Analysis of Authentic Assessment Utilization Based on Independent Learning in English Learning Era 5.0

Yanti Hidayani Hasibuan1, Ahmad Arif Budiman Nasution2

yanti.hsb87@gmail.com
budimanarif371@gmail.com

1Universitas Negeri Medan
2Universitas Simalungun

Abstract: Independent learning process, where English learning in schools must be carried out with authentic assessments based on independent learning. Therefore, it is necessary to do various ways of developing quality English learning steps with a Pancasila profile in the reference of independent schools with Independent Learning. The development of English learning can be done through the use of three channels of implementing the social profile, namely through teaching resources, learning methods, and authentic assessment. Authentic assessment is an important channel because the use of authentic assessment will include the selection of teaching materials and learning models. Authentic assessment guides learning through the creation of various learning activities carried out by students during the learning process, which contain the contents of the Pancasila Profile. Authentic assessment provides a real picture of students' reading abilities and provides a measure of the achievement of students' independence development. Through this fact, the use of authentic assessment can contribute to the improvement of English learning and the development of student independence.

Keywords: Independent Learning; Authentic Assessment; English Learning

Introduction

The condition of education in Indonesia is now faced with a situation that is quite worrying. There are major problems faced by the world of education in Indonesia. The first problem relates to the low quality of educational processes and outcomes. The second problem relates to the COVID pandemic situation, which forces children to study at home.

In line with the problem of the low quality of educational processes and outcomes, the education system implemented so far is still far from being quality-oriented. However, from several indicators, namely the ability to master the material, methods, evaluation system, and classroom management, the average teacher's performance is below standard. This condition also occurs in teachers who have been certified. This is contrary to the main capabilities that teachers should have as expressed by Darling Hammond (1999); Nicholss, G. (2002); and Lang and Evans (2006), namely the capabilities of learning content, conceptualization, learning processes, interpersonal communication, and reflective capabilities.

Authentic characteristics illustrate that assessment and learning are carried out in an integrated manner, reflecting real world problems rather than the world of school, using various methods and holistic criteria, and not only measuring what students know but rather measuring what students can do. The complexity of these characteristics requires special abilities regarding the learning assessment process and the development of assessment instruments.

According to Wiggin (1989) and Aitken (2010), authentic assessment in education is designed to: (a) make students successful learners; (b) provide students with a comprehensive level of ability; and (c) demonstrate whether students can answer thoroughly and appropriately to the task or challenge given.

Teachers are required to be able to understand and implement the assessment process in the curriculum so that the objectives of educational assessment can be achieved. Darliana (2013) states that carrying out an authentic assessment is not an easy thing to do. To strengthen the

assessment system in learning, it is necessary to have literature as a guide that can always be used by everyone who plays a role in the assessment (Yasri 2013).

The second problem is a problem related to the character and culture of the nation. This problem appears marked by various phenomena of Indonesian people's lives which show the weaker profile of Pancasila and the nation's culture, which is believed to have been deeply rooted. The culture of corruption, nepotism, collusion, the loss of the culture of shame, the rise of dishonesty flatterers, and the weakening of children's potential by our own nation are increasingly being heard and witnessed. This condition is very worrying as well as a disgrace for education in Indonesia.

The various conditions of negative mental attitude above are a problem for education in Indonesia, becoming a cultural issue and raising the profile of Pancasila, which is now in the public spotlight. Many people point their finger at education as one of the biggest causes for the failure of the formation of intelligent and characterful people. Various figures in Indonesia began to care about education, looking for practical ways to increase the profile of the nation's Pancasila. The final thought returned to education as the main way to overcome the weak profile of the nation's Pancasila.

Based on the facts above, a simple question arises: can improving the quality of education be carried out in line with increasing the profile of Pancasila and the nation's culture in students? In order to answer this question, Novick (2002) states that Pancasila profile education must explicitly appear in learning and, at the same time, become the soul and purpose of learning. This means that Pancasila profile education is an inseparable part of the learning process. Pancasila profile education is the learning process itself.

In learning to read, it is necessary to make a series of efforts to improve the learning process that are oriented towards increasing students' reading skills as well as developing the profile of Pancasila students. In line with this, there are at least three ways to develop character-based teaching materials, namely formulating learning models, reading character-filled materials, and using authentic assessment as a vehicle for developing academic and character abilities. Of these three alternatives, the use of authentic assessment is seen as the most effective and efficient. In this paper, it will be explained how to use authentic assessment as a channel for Pancasila profile education in learning to read English.

