



The Implementation of English Teachers' Authentic Assessment in Junior High Schools

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Abstrak

Studi deskriptif mengidentifikasi persepsi pengetahuan guru bahasa Inggris tentang penilaian otentik di SMP Negeri 3 Singaraja. Dalam melakukan penelitian, observasi, kuesioner dan pedoman wawancara digunakan. Data dianalisis dengan menggunakan analisis model deskriptif dan interaktif. Ditemukan bahwa guru bahasa Inggris di SMP Negeri 3 Singaraja memiliki persepsi pengetahuan yang baik tentang implementasi penilaian otentik. Jenis penilaian autentik yang digunakan guru adalah observasi, kinerja, portofolio, proyek dan teman sebaya. Ada kesenjangan antara persepsi pengetahuan guru dan pelaksanaan penilaian otentik. Kesenjangan tersebut dapat dilihat dari persepsi pengetahuan dan pelaksanaan penilaian proyek dan peer/self-assessment. Penerapan penilaian autentik dalam pembelajaran daring sedikit berbeda dengan pengajaran tatap muka. Guru membuat penyesuaian tertentu misalnya dalam menilai sikap siswa di kelas. Pengamatan sikap disesuaikan dalam pembelajaran online berdasarkan kehadiran siswa di kelas online dan tanggung jawab mereka dalam mengerjakan tugas.

Kata Kunci: Penilaian Autentik, Guru Bahasa Inggris, Implementasi

Abstract

The descriptive study identified the English teachers' perceived knowledge of authentic assessment at SMP Negeri 3 Singaraja. In conducting the study, observations, questionnaire and interview guide were used. The data were analyzed using descriptive and interactive model analysis. It was found that English teacher at SMP Negeri 3 Singaraja has a good perceived knowledge of authentic assessment implementation. The types of authentic assessment used by the teacher were observation, performance, portfolio, project and peer. There was a discrepancy between teachers' perceived knowledge and the implementation of authentic assessment. The discrepancy can be seen from the perceived knowledge and implementation of project assessment and peer/self-assessment. The implementation of authentic assessment in online learning were slightly different from face to face teaching. The teachers made certain adjustment for example in assessing students' attitude in classroom. The attitude observation was adjusted in online learning based on students' presence in online class and their responsibilities in doing tasks.

Keywords: Authentic Assessment, English Teacher, Implementation

1. INTRODUCTION

As part of the learning process, assessment has important roles. Assessment process can produce feedback on the learning process itself (Nasab, 2015). Wiliam, (2013) stated that the assessment process is a bridge for the learning process and the teaching process. He also believes that the assessment process is a benchmark in determining the success of the teaching and learning process. The assessment itself according to Hargreaves (2005) is a process of monitoring student development with reference to learning objectives. Furthermore, he explained that the assessment process is a series of teacher performance in providing feedback to improve student quality. Thus, it can be said that the assessment is a process of learning evaluation conducted to improve the quality of students according to learning objectives.

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There are two assessment models commonly used in the learning process, namely traditional assessment and authentic assessment. At present the authentic assessment process is emphasized more by the 2013 curriculum. This is because the authentic assessment process involves the role of students rather than relying on the results of objective tests, true-false, and essays that are judged to be unable to assist students in showing the multidimensional aspects of what they have learned (Nasab, 2015). In addition, Marhaeni and Dantes (2014) revealed that the authentic assessment process is more appropriate to be applied in the context of 21st century learning. In Indonesia, the elimination of the national exam can be said to be a concrete step in leaving the traditional assessment process. Besides that, the regulation from the ministry of education of Indonesia number 21,22 and 23 stresses on the use of authentic assessment in classroom. Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia nomor 23 Tahun 2016 is the regulation system about educational assessment standard is the regulation that used in Indonesian education. The regulation stresses that during the teaching and learning process students should be assessed based on their attitude, knowledge, and skills authentically.

Authentic assessments require students to undertake real-world context tasks that demonstrate knowledge and skills (Mueller, 2005). Forsyth and Evans (2019) adds that authentic assessment is a mechanism involving students' roles to connect to the real-world practice. They state that authentic assessment requires the students to use the same competencies, or combinations of knowledge, skills, and attitudes that they need to apply in the criterion situation in professional life. Sridharan and Mustard (2016) Sridharan and Mustard (2015) stress that authentic assessment is assessment that helps students to link their knowledge with real life situation. O'Malley and Pierce (1996) mentions that using authentic assessment in classroom reflects students' achievement, motivation and attitude. In addition, the use of authentic assessments in the classroom is to emphasize critical thinking skills, problem solving and a deep understanding of a concept (Newmann et al., 2017).

