



# The Implementation of Authentic Assessment in English Instruction

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## ABSTRAK

Kurikulum 2013 menuntut guru untuk menerapkan penilaian otentik. Sekarang yang menjadi permasalahan adalah apakah guru telah menerapkan penilaian otentik dengan baik atau belum. Menanggapi situasi tersebut, penelitian deskriptif ini bertujuan untuk menganalisis penerapan penilaian otentik dalam pembelajaran bahasa Inggris di SMP. Studi ini menganalisis persepsi pengetahuan guru bahasa Inggris terhadap implementasi penilaian otentik, implementasi penilaian otentik, serta perbedaan persepsi pengetahuan guru bahasa Inggris dan praktik penilaian otentik. Penelitian ini menggunakan pendekatan penelitian kualitatif. Subjek dalam penelitian ini adalah tiga orang guru Bahasa Inggris yang menerapkan penilaian otentik. Pengumpulan data dilakukan melalui kuesioner, studi dokumen, dan wawancara. Hasil penelitian menunjukkan bahwa guru bahasa Inggris telah mempersepsikan pengetahuan yang cukup terhadap pelaksanaan asesmen otentik. Persentase pengetahuan yang dipersepsikan guru adalah 64%. Guru telah menerapkan empat jenis penilaian otentik yaitu, observasi, penilaian kinerja, penilaian rekan dan diri, dan proyek. Perbedaan ditemukan dalam penerapan penilaian kinerja, penilaian diri, dan portofolio. Temuan ini mengimplikasikan bahwa guru belum secara optimal menerapkan penilaian otentik.

## ABSTRAK

*The 2013 curriculum requires teachers to apply authentic assessment. The problem that occurs is about the quality of the implementation of the authentic assessment. Responding to this situation, this descriptive study aims to analyze the application of authentic assessment in learning English in junior high schools. This study analyzes the perceptions of English teachers' knowledge of the implementation of authentic assessment, the implementation of authentic assessments, and the differences in perceptions of English teachers' knowledge and the practice of authentic assessment. This study uses a qualitative research approach. The subjects in this study were three English teachers who implemented authentic assessment. Data collection was carried out through questionnaires, document studies, and interviews. The results showed that the English teacher had perceived sufficient knowledge of the implementation of the authentic assessment. The percentage of knowledge perceived by the teacher is 64%. The teacher has implemented four types of authentic assessment, namely, observation, performance appraisal, peer and self assessment, and projects. Differences were found in the application of performance appraisals, self-assessments and portfolios. This finding implies that teachers have not optimally implemented authentic assessment.*

## 1. Introduction

Regulation of Ministry of Education and Culture Number 23, 2016 about evaluation standard was issued as guidance for teachers in assessing students learning achievement in primary and secondary school. Due to this regulation, assessment is a part of a learning process in which teachers collecting information or data of students to do an evaluation. [Brown \(2004\)](#) stated that assessment is an ongoing process that involves a wider domain. This regulation explicitly promotes the use of authentic assessment in a learning process, including in English instruction. The curriculum has suggested educators set tasks which are meaningful in a way they can apply knowledge and skill they have learned in their real-life [\[Formatting Citation\]](#). Authentic assessment in curriculum 2013 requires students to show a good attitude, use knowledge and skills in performing a task that is relevant to a real-world situation ([Hidayati 2016](#)).