Student-centered learning will take place optimally if students have adequate intrinsic motivation, one of which is learning independently. The higher the learning independence, the better the support for student-centered learning. Covey (1993) states that independence is an attitude paradigm: "I am who I am, I can do something, I am responsible, and I am confident." In a learning activity, students with high independence will succeed compared to students with low independence. This is in accordance with the opinion of Chandra (2006) that someone who has high independence can be observed by their responsibility in solving a problem. People like this will try to understand the problem at hand.

Hands-on learning can also be used to develop student learning skills such as taking notes and summarizing lessons. According to Burn (Dahar, 1989: 28), the direct learning model is based on the learning theory of behaviorism. This theory states that learning is a change in behavior that occurs based on the stimulus-response process. Thus, this learning model is quite adaptive for students with low independence.

Zia Ul Haq (2017: 1-2) The Government of Indonesia, through the Ministry of Primary and Secondary Education, has established English as an important subject in the 2013 curriculum, especially for senior secondary education (SMA-equivalent). Indonesian English subjects at the high school level are compulsory group A subjects, which means these subjects are mandatory for all types of upper secondary schools within the scope of the Ministry of Primary and Secondary Education and the Ministry of Religion. In addition to being a compulsory subject, there are also English subjects which are included in the specialization group of social sciences and languages and become cross-interest lessons.

The division of Indonesian English subjects and English is not known in the previous curriculum (KTSP). Of course, as a new curriculum, there are advantages and challenges in implementing the curriculum. Through this study, the authors want to reveal the extent to which several senior high schools in Indonesia are prepared to implement the 2013 curriculum, especially in English subjects.

Review of Literature

Assessment (assessment) is distinguished from measurement, testing, and evaluation. Assessment is a series of activities to obtain, analyze, and interpret data about student learning processes and outcomes that are carried out systematically and continuously so that they become meaningful information in decision making (Kemendikbud 2014). assessment as an activity to determine the development, progress, and/or student learning outcomes during the education program (Suwandi 2010). According to Sudjana (2008), the assessment of learning outcomes is a process of giving value to the resultslearning outcomes achieved by students with certain criteria. Assessment at the end of the learning process is known as a formative test, while if it is done at the end of the semester, it is known as a summative test.

Based on this formula, assessment means the activity of measuring and making estimates of something, for example, in the form of a learning outcomes program that can be used to make decisions. Assessment aims to assess learning in the classroom and improve learning and the quality of student learning (not just to determine scores).

Authentic assessment is an assessment model known as classroom-based assessment. Authentic assessment is the process of collecting information by teachers about the development and learning achievements of students using various ways that can express, prove, or show precisely that the learning objectives and competencies are correct. masterfully executed (Depdiknas 2008).The technical guide states that authentic assessment is an assessment carried out comprehensively to assess aspects of attitudes, knowledge, and skills starting from input, process, and learning output. Authentic assessment is natural, as it is not under pressure (Kemdikbud 2013).

There are two main components in authentic assessment, namely the existence of tasks for students to do and assessment criteria (rubrics) to assess appearance (Rustaman 2013). Authentic assessment is a process or activity to obtain information on student learning progress appropriately through assignments to be demonstrated in real situations with predetermined criteria. Assessment and learning are carried out in an integrated manner with methods and criteria that are in accordance with the learning experience and cover all aspects of competence (attitudes, knowledge, and skills).

In assessment activities, it is known as an assessment technique, which is the method used to assess the learning progress of students. The technique of collecting information on learning progress in principle is a way of assessing student learning progress towards competency achievement (Depdikbud 2013). One of the learning outcomes assessment techniques is the non-test technique. Various assessment techniques are mentioned in PP 20/2007 (Standard Assessment) in the form of tests, observations, individual or group assignments, and other forms according to the characteristics of the competence and level of development of students. Educational assessment based on K13, namely performance appraisal, practicum performance appraisal, attitude assessment, written test, project appraisal, product appraisal, and portfolio assessment

The non-test technique is a way of collecting learning progress by means other than tests. Form: The forms of non-test techniques are observation, self-assessment, peer-to-peer assessment, journals, questionnaires, and scales. In assessing activities, a number of assessment instruments and tools are used that are adapted to the techniques used in assessing.