Authentic assessments can be divided into several types, namely: performance assessments, project assessments, portfolio assessments, and self-assessments. Each assessment has its own functions and objectives. Performance assessment is designed to adjust real-life contexts (Quansah, 2018). A portfolio is a collection of student work that aims to document and assess the efforts, progress, and achievements of students in one or several fields over a certain period of time (Huang, 2012). Self-assessment is a process where the students would reflect on the quality of their work, judge the degree to which their work reflects explicitly stated goals or criteria, and revise their work if necessary (Jamrus & Razali, 2019). Furthermore, Marhaeni in Wahyuni (2013) mentions that authentic assessment is competency-based. Competency-based assessment observe students' comprehension of learning material. Students are capable of showing different comprehension so the teachers need to observe their comprehension individually. In addition, it also strengthens the use of a more complex task rather than traditional task such as multiple choice, match making or true-false. Authentic assessment requires the learning activities should be based on students-centred. This premise was based on the believe of constructivism theory that states student possesses the ability to construct their understanding.

The authentic assessment should be unstructured and open-ended. This means that authentic assessment should provide opportunities for students to demonstrate their abilities in various ways. Students have different ability characteristics. They have their own strengths and weaknesses in demonstrating their competence. Ongoing process of implementation. This characterizes that authentic assessment demands implementation between assessment and learning activities to be carried out at once. Thus, during the teaching and learning process, the teacher can carry out authentic assessments to students both by observing class activeness and how students' attitudes during the teaching and learning process. Besides that,

the authentic assessment should be developed based on real-life context. This means that the task given by teachers should reflect the students' real-life context. Students are expected to be able to use their competencies in society or outside classroom.

In general, the purpose of using authentic assessments is to provide space for students to actively participate in the learning evaluation process. [Gulkers et al., \(2004\)](#) state that authentic assessment involves interesting real life or authentic tasks and contexts as well as multiple assessment moments and methods to reach a profile score for determining student learning or development. Increasing the authenticity of an assessment is expected to have a positive influence on student learning and motivation [Moria et al., \(2017\)](#) emphasize that authentic assessment evaluates student performance according to real-life contexts. Affirmation of character values in the 2013 curriculum can no longer be measured by traditional assessments such as multiple choice ([Marhaeni & Dantes, 2014](#)). In the 2013 curriculum, the use of authentic assessment places more emphasis on the attitudes, understanding and skills of students by involving the appropriate types of assessments.

Looking at the benefits and importance of applying authentic assessments in the classroom, it is very interesting to identify the application of authentic assessments in the classroom. The results of preliminary observations in this study found that English teachers at SMP Negeri 3 Singaraja conveyed that they had used authentic assessments. Although traditional assessments are still used, they claim that authentic assessments are more widely used to measure students' abilities. In the current online learning situation, the teachers claimed that they still implement authentic assessment in classroom. They also aware of the learning situation which made them to adjust the use of authentic assessment. This study aims to identify how authentic assessments are applied in learning English in SMP Negeri 3 Singaraja in online teaching and learning.

2. METHOD

The study is a descriptive study. A descriptive study describes a phenomenon and its characteristics ([Nassaji, 2015](#)). This research is more concerned with what rather than how or why something has happened. [Gall, Gall, and Borg \(2003\)](#) mention that in descriptive study, the data are collected qualitatively but often analyzed quantitatively using statistical analysis. Using descriptive study is suitable for answering the question of the study since it seeks the teachers' perceived knowledge of authentic assessment implementation, types of authentic assessment implemented in online learning and the discrepancy of teachers' perceived knowledge and performance of authentic assessment.

The study was conducted in SMP Negeri 3 Singaraja. The subject of the study was English teacher in SMP 3 Singaraja and the object of the study was teacher' perceived knowledge, types of authentic assessment, and the implementation of authentic assessment. The implementation of authentic assessment covers the lesson plan, instruction and activity.

