurusan Tadris Lantai 3 Dekanat

Adapun nama-nama mahasiswa:

NO	NAMA MAHASISWA	NIM
1	Muhammad Fadhli Mubarak	1811230156
2	Syahmi Munovo	1811210154
3	Azry Setiawan	1811230137
4	Hendry Firmansyah	1811230141
5	Sekar Mayang Verliana	1711230033

Demikianlah, agar dilaksanakan sebagaimana mestinya.

Bengkulu, 7 Juli 2022
Dekan,


Agus Mulyadi




KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
FATMAWATI SUKARNO BENGKULU

Alamat: Jln. Raden Fatah Kelurahan Pagar Dewa Kota Bengkulu 38211
Telepon: (0736) 50176-51171-53879 Faksimili: (0736) 51171-51172
website: www.uinfbengkulu.ac.id

Bengkulu, 5 Januari 2023

Nomor : 0114 /Un.23/F.II/PP.00.9/01/2023
Lampiran : -
Perihal : Jadwal Munaqasyah Skripsi

KepadaYth.

Dr. Syamsul Rizal, M.Pd (Ketua)
Hanura Pebriani, M.Pd (Sekretaris)
Fera Zasrianita, M.Pd (Penguji 1)
Ferri Susanto, M.Pd (Penguji 2)

Assalamu'alaikum Warohmatullahi Wabarokatuhu
Dengan ini kami sampaikan jadwal Munaqasyah Skripsi Mahasiswa Prodi TadrisBahasaInggris, Fakultas
Tarbiyah dan Tadris Universitas Islam Negeri Fatmawati Sukarno (UIN FAS) Bengkulu pada:

Hari / Tanggal : Jumat, 13 Januari 2023
Tempat : Ruang Munaqosah Jurusan Tadris Lantai 3 Dekanat.

NO	NAMA / NIM	WAKTU (WIB)	JUDUL
1.	Mewandri (1711230132)	08.00- 09.00	The Analysis of Curriculum 2013 Lesson Plan Designed by English Teachers (At SMPN 01 Selama in the Academic Year 2021/2023)
2.	Ermainsi (1811230100)	09.00- 10.00	EFL Students' Learning Experience in English Speaking Class (A Descriptive Qualitative Study at English Education of State Islamic University Bengkulu)
3.	Inda Tri Lestari (1811230142)	10.00- 11.00	The Analysis of Online Assesment Implementation in English Learning 2 nd Grade at SMP Negeri 15 Kota Bengkulu
4.	Azry Setiawan (1811230137)	11.00- 12.00	EFL Teachers' Barriers in Implementing Authentic Assesment to Measure Students' Reading Comprehension

Demikian jadwal ini disampaikan, untuk dilaksanakan sebagaimana mestinya.





KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI FATMAWATI SUKARNO
(UINFA) BENGKULU
Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telp. (0736) 51276-51171-51172-53879. Fax. (0736) 51171-51172
Website: www.iainbengkulu.ac.id

Nama Mahasiswa : Azry setiawan Pembimbing I : M. Arif Rahman Hakim, Ph.D
NIM : 1811230137 Program Studi : Tadris Bahasa Inggris
Jurusan : Bahasa
Judul skripsi : Efl Teachers Barriers In Implementing Authentic Assessment To
Measure Students' Reading Comprehension

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I	Paraf Pembimbing
	28 Dec 2022	All thesis	<ul style="list-style-type: none">- Part to write journal article- check plagiarism- Acc to thesis defense / magang	

Bengkulu,

Mengetahui,
Dekan

Dr. Agus Mulyadi, M.Pd
NIP. 197605142000031004

Pembimbing I

M. Arif Rahman Hakim, Ph.D
NIP. 199012152015031007



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI FATMAWATI SUKARNO
(UIN FAS) BENGKULU
Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telp. (0736) 51276-51171-51172-53879. Fax. (0736) 51171-51172
Website: www.iainbengkulu.ac.id

Nama Mahasiswa : Azry setiawan Pembimbing I : M. Arif Rahman Hakim, Ph.D
NIM : 1811230137 Program Studi : Tadris Bahasa Inggris
Jurusan : Bahasa
Judul skripsi : FII Teachers Barriers In Implementing Authentic Assessment To Measure Students' Reading Comprehension

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I	Paraf Pembimbing
	21 December 2022	chapter 1-5	- Conceptual Frame work - Triangulation - Make the Result Relate with RO and RA	
	23 Dec 2022	chapter 9	- Discussion make it clear - Add list of figure	
	26 Dec	chapter 1-5	- Add list of Table - Add the pages vctri Page 62	

