

ABSTRACT

Emilia Kalsum Gusli, 2022. The Implementation of Authentic Assessment for Student's Writing Competence Based On Curriculum 2013 In Junior High School. Thesis. Master of English Education Program. University of Jambi in Academic Year 2021/2022. The first Supervisor is Drs. Marzul Hidayat M.A., Ph.D. The second Supervisor is Dr. Fortunasari, S.S, MA.

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Assessment is a planned and sustained effort by a teacher to get information on how far the success of learners in understanding and applying learning learned both in terms of process and results. In 2013, based on the regulation of the Minister of Education and Culture No. 81a, the year 2013 regarding the implementation of the 2013 Curriculum, teachers are required to implement authentic assessments as the method of assessing the students' competence. The research aims to describe the teachers' perception of authentic assessment and to explain the implementation of authentic assessment for student's writing competence. It is qualitative research in the form of a case study approach. The subjects of the study were three English teachers in junior high school in Tanjung Jabung Timur. The data were taken from interviews and documents. The findings show that teachers have positive perceptions towards authentic assessment as they agreed that the assessment approach is beneficial to assess students' progress and achievement. They thought that it was effective for improving students' language skills. When students are studying, the teacher can see their processes, allowing us to truly understand their abilities. We are aware of the student's progress. The teachers have been implemented authentic assessments for writing skill. The teachers used several techniques and instruments in applying authentic assessment for students writing competence: (a) attitude assessment (observation, journal, self assessment and peer assessment), (b) knowledge assessment (written test), (c) skills assessment (performance, product and project assessment). Before conducting an authentic assessment, the teacher informs students about how they will be assessed. But in its application, teacher still found problem. There was time limitation of learning. Nevertheless, teacher made several efforts to overcome the problem.