

ABSTRACT

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This study aimed to describe (1) How is the implementation of authentic assessment in English speaking skill (2) To know the problems faced by teacher in implementing authentic assessment in English speaking skill. Authentic assessment is a type of assessment that require students to show their attitude, using knowledge they know and skills they already acquire from experience in solving the real world problems. The research was conducted at SMA Negeri 2 Percut Sei Tuan. This research used descriptive qualitative method. The subject of this research were two English teachers of SMA Negeri 2 Percut Sei Tuan. The data were obtained through observation, interview, and document analysis. The data were analyzed by qualitative data analysis technique which consists of three events, namely; data reduction, data presentation, and make a conclusion of data. The findings showed that the implementation of authentic assessment in the classroom were mostly consist with the teacher asked the students to construct an idea and presents them in front of the class. The teachers used couple of techniques in assessing students speaking performance namely; oral presentation and read-aloud task. But in its implementation, the teachers faced some problems. The problems were time limitation and students constraint. Furthermore, implementing authentic assessment is proven to required a lot of time and also quite complicated for the teacher in order to assess the students.

Keywords: curriculum 2013, authentic assessment, speaking skill.