Non-test assessment instruments are various tools used in non-test measurement. The non-test instrument was used to evaluate the learning outcomes of psychomotor aspects, attitudes, or values. The instruments used with non-test techniques are observation sheets, observation checklists, attitude scales, self-assessment sheets/friends, and anecdotes.

Assessment of learning outcomes on affective aspects, which includes attitudes and profiles of Pancasila, is carried out by means of a non-test. To assess the character's attitude towards the theme itself, you can use a rating scale. The scale is known as a non-attribute measuring toolcognitive (Azwar 2012). In addition, there are three characteristics or attitudes that are developed on the theme of self in the first month of educational activities, namely honesty, discipline, and responsibility.

Research Methods

In writing this research, the author uses a systematic preparation technique to facilitate the steps to be taken. The method used in this research is by conducting a literature study. A literature study is looking for theoretical references that are relevant to the cases or problems found (Anonymous. 2018: 43). The reference contains matters concerning: (a) education in general, (b) general understanding of the curriculum, (c) the 2013 curriculum, and (d) English subjects in the 2013 curriculum. These references can be found in books, journals, research reports, articles, and websites on the internet that discuss the 2013 Curriculum. The data obtained from this literature study will be used as a reference for research writing. Based on the nature and specifications raised in this study, this study also uses a qualitative descriptive approach using secondary data. The purpose of this descriptive research is to make a systematic, factual, and accurate story about the facts and characteristics of a particular population or area (Sugiyono, 2012: 12). While secondary data is written data that can be obtained from books, scientific magazines, archives from institutions, program accountability reports, and official documents such as study results, theses, survey results, historical studies, internet sources, and so on (Lexy J. Moleong. 2009:153). The data sources categorized as secondary data sources in this study are books, journals, and theses. English Learning Outcome Assessment:

Changes in the function and objectives of English subjects require changes in the assessment of learning outcomes. The "classroom assessment" model is used as an approach to assessing learning outcomes for English subjects. This model emphasizes "formative assessment," with the objectives of the assessment being: First, determine the aspects of the English learning outcomes that have been mastered by students after a learning process. Second, feedback for students to improve learning outcomes that are lacking or have not been mastered. Third, feedback for teachers to provide assistance to students who have problems in mastering knowledge, abilities, values, and attitudes. Fourth, feedback for teachers to improve planning for the next lesson.

What is assessed in the assessment of English learning outcomes, both in the form of knowledge, cognitive skills, psychomotor, values and attitudes, needs to be stated explicitly: (1) knowledge and understanding of local and national English events; (2) the ability to communicate their understanding of English events in spoken and written language; (3) the ability to draw lessons/values from an English event; (4) the ability to apply lessons/values learned from English events in daily life; (5) the ability to criticize sources and collect information from sources; (6) the ability to think historically in studying various English events and political, social, cultural, economic events that arise in the daily life of the people and the nation; (7) have a national spirit to apply it in national life. To assess the learning outcomes of the Pancasila profile, various tools can be used, such as observation, performance assessment, and portfolio assessment. Objective tests cannot be used for learning outcomes.

English subjects are subjects that have been mandated as the Pancasila profile education subject in the 2013 curriculum. Of course, this is a breath of fresh air and also a big mandate for English teachers. The continuity of learning between national English and local English is an important innovation developed in Indonesian English and English subjects.National English is the umbrella for getting to know the nation and local English to get to know the surrounding community, and both are events that are related to one another. National English events were followed and reinforced by the local English movement. In addition, through English lessons,

students are invited to see the sustainability and changes that occur in society and the nation related to the development of English. (Anonymous, 2016).

Learning in English subjects uses an active learner-based learning approach. This learning approach is more likely to provide opportunities for students to learn, so that it is more likely to provide opportunities for students to make learning more meaningful. Learning will be more meaningful if students experience each learning process for themselves through active activities and can use them daily. The knowledge of students does not come from the teacher's information but comes from the students' own information exploration efforts through the learning activities carried out.