The data were collected through a document study, observations, questionnaire, and interviews. Document analysis was conducted to analyze the syllabus, lesson plans, and assessment instruments made by teachers using a checklist. This is going to be done to find out the types of authentic assessment used and how teachers will implement it in classrooms. The authentic assessment planned by the teacher will be compared based on the theory of authentic assessment characteristics and the types of authentic assessment in language learning.

Observations were done to observe how the teacher implement the authentic assessment that has been planned in the teaching and learning process in the classroom using the observation sheet. This is going to be done to note how the teacher implements it and notes the things that happened during the learning process. Questionnaire was given to

teachers to see how the teacher's perception of the implementation of authentic assessment in language learning. In the questionnaire, there are several statements compiled based on the theory of authentic assessment characteristic in general and authentic assessment in learning four language skills. The development of questionnaire was based on the characteristics of authentic assessment developed by Marhaeni in Wahyuni (2013).

In analyzing data from the questionnaire, this study used descriptive analysis. The descriptive analysis seeks summary from teachers' perceived knowledge of authentic assessment implementation. The level of perceived knowledge is categorized as shown in Table 1.

Table 1. Category of English Teachers' Perception toward Authentic Assessment Implementation Level

No.	Score	Perception Level
1	$X \geq 90$	Very Good
2	$70 \leq X < 90$	Good
3	$50 \leq X < 70$	Sufficient
4	$30 \leq X < 50$	Poor
5	$X < 30$	Very Poor

This study also used Interactive Data Analysis Model which was developed by Miles et al., (2014) in analyzing the interview. There were four steps of activities namely data collection, data reduction, data display and drawing conclusion and verification.

3. RESULT AND DISCUSSION

Result

Teachers' Perceived Knowledge on Authentic Assessment Implementation

In collecting the English teacher's perceived knowledge on authentic assessment implementation, a questionnaire was used. It was found that the gained score is 167, 183 and 180. The percentage are 74.22%, 81.33 % and 80.00%. Referring to category of perception in Table 1, the perception of the authentic assessment implementation is good. It can be said that The English teachers in SMP N 3 Singaraja perceived good knowledge of authentic assessment implementation. The teachers' perceived knowledge of authentic assessment implementation is 78.52%. Thus, it belongs to good category.

Teachers' Perceived Knowledge of Authentic Assessment Characteristics

It was found that the teachers perceived good knowledge towards authentic assessment. There were seven indicators in the questionnaire namely 1) competency-based assessment, 2) individual, 3) students-centered, 4) unstructured and open-ended, 5) contextual, 6) integrated in learning process, 7) ongoing process and language skill assessment which were focused in the questionnaire (Marhaeni, in Wahyuni (2013).

The first indicator was competency-based. The teachers claimed that they had assessed students' performance frequently and based on the competency taught by the teacher. It also proven by the result of lesson plan which found that element of authentic assessment was added in the lesson plan. However, not all type of assessment found in lesson plan was implemented during teaching and learning process. For example, the performance assessment. In syllabus, the task was to ask the students to sing a song. This was to strengthen students' pronunciation. Ratminingsih (2014) supports that using song in language teaching gives the students engagement in practicing and improving their pronunciation. The performance assessment was more focused in writing skill. According to Rukmini and

Saputri (2017), in assessing students' writing, authentic assessment is more appropriate to be used compared to traditional assessment.

The second indicator of authentic assessment is individual assessment. The teacher confessed that they perceived individual assessment:

"I always assess the development of individual students either by observation or by testing." (T1)

"Apart from assessing their abilities in the group, I still do an individual assessment" (T2)

"I do individual assessments every day, not only about competence but about their attitudes and ethics during the learning process." (T3)

The teachers' answers indicated that they perceived that they also assessed students individually through observation, besides giving them group scores. The teacher feels that in one group sometimes only one student is active. Therefore, to provide an objective assessment, the teacher also conducts an individual assessment. According to Sewagegn (2019), teachers prefer to conduct individual assessment. He also states that it is important to assess students' competency individually because it will give sense of objectivity in assessing the students. Chang and Kang (2016) adds that the importance of assessing individual because sometimes in cooperative work, one student may take all responsibilities of the task and the other students may only depend on him/her.

However, in the interview the teacher responses that they did not perceived to involve the students in self-assessing activity.

