ABSTRACT

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This study aimed to describe the implementation of authentic assessment for writing skill in English learning process. Authentic assessment is a form of assessment that requires students to demonstrate the competence of attitude, knowledge, and skill gained from the learning process. The research was conducted at SMA Negeri 1 Stabat. The research was descriptive qualitative research. The subject of this research were four English teachers of SMA Negeri 1 Stabat. The data were obtained through observation, interview, and document analysis. The data were analyzed by qualitative data analysis technique through four steps, namely: data collection, data reduction, data presentation, and drawing conclusion. The findings showed that all English teachers at SMA Negeri 1 Stabat have been implemented authentic assessment for English writing skill. The teachers used several technique in implementing authentic assessment for English writing skill, namely: a) attitude assessment (observation, self-assessment, peer assessment, and journals), b) knowledge assessment (written test, oral test, and group or individual assessment), and c) skill assessment (practical test, project assignment, and portfolio assessment). But in its implementation, teachers still found some problems. The problems were time limitation, the complexity of procedures, and student constraints. Nevertheless, teacher made several efforts to overcome the problems. The teachers were still trying to do the authentic assessment of writing skill better and maximum.

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