Bengkulu,

Mengetahui,
Dekan

Dr. Mus Mahyadi, M.Pd
NIP. 197006142080031004

Pembimbing I

M. Arif Rahman Hakim, Ph.D
NIP. 199012152015031007



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI FATMAWATI SUKARNO
(UIN FAS) BENGKULU
Jalan Raden Fatah Pagar Dewa Kota Bengkulu 39211
Telp. (0736) 51276-51171-51172-53879. Fax. (0736) 51171-51172
Website: www.iainbengkulu.ac.id

Nama Mahasiswa : Azry setiawan Pembimbing II : Anita, M.Hum
NIM : 1811230137 Program Studi : Tadris Bahasa Inggris
Jurusan : Bahasa
Judul skripsi : Efl Teachers Barriers In Implementing Authentic Assessment To
Measure Students' Reading Comprehension

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I	Paraf Pembimbing
3	Senin, 12 Desember 2022	1. add your abstract of this research. 2. Appendixes	add 1. abstract. 2. appendixes.	
4	Selasa, 13 Desember 2022.	Acc.	Acc.	

Mengetahui,
Dekan

Dr. Mus Aulyadi, M.Pd
NIP. 197005142000031004

Bengkulu,

Pembimbing II

Anita, M.Hum
NIP. 199008142019032011



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI FATMAWATI SUKARNO
(UIN FAS) BENGKULU
Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telp. (0736) 51276-51171-51172-53879. Fax. (0736) 51171-51172
Website: www.iainbengkulu.ac.id

Nama Mahasiswa : Azry setiawan Pembimbing II : Anita, M.Hum
NIM : 1811230137 Program Studi : Tadris Bahasa Inggris
Jurusan : Bahasa
Judul skripsi : Efl Teachers Barriers In Implementing Authentic Assessment To
Measure Students' Reading Comprehension

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I	Paraf Pembimbing
1	Senin, 6 Des 2022	1. Grammar 2. Data analysis technique still not clarified 3. keterangan table 4. discussion 5. suggestion isn't clear	Lengkapi sesuai catatan	
2	Jumat, 9 desember 2022.	Chapter IV: - Findig interview belum ada. - Grammar masih - Be consistant. the writer, the author or the researcher?	follow the instructions	

Mengetahui,
Dekan

Dr. Mus Mulyadi, M.Pd
NIP. 197005142000031004

Bengkulu,

Pembimbing II

Anita, M.Hum
NIP. 199008142019032011



KEMENTERIAN AGAMA REPUBLIK INDONESIA
 UNIVERSITAS ISLAM NEGERI FATMAWATI SUKARNO BENGKULU

Jalan Raden Fatah Pagar Dewa Kota Bengkulu, 38211
 Telp: (0736) 54276-51171-51172- Faksimil: (0736) 51171 51172
 Website: www.uin-fatmawati-sukarno.ac.id

KARTU HADIR SEMINAR PROPOSAL SKRIPSI

Nama Mahasiswa : **Azeq Setawan**
 Nomor Induk Mahasiswa : **101250137**
 Prodi : **TBi**

NO	Hari/Tanggal	Jam	Nama Mahasiswa Seminar	NIM	Judul Proposal	TTD Dosen Pengajar
1	Jum'at, 7 Agustus 2023	08.00 - 09.00	Bella Dwi Sartika	101250130	The Effect of Contextual Teaching and Learning Approach on Student Reading Comprehension	<i>[Signature]</i>
2	Jum'at, 7 Agustus 2023	09.00 - 10.00	Madayatul Fikriyah	101250057	The Constructive Study of Student Reading Comprehension Ability: The Case of Descriptive Study in English	<i>[Signature]</i>
3	Jum'at, 7 Agustus 2023	10.00 - 11.00	Ade Elenna	101250094	Analysis on the Local Teacher Students' Competence in the Learning Process	<i>[Signature]</i>
4	Senin, 14 Agustus 2023	08.00 - 09.00	Wahadina Nur Ummi	101250160	Integrating Students' Knowledge of the 2013 Curriculum	<i>[Signature]</i>
5	Senin, 14 Agustus 2023	09.00 - 10.00	Putra Silva	101250157	The Ability of Teachers' Knowledge of the 2013 Curriculum	<i>[Signature]</i>
6	Senin, 14 Agustus 2023	10.00 - 11.00	Hendri, Fingsygan	101250161	Teacher Effort in Integrating Learning Materials in the Classroom	<i>[Signature]</i>

Ketua Jurusan Bahasa

[Signature]
 Roswanti, M.Pd
 NIP. 197405311999032002

Bengkulu,

Ko. Prodi Tadris Bahasa Inggris

[Signature]
 Enis Nurhidayah, M.Pd
 NIP. 198703242013012002