"In doing assessment, I never involve my students in the process." (T1)

"I am afraid that if I ask the students to use self and peer assessment, the result might not be authentic." (T3)

From the interview results, it can be seen that the teacher did not involve students in the assessment process. Based on teachers' response, the assessment might not be authentic. Although involving students is important in the assessment process, the teacher remains the main assessor. This is because, students may not know how to assess themselves and friendships will be biased in the peer (Verkade & Bryson-Richardson, 2013). Karpen (2018) adds that in order to avoid bias in self or peer assessment, the teacher should create criteria of assessment in guide the students along the process.

The criteria of authentic assessment are unstructured and open-ended Marhaeni, in Wahyuni (2013). This means that the authentic assessment is not monotone and teachers should let the students do the task based on their capability, styles and creativity.

"I let the students to do assignments on their way." (T3)

Teacher claimed that they let the students do the task or assignment based on their capabilities. The teacher did this because he wanted the students to be creative in doing the task. Hoang and Arch-Int (2013) mentioned that using open-ended authentic assessment will help the students to develop their creativity. They also add that open-ended authentic assessment and free-text answers are able to enhance the study efficiency of learners in a virtual learning environment.

Assessment should be contextual-based. This means that authentic assessment should be able to examine the knowledge and competency so the students can apply it in authentic setting or real-life setting.

“I always give tasks related to students' real life. So that later the results of these tasks can be applied directly by students in their daily lives.” (T3)

The teacher claimed that the task give could reflect the student's real-life context. In doing so, the teacher can engage the students to do something that they are familiar with. According to [Wahyuni \(2013\)](#), authentic assessment is able to help the students to apply the knowledge and competencies in real life context. Besides that, this also beneficial for the students to prepare them to face real life setting. Assessment is integrated in learning activities. This means that the assessment is carried out along the process of teaching and learning. [Marhaeni and Dantes \(2014\)](#) adds that authentic assessment is an ongoing assessment. This means that the assessment process should be done consistently and continually. The assessment is done in every meeting and at the end of the semester. The teachers perceived that they did integrated assessment with teaching and learning activities.

“I always conduct assessment in every meeting of the learning process. Sometime in the middle or the end of teaching activity.” (T1)

“I keep asking and observing the students on how they understand the learning material as an assessment of the teaching and learning. I also assess their attitude and activeness in following the lesson.” (T3)

The teacher expressed that they carried out a learning assessment at each meeting. The assessment carried out includes assessment of students' understanding of learning materials, attitude and activeness during the teaching and learning process. The teachers claimed that assessment should not be done only at the end of semester. To see the students' progress, the assessment should be done in each meeting and integrated with teaching and learning activities. Study done by [Widhanarto et al., \(2018\)](#) found that daily assessment is important to see how the students understand the learning material especially in online learning situation.

Teachers' Perceived Knowledge of Assessing Language Skill

Perceiving good knowledge of authentic assessment can also be seen when the teachers assess student's language skill. In speaking and writing activities, teachers perceived themselves to assess language skills through performance assessment.

“To assess students writing skill, I ask them to tell something memorable for them. I want to see how well they are able to use past tense. After that I use rubric for assessing students writing.” (T1)

“I often ask the students to make a presentation video or dialgoue so they will practice to use English. Their performance later will be assessed based on criteria of the rubric such as pronounciation, fluency, vocabulary and grammar.” (T3)

The teacher claimed that in assessing speaking and writing, they used performance assessment. This also indicates that the teachers perceived to use less of traditional assessment in assessing productive skill such as speaking and writing. The teachers also perceived that productive skill only can be assessed through performance. According to [Fitri \(2017\)](#) besides using dialogue or conversation, English teacher applied oral monolog test as the performance assessment, descriptive written test as the portfolio assessment. This is so effective to help the students to practice their English. Besides that, the context of the speaking and writing task should be authentic so the students speak English according to the real-life context. The students' performance is assessed with scoring rubric. According to

(Nkhoma et al., 2020) it is important for the students to set an assessment criterion to help them in assessing the students objectively as possible.