Some principles that need to be considered in learning English in Senior High School (SMA/MA) are:

1. English learning is based on the continuity of what happened in the past with current life, between English events at the national and local levels, and understanding English events at the local level based on the integrity of an English event.
2. In developing an understanding of the continuity between what happened in the past and present life, in assignments for each period in English, students are directed to be able to find physical relics (especially artifacts) and abstract relics (traditions, thoughts, views of life, values, habits) in society inherited from the English events of a period.
3. In developing linkages between English events at the national and local levels, the task of each student is directed to study English events since the time of the national movement and make an analysis of the relevance and contribution of these events to events occurring at the national level.
4. Develop learning processes in skill ability English in the early semester so that students understand the main concepts of English, master basic English skills, and strengthen the use of main concepts and basic skills when they study various English events in the following semester.
5. Every English event in the third semester onwards can be designed as a learning activity for one semester and not just an activity or one meeting in sequence for each subject.
6. The English learning process provides opportunities for students to use various sources such as textbooks, reference books, documents, resource people, or artifacts, as well as providing broad opportunities to produce "her or his own histories" (Borries, 2000 in Anonymous, 2013).

The results of this study can be explained as follows: In the blended learning model, students are led to learn independently and are given learning materials that are designed in such a way that students are interested in learning. Learning materials are delivered with the help of electronic media delivered using the Moodle application. Electronic media are designed in such a way that they function as fully as possible. Abstract subject matter is visualized so that students understand it more easily. The application of learning with the blended learning model takes place both in the classroom and outside the classroom.

Learning outside the classroom is delivered via the internet, which can be accessed at any time so as to provide students with more learning time compared to direct learning. With more learning time, students have more opportunities to repeat the material and train themselves to do practice questions (Arsyad, 2008; Andri, 2008). Learning with blended learning can encourage students to learn more actively (student-centered), and the teacher functions more as a facilitator to create a pleasant learning atmosphere. The teacher provides material that is embedded in the Moodle software, and students are required to study, answer questions, or solve problems that have been provided, both individually and in groups. Assignments assigned to students must be uploaded before the specified deadline. This can motivate students to learn the subject matter that has been provided. Thus, students do not procrastinate studying and doing assignments.

In blended learning, students who are having problems can re-learn the material on the Moodle application, study groups, or ask the teacher. This kind of interaction does not occur in

direct learning that is delivered face-to-face. The learning activities are dominated by the teacher. This kind of learning causes students to not be able to freely learn in their own way because they have to follow the stages of learning that are directed by the teacher.

Students' English learning outcomes in blended learning are better than direct learning contributed by learning activities as described above. This is in accordance with the results of research conducted by Nedeva, Dobrzaski, & Shih. Nedeva (2005) found that the application of information and communication technology in education with a moodle-based blended learning management system showed an increase in effective education. The education management system shows better cooperation among learners as well as tutors and learners. Dobrzaski (2008) found that blended learning was efficient at helping students acquire skills and knowledge at varying speeds. The conclusion from Dobrzaski's findings is that e-learning allows the introduction of education with new formulations, which is obtained from learning a mixed model between traditional learning and e-learning (online). Shih (2010) stated that blended learning with video-based blogs is an effective approach for students. Students can improve their weaknesses and learn from the abilities of others by quickly viewing videos on blogs. Students get benefits in the form of self-autonomy and collaborative learning, peer feedback from videos, instructor feedback, and self-reflection.

The findings of this study confirm that learning independence is a student characteristic that affects the effectiveness of learning. If you look at the characteristics of blended learning, which emphasizes the importance of discipline, creativity, and student responsibility for the tasks and problems they are assigned, it is very logical that there is a strong interaction between the learning model and the self-reliance of learning.

Students with high independence in learning with blended learning become very supportive of the learning process. Students with high independence who take part in blended learning will always compete to show the best results. This will lead to optimal learning outcomes. In direct learning, more learning activities take place in the classroom and are teacher-centered. The teacher is the center of learning. In direct learning, students' initiative will be shackled. Competition between students to show the best results does not get space in learning. Students in this group are less motivated to participate in learning, so that learning outcomes are not optimal.

It is different for students with low independence, which are characterized by, among others, lack of confidence, pessimism, lack of enthusiasm in completing assignments and relying heavily on others to benefit from blended learning. Students with low independence who take blended learning feel burdened by the tasks given online. Thus, the advantages that become the potential of blended learning, such as learning flexibility and great opportunities for collaborative learning, do not occur in students with low independence, so that their learning outcomes are less than optimal. Students with low independence also benefit less from the direct teacher-centered learning model.