Using authentic assessment in assessing reading and listening skill can greatly improve students' understanding on particular text and able to comprehend the message clearly (Ebrahimzadeh, 2016). However, in the interview, the teachers expressed:

"I use multiple-choice test for listening and speaking. Sometimes I used essay." (T1)

"I think it is difficult to use authentic assessment in assessing speaking and listening. I personally use multiple-choice test." (T2)

Despite the use of authentic assessment is beneficial for assessing students reading and listening skill, the teachers prefer to implement traditional assessment such as multiple-choice test. According to the teachers, they find difficulties of developing authentic assessment for listening and reading skill. Assessment. A study conducted by Prasetyo (2017) also found that the Indonesian teachers find it is challenging to use authentic assessment in assessing listening and reading. The teacher see that it is more practicable for them to use a traditional kind of reading assessment like multiple-choice tests. Generally, the teachers perceived good knowledge of authentic assessment implementation. This can be seen from the indicators of authentic assessment that has been fulfil such as competency based, individual assessment, integrated assessment, and language skill assessment. However, the involvement of students in assessment process were not achieved because the teachers did not implement self-assessment.

The Implementation of Authentic Assessment by English Teachers in Online Learning

From the result of analysis, it was found that the teachers implemented the type of authentic assessment such as observation, performance, portfolio, project, and peer assessment. The most used authentic assessments are observation, performance and portfolio assessment.

In doing observation, the teachers claimed that they had personal note and observation sheet. The teachers take note during the teaching and learning process or at the end of the learning section. Teacher's observation is type of authentic assessment where all the English teachers in SMP Negeri 3 Singaraja implemented to identify students' understanding, and behavior during teaching and learning process. In teachers' lesson plan, the teachers planned in assessing students' attitude through teachers' observation.

"In every teaching and learning process, I always assess students by doing observation. I observe students' understanding, interactions in class and most importantly, observe their behavior in class." (T1)

"I conducted observations about students' readiness in following lesson, development of students and their attitudes during the teaching and learning process" (T2)

"I made an attitude observation based on the character education criteria contained in the 2013 curriculum" (T3).

From the teachers' answer, they claimed that they used observation to track students' readiness in following the lesson and development. They also stated that they observed the students' attitude in teaching and learning process. They used observation sheet that consists of certain criteria based on Character Values stated in Curriculum 2013. The criteria of attitude assessment were stated in their lesson plan. The criteria consist of creativity, independence, democracy, appreciation of achievement, friendship/communication, peace, reading interest, social care, and responsibility. However, during the online teaching, the teachers can only observe students' participation. The teachers could not observe students'

attitude and behavior in online class. Attitude observation was done from students' responsibilities in doing task and collecting task on time.

“Currently, the attitude of students can also be seen from their responsibilities in doing assignments and always submitting assignments on time.” (T3)

Besides that, students' attitude was also observed from their presents in online class. Those who are often missed the class will be given a low attitude score. The teachers claimed that it is more applicable to observe students' attitude in face to face teaching. They can directly correct students' behavior so the other students will not be disturbed. The English teachers in SMP Negeri 3 Singaraja had implemented observation assessment both in face to face and online teaching. The observation was done to collect information about students' participation and attitude during teaching and learning process. According to [Pool and Hampshire \(2019\)](#) observation is part of an authentic assessment that teachers can use to naturally assess students' competencies and interest. Observation can be used to assess students' interaction skills in the classroom either with the teacher or with peers. Observational assessment can be said to emphasize the assessment of students' social skills in the classroom. Attitude observation during the online teaching cannot be implemented. To change the assessment attitude, the teacher observes the presence of students in the classroom. [Suarimbawa et al., \(2017\)](#) support that in doing attitude observation, teachers can check students' attendance and activities during teaching and learning. Performance assessment is type of authentic assessment that was conducted by all English teachers at SMP Negeri 3 Singaraja. Performance assessment was implemented in assessing students' speaking and writing skill. They have similar responses toward the implementation of performance assessment.

“To assess certain skills such as speaking, I use a performance assessment. Because it is not possible to use a test type assessment.” (T1)

“I use a performance assessment if the assignment I give is a presentation assignment. Either standalone or group presentations.” (T2)

“To assess speaking and writing skills, I use a performance assessment. I assess student performance based on the speaking and writing assessment rubrics.” (T3)

Looking at the answers given by the teacher, it can be said that performance assessment is used to assess students' productive skills such as speaking and writing. The teacher also explained that in conducting a performance assessment, the teacher used an assessment rubric. This assessment rubric was also identified in the lesson plans developed.

“To make it easier to assess students' writing and speaking skills, I use a rubric.” (T3)

Rubric was used as a guidance for the teachers to assess students' performance. The speaking assessment rubric consisted of fluency, pronunciation, vocabulary, grammar and gesture. While the writing assessment rubric consists of content, coherence, grammar, vocabulary and mechanics. In using performance assessment, the teacher asks students to describe or tell something in oral and written. The assignments given emphasize students to practice descriptive and narrative. Descriptive and narrative material is the main subject in learning English at SMP Negeri 3 Singaraja.

“Right now, for a speaking task, I ask them to make a video where the content is explaining something or singing. Then the video is shared on WA, or on other social media such as Instagram, Facebook or YouTube. So their videos can be seen by people.” (T3)

In online teaching and learning process, the instruction of task was delivered through WhatsApp group. In giving writing task, the teachers asked the students to describe their family, favorite thing and share it with their friends. For speaking task, the students were asked to make a video of describing something or sing a song. The video then uploaded to WhatsApp group or another platform such as Instagram, Facebook or YouTube. It can be stated that the English teachers at SMP Negeri 3 Singaraja had planned to implement performance assessment. The assessment was focused on student's language skill which is speaking and listening. Sumardi (2017) found that performance assessment is used by English teachers because of the awareness that not all skills in English can be assessed by multiple-choice tests. The use of performance assessment is very appropriate to be used to assess a productive process such as the ability to convey ideas in both writing and speaking. In assessing students' performance, the teachers were helped with rubric. Nkhoma et al., (2020) mention that to provide a reliable and valid assessment in assessing students' performance, teachers need to use certain criteria in rubric. In doing so, the judgment of students' performance can be made objectively.

From the results of interviews and observations made, the English teacher at SMP Negeri 3 Singaraja had implemented a portfolio assessment in the teaching and learning process. They have similar objectives in using portfolio assessment in teaching English.

“Every writing assignment that I give to students is always collected and used as assessment material. So, in 1 semester, students approximately have 4 types of writing assignments. This can be used as an indicator of students' progress in developing their writing skills.” (T1)

“I require all students to submit assignments that they worked on during learning English. This collection of tasks will later be combined into one. They will later be able to see the progress of themselves from the results of each task carried out.” (T2)

From the teacher's response, portfolios are used to assess students' writing skills. Each given writing assignment will be collected and at the end of the semester will be assessed. The objectives expressed by the teacher were to assess the progress of students' writing skills, motivate students and provide opportunities for students to reflect on each piece of writing that was made.

“I asked each student to gather ideas, making draft, doing revision and editing their writing and their final writing. So, I will have at least 5 portfolios. These collections can be used as motivation to improve the quality of writing and students are able to see their mistakes in developing writing.” (T3)

Teacher also expressed that they use portfolio assessment that adapts to the process approach in teaching writing. The teacher said that in one writing task there would be five portfolio parts. The first part is the students' writing ideas. The second part is a draft of the ideas that are developed. The third part is a written revision. The fourth part is the result of the revision and the fifth part is the final product of the students' writing. All English teachers planned to use portfolio assessment in their lesson plan. However, the implementation was only carried out by 1 teacher. The portfolio assessment in face to face and online teaching was quite similar. The difference is that in face to face teaching, the portfolio was a print out while in online teaching the portfolio was not a print out. The idea of using portfolio is that

the teachers can see students' progress and able to give feedback for improvement. According to [Suwaed \(2018\)](#) using portfolio assessments in teaching writing is able to enhance students' motivation and directly showed a good improvement on their writing skill. [Huang \(2012\)](#) supports that portfolio assessment in teaching writing enables the students to improve their ability of communication. Portfolio also helps the teacher give feedbacks to the students and to track students' progress in language learning.

A study conducted by [Fahim and Jalili \(2013\)](#) found that the use of portfolio assessment helps the students to effectively organize their writing. Besides that, using portfolio assessment in writing process can help the students to reflect their own mistakes from grammar, sentence structure, mechanics, cohesion, format and logic. [Efendi et al., \(2017\)](#) claimed that a portfolio based on a systematic assessment procedure can provide accurate information about students' capability in many domains of learning. Furthermore, the most significant aspect of the implementation of portfolio assessment is student self-reflection. It encourages the students to become more active and enables them to gain information about their understanding and competency so they will be able to plan the further steps to look for improvement ([McKay, 2006](#)).