The research findings confirm that learning independence plays an important role in learning. Mu'tadin (in Triton, 2006:42) suggests that students with high independence have characteristics that, among others, have a competitive desire to advance, are able to take decisions and take initiative on the problems at hand, have confidence in carrying out tasks and are responsible for what they do. This opinion is in line with Mukhtar and Priambodo (2002), who say that independent students have the following characteristics: confidence, character, responsible, passionate, strategic thinking, disciplined, purposeful, intelligent, mature, creative and dependent on others. The same thing was stated by Suarni (2005:7), that independence is a motivational force within the individual in making decisions and accepting responsibility. Motivation determines the level of success or failure of student activities. Learning without motivation makes it difficult to achieve optimal success. Thus, learning needs to foster independence in students. Some of the characteristics of students who have high independence described above can be used as a reference in developing independent learning.

Authentic Assessment Model in English Learning Reading Based On Independent Learning

Authentic assessment is the process of collecting various data that can provide an overview of student learning development. The teacher needs to know the student's developmental stage in order to ensure that students experience the learning process correctly. If the data collected by the teacher identifies that students are experiencing congestion in learning, the teacher can immediately take appropriate action so that students are free from learning jams. Because an overview of learning progress is needed throughout the learning process, this assessment is not carried out at the end of the period only. Assessment activities are carried out simultaneously with learning activities.

In line with the important function of authentic assessment, in learning to read, it is necessary to design an authentic reading assessment model. This model will emphasize how to assess the reading activities carried out by students during learning to read in the classroom as well as develop a profile of Pancasila in students. The reading activity in question is a number of activities carried out by students both at the pre-reading stage, reading stage, and post-reading stage. This type of reading activity will depend on the reading strategy used. The following describes several types of authentic assessment in learning to read comprehension at each stage of learning to read comprehension in outline.

Authentic Assessment at the Pre-reading Stage in English

Teaching is carried out before students do reading activities. In pre-reading activities, the teacher directs attention to the activation of students' schemata related to the reading text. Reading texts, as reading learning materials, should have clear characteristics so that they are rich enough to be used as word recognition exercises or as reading strategies. The selected text as reading material contains words, sentences, and paragraphs in the complete text.

Several pre-reading activities carried out by students during learning, among others, were stated by Hadley (2001) that there are at least three pre-reading activities that can be applied in the process of learning to read, namely (1) brainstorming to generate ideas that are likely to be in the text; (2) seeing the title of the article; reading the headline, graphic, image, or other visual elements in the text; and (3) formulating predictions of reading content. Nuttall (1996) and Cox (1991) added several pre-reading activities that can be done, including: Create guiding questions; create concept maps; simulate before reading English; and write before reading English.

Each of the above activities, in addition to being able to improve students' reading skills, will also be able to develop a student's Pancasila profile. For example, in the LKP with guiding questions, students will develop a curiosity profile of Pancasila; in the story concept map LKP, a creative Pancasila profile will be developed; and in the schema LKP, an honest Pancasila profile will be developed. Based on this fact, various activities designed through this authentic assessment are clearly oriented towards improving reading skills and character development.

The form of worksheets made by teachers can be adapted to the needs of teachers and students. In the preparation of the LK itself, there are at least two things that must be considered. The first and most important thing is to determine the indicators of authentic ability shown by the students to be measured, and the second is to determine the score. After determining the form of the worksheet above, we determine the indicators and scores that will be given to the activities that have been carried out by students. The indicators that are made can be made simple with a self-determined score. The scoring of this rubric is entirely left to the teacher's discretion. As an example, the following guide provides an assessment of the activity of making predictions as follows.

Authentic Assessment at the English Reading Stage

After the pre-reading activities, the core activities of learning to read were carried out. This stage is often called the reading stage. At this stage, there are many variations that the teacher can do in line with the reading strategy chosen by the teacher or student. The determination of this reading strategy is very dependent on the reading learning strategy chosen by the teacher.

As in the pre-reading activities, each of the above activities will not only be able to improve students' reading skills but will also be able to develop a student's Pancasila profile. For example, in LKP, answering students' questions will build a disciplinary Pancasila profile; in LKP, writing a story structure will develop a Pancasila responsibility profile; and in LKP testing predictions, a Pancasila profile will be built, namely one that is honest, independent, and responsible. Based on this fact, it can be stated once again that various activities designed through authentic assessment will contribute to the improvement of reading ability and character development. Based on the various reading activities above, teachers can carry out authentic assessment activities at the reading stage by providing LKP, which must include various activities that students must do as we discussed in the pre-reading section. Furthermore, as an example, the types of LKP for the stages of reading along with the scoring rubric are listed as follows.