Using project assessment in classroom according to [Hanardi \(2015\)](#) enables the students to enhance their participation during the teaching and learning process. The students in project-based assessment become active learner. Using project assessment in language learning gives more opportunities for students to practice their English ([Muryanti, 2017](#)). However, there was only one teacher implemented project assessment in classroom. The teacher expressed that this project takes time so teachers tend to skip using this type of assessment.

"I use project-assessment along with project-based learning as a teaching method. I asked the students to make a video presentation about COVID-19. I asked them to gather information about COVID-19 and how to stay healthy during this pandemic. I want to emphasize cooperation, creativity and critical thinking." (T3)

The project given to students was carried out in 1 semester. The teacher wants to emphasize the process of student collaboration, creativity, and critical thinking skills. From the answers given by the teacher, the assessment project was only carried out by one teacher because it took a long time for the students to complete the project. However, in online teaching the project assessment was not implemented. The students are restricted to stay at home to prevent COVID-19.

"Currently, it is difficult to implement an assessment project. For the project, they should have worked in groups, while during this pandemic, students were asked to study from home. (T3)"

Besides the current pandemic situation, the teacher claimed that using project assessment requires a lot of time. [Aldabbus \(2018\)](#) also identified that using project assessment in language teaching and learning should consider the content and time management.

Peer assessment is one type of authentic assessment that was implemented only by one teacher in SMP Negeri 3 Singaraja. The use of peer assessment emphasizes the role of students to objectively assess peers.

"I rarely use peer assessment. Sometimes students are not objective and assessment sometimes becomes biased." (T2)

The teacher conveyed that peer assessment was not always used in even though peer assessment was found in lesson plan. The teacher adds that there will be a bias assessment if students do not objectively assess. Students may tend to give their friends the same mark in order to be evaluated the same way. Teachers are still trying to develop a form of peer assessment that will minimize the occurrence of biased assessments.

“I don't think I've ever used peer or self-assessment during online or face-to-face learning. This is because sometimes students are not fair in judging their own friends.” (T3)

It can be stated that, both in face to face and online teaching, English teachers did mention peer assessment but it was not carried out. In using peer assessment, the teacher claimed to find challenges. The challenges were student's incapability of assessing their peers and the teachers were afraid that the students were not objectives in giving assessment. This was also identified in a study conducted by [Gurbanov \(2016\)](#) who found that using peer assessment can be a risk due to students' personal factor such as hesitation, shy, and afraid. These personal factors will be biased in peer assessments so that the assessment is sometimes not in accordance with student competencies ([Azarnoosh, 2013](#)).

The most least assessment used by English teachers at SMP Negeri 3 Singaraja were project assessment and peer assessment. The teachers express that using project assessment requires a lot of time even though they see that project assessment can enhance students' critical thinking and collaboration skill. According to the use of project assessment in many disciplines are in line with project-based learning where the students 21st skill are trained, applied and improved ([Hadkaew & Liewkongstaporn, 2016](#)). [Kavlu \(2016\)](#) adds that using project-based assessment fosters the implementation of real– life skills such as higher order thinking, critical thinking, problem solving, formulating hypotheses, data collecting and drawing valid conclusions. The results of research conducted by [Aldabbus \(2018\)](#) indeed found that teachers were very hesitant in using project-based assessments due to time availability.

Discrepancy between Teachers' Perceived Knowledge and Performance of Authentic Assessment in Online Learning

The discrepancy between the English teachers' perceived knowledge and performance of authentic assessment in their English instruction were collected from the result of questionnaire, document study, and the interview with the teachers. From the results of the study, it can be said that there is a discrepancy between teachers' perceived knowledge and the implementation of authentic assessment. The discrepancy can be seen from the perceived knowledge and implementation of project assessment and peer/self-assessment. All English teachers planned to implement performance assessment but it was not carried out during teaching and learning process. Only 1 teacher implemented performance assessment during online teaching and learning.

“In online situation like this, I think it is difficult to assess student performance” (T1)

“Usually, I always assess speaking and listening skills as a form of performance assessment, but during online learning I only assess writing skills. (T2)

From the interview results, the teacher did not conduct performance assessments because of the online learning situation. In addition, teachers only focus on writing skills so as not to overload students during this pandemic. [Marhaeni et al., \(2018\)](#) add that using performance assessment in teaching and learning especially focusing on assessing students' writing skill gives a good encouragement for developing students metacognitive and writing skill.

Discrepancy also identified from the use of rubric for assessing students' performance. In the lesson plan, not all teachers add rubric. The teachers claimed that they have their own criteria of assessing students' writing and speaking which may not valid and reliable. According to [Jonsson and Panadero \(2016\)](#) the rubric should contain a valid and reliable criterion to score students' performance. Without a valid and reliable criterion, the assessment could lead to a bias assessment. The other type of assessment which were planned but not implemented was project assessment. In face to face teaching, only one teacher implemented project assessment. While in online teaching, all teachers did not use project assessment.

"I think a project assessment is needed to measure students' ability to solve problems and find solutions. However, due to limited time, the project assessment cannot be carried out." (T3).

The teachers realized the students would take a long time to complete a project even though it was carried out in groups. In addition, the use of the project assessment requires teacher's extra effort to guide students during project work. Besides that, the discrepancy between perceived knowledge and implementation occurs because a pandemic situation. The students cannot work collaboratively. The project assessment should be done in group because it will be difficult for the students to work on project individually. The other problems of implementing project assessment is that to make sure all the students participate in doing the project. Sometimes, in a group only one student that work. This was also reported by [Fitri \(2017\)](#) who found that the reluctant of using project assessment was the teachers faced difficulties in making sure all the students collaborate and participate in completing the project.

At SMP Negeri 3 Singaraja, peer assessment was also identified in teacher's lesson plan. However, peer assessment was implemented due to various factors. One of the factors that hindered the implementation of the first peer assessment was the inability of students to assess objectively.

"I fear that students do not objectively assess themselves or their friends. I'm afraid that the feeling of friendship will make the assessment inauthentic." (T3)

Discussion

Teachers did not implement peer/self-assessment because they were afraid of students unable to assess objectively. According to [Azarnoosh \(2013\)](#) teachers need to consider friendship bias in implementing peer/self-assessment. The bias can be avoided if the teachers train the students and set of certain criteria of assessment so the students can follow it. Even though the teacher includes the authentic assessment type in their lesson plan, in its implementation, not all of the authentic assessment was not carried. This indicates that the authentic assessment at SMP N 6 Singaraja has not been satisfactory in terms of planning and application. According to the teacher, authentic assessment such as project and portfolio assessment requires a lot of time, so they still apply traditional assessment. In the context of peer and self-assessment, the teacher mentioned that the two assessments were not applied because the teacher was afraid of biased research. Teachers assume that students have not been able to assess objectively so they are not involved in the assessment process. This was in line with a study conducted by [Marhaeni et al., \(2018\)](#) who found that the discrepancies occur in the implementation or practice in Bali.

From the answers from research questions 1 & 2, there were discrepancies found between the English teachers' perceived knowledge and performance of authentic assessment

in their English instruction. The discrepancies were identified from teachers' perceived knowledge and the implementation of authentic assessment during the teaching and learning process. It was found that all English teachers had planned to implement performance assessment. However, only one teacher that had implemented performance assessment. This was also found in project and self/peer assessment. The teacher that had already planned the assessments, could not implement it in the teaching and learning process due to various reasons such as time and bias assessment.

In general, there are differences in the implementation of authentic assessments in online and face-to-face classes. This difference mainly occurs in the use of observations of students' attitudes during the teaching and learning process. In face-to-face classes, teachers are able to observe students' attitudes, their activeness, and learning involvement in group learning. Whereas in online classes, the assessment of students' attitudes is carried out only based on their attendance in online classes and their responsibility in carrying out the assigned task.

4. CONCLUSION

The English teacher at SMP Negeri 3 Singaraja has a good perceived knowledge of authentic assessment implementation. The types of authentic assessment used by the teacher are observation, performance, portfolio, project and peer. Observations were carried used to identify activeness, involvement and attitude of SMP Negeri 3 Singaraja in the teaching and learning process. Performance assessment is focused on assessing students' speaking ability while writing ability is assessed using a portfolio assessment. Project and peer assessments are rarely used due to several constraints such as timing and assessment bias. There was a discrepancy between teachers' perceived knowledge and the implementation of authentic assessment. The discrepancy can be seen from the perceived knowledge and implementation of project assessment and peer/self-assessment

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