After determining the form of the LKP above, we determine the indicators and scores that will be given to the activities that have been carried out by students. The indicators and scores created are basically the same as those discussed in the previous section.

Post-reading activities are activities to strengthen the learning outcomes that have been obtained previously. Post-reading activities are used to help students integrate the new information they read into their schema so that a higher level of understanding is obtained. In Nuttal (1996), he provides an alternative that teachers can choose in post-reading activities. Some of these alternatives are as follows:

- Comparing the hypotheses/predictions prepared at the pre-reading stage with the content of the reading so that if the predictions are wrong, students are invited to build new understandings of the content of the discourse.
- Build responses to the content of English reading.
- Discussion and argument about the content of English reading
- Discuss the contents of the discourse in its entirety and thoroughly.
- Make written reproductions or summaries of the contents of the discourse.
- Testing English reading comprehension

Based on several activities oriented towards improving reading skills and developing a Pancasila profile carried out by these students, LKP is then made at the post-reading stage. The making of this LKP is also equipped with the relevant scoring rubric. As an example, here are some post-reading stage LKPs and their scoring rubrics.

These are some examples of reading activity assessments containing the Pancasila profile along with LKP and scoring rubrics. The indicators and scoring rubrics can be made according to the teacher's considerations. In terms of determining the activity score (process assessment score), it can be done by adding up all the scores obtained by students from each stage of learning to read. If the score is to be converted into a value, the teacher only needs to determine the type of rating scale to be used and multiply the number of scores achieved divided by the number of ideal scores times the expected rating scale. In relation to character assessment, the scoring rubric for each LKP can also be used to assess character at the same time. For example, if a student has to make 5 guiding questions and he is able to make 5 questions.

Conclusion

The reading learning that has been carried out so far has not involved the use of authentic assessment. Assessment is mostly done after the end of reading learning and is usually only done by presenting a number of reading content questions that must be filled in by students. This kind of learning process, in the author's view, is not able to fully measure students' reading ability. This kind of process is less able to optimally develop reading skills and has no impact on the development of the Pancasila student profile.

The use of authentic assessment in learning to read is able to improve reading skills as well as be able to truly measure students' actual reading abilities and also be able to build a student's Pancasila profile. Teachers must be able to create and implement activity assessment tools (reading

learning process) at each stage of learning to read. Through optimizing the use of rubrics, the assessment of the reading process can be structured and, at the same time, become the most effective way to determine the students' reading abilities as a whole and accurately.

Acknowledgements

References

Astuti, et al. (2010). "*Implementation of Pancasila Profile Education in Basic Social and Cultural Sciences for UNY Students with a Problem-Solving Approach"*. Studying Yogyakarta: FIP UNY.

Cox, C. (1999). *Language Arts Instruction in a Student-Centered ClassroomAllyn and Bacon, Boston.*

Darling, Hammond, and Bransford (eds.). 2005. *Preparing Teachers for a Changing World.* Jossey-Bass Publishing, San Francisco.

Fulcher and Davidson, 2007. *Language Testing and Assessment: An Advanced Resource Book*. New York: Routledge.

Genesse, Fred and Upshur, John A. 1999. *Classroom-Based Evaluation in Second Language Education Cambridge*.Cambridge: University Press.

G. Nichols, 2002. *Learning to Teach. Great* Britain: Kogan Page Limited.

Lang and Evans (2006). *Models, Strategies, and Methods for Effective Teaching*. Boston: Pearson.

Lickona, T., 2004. *Character Matters.* New York: A Touchstone Book.

Ministry of National Education, 2006. *Indonesian Academic Paper*. Jakarta: Research and Development Ministry of National Education.

Ministry of National Education, 2010. *The Development of Cultural Education and the Profile of the Pancasila Nation Jakarta*: Ministry of National Education.

Moleong, J Lexy, Prof. Dr. 2009. *Metode Penelitian Kualitatif*. Bandung: PT. Remaja Rosdakaya

Novick et al. (2002). *Building Learning Communities with Character*. Alexandria: ASCD.

Nurgiyantoro, Burhan. 2011. *Authentic Assessment in Language Learning*. GMU Press, Yogyakarta.

Nuttall, C. 1996. *Teaching Reading Skills*. Oxford: Heinemann.

T. Lickona. *Educating for Character.New York:* Bantam Books.

O. Hadley. *Teaching Language in Context*. 2001.New York: Heilin-Heilin.