Authentic assessment is multiple forms of assessment to represent students' learning process, motivation toward learning, and students' attitude toward classroom activities that are relevant to an instructional process ([O'Malley & Pierce, 1996](#)). According to the definition of authentic assessment, there are several types of assessment that are considered as authentic assessment, such as oral interview, project, writing samples, experiment, demonstration, observation, and portfolios ([O'Malley & Pierce, 1996](#)). The alternative assessment like portfolios, projects, self-assessments, and performance assessments are flexible in time orientation and format, contextualized to curriculum, referred to the curriculum objectives, and able to build students' intrinsic motivation in learning ([Dewi 2014](#)). Authentic assessment assesses both process and product in learning instruction. It makes students' competencies can be assessed along with learning instruction; therefore, the assessment process will be more meaningful because students have a chance to perform their essential knowledge and skill by tasks that reflect what they normally do in real life and school. Authentic assessment is also beneficial for promoting students' involvement in the learning process ([O'Malley & Pierce, 1996](#)). The development of authentic assessment can also give a better monitor for students' learning progress ([Tosuncuoglu 2018](#)). Authentic assessment will contribute to the use of oral and written English language to become more realistic as in the real world. Through appropriate assessment, teachers can classify and evaluate their students, give appropriate feedback to students, and create their teaching accordingly which will affect both students and teacher ([Tosuncuoglu 2018](#)). Authentic assessment can improve the quality of learning because students can be expected to learn from meaningful assessments. What is meant by meaningful here is that they have an understanding of what is already achieved and what is necessary to be improved, so that it will support them to improve continuously abilities and language skills ([Marhaeni & Artini, 2015](#)).

Authenticity, in general, is referred to as a degree of similarity of language tasks to the characteristics of real-world tasks ([Bachman and Palmer, 1999 in Brown, 2004](#)). Practically, the authenticity of an assessment is defined depend on someone's perceived knowledge ([Gulikers et al, 2006](#)). Since authentic assessment in this study is planned and implemented by English teachers in EFL classrooms, the authenticity of the assessment will be defined by teachers' perceived knowledge toward authentic assessment implementation. Teachers' perceived knowledge will determine how well they implement authentic assessment based on what they consider as authentic assessment. That definition shows that authentic assessment is not only seen from the degree of similarity of assessment tasks to real-world tasks in a workplace.

To build teachers' good understanding toward the implementation of authentic assessment, by now Junior High School teachers have joined some workshops related to the implementation of authentic assessment based on curriculum 2013. Those teachers are expected to be able to use various types of authentic assessment in learning instruction. It means teachers already know what authentic assessment is and how to plan and implement it. The understanding of the teachers toward authentic assessment will affect teachers' planning and performance of authentic assessment. Therefore, in this study, the researcher intended to know whether teachers' authentic assessment implementation is in line with their perceived knowledge toward authentic assessment.

Based on the preliminary interview conducted in SMP Negeri 5 Singaraja in the academic year 2019/2020, English teachers at that school have implemented authentic assessment. The English teachers dominantly used performance assessments. It is because the English teachers are familiar with performance assessment, especially for assessing speaking skills. Furthermore, based on the empirical study, [Aliningsih and Sofwan \(2015\)](#) reported that teachers do performance assessments more often because they want to know students' pronunciation. [Wahyuni and Pratiwi \(2017\)](#) also found irrelevant scoring instruments used by teachers in assessing students' performance. Moreover, due to a pandemic situation caused by covid-19, the English teachers at SMP Negeri 5 Singaraja have to do online learning. Therefore, the researcher also intended to know teachers' authentic assessment implementation in online learning as well. Due to this issue, this study was conducted to analyze English teachers' authentic

assessment implementation in SMP Negeri 5 Singaraja. In more detail, this study aimed at analyzing teachers' perceived knowledge toward authentic assessment implementation, English teacher's authentic assessment implementation in SMP Negeri 5 Singaraja, and the researcher descriptively analyzed the discrepancy between English teachers' perceived knowledge and authentic assessment implementation in SMP Negeri 5 Singaraja.

**2. Method**

This study used descriptive research design to describe English teachers' perceived knowledge toward the implementation of authentic assessment and their implementation of authentic assessment in learning instruction, and descriptively analyzed the discrepancy between teachers' perception and implementation of authentic assessment. The goal of descriptive research design is to describe a phenomenon and its characteristics (Nassaji 2015). This study was conducted in SMP Negeri 5 Singaraja. This school is located at Penglatan village, Singaraja, Buleleng, Bali. There are three English teachers as the subject of this study. Those teachers are representative of each grade in SMP Negeri 5 Singaraja. Those teachers were chosen because they have used authentic assessment in their learning instruction. The objects of the study were English teachers' perceived knowledge toward authentic assessment implementation and English teachers' authentic assessment implementation in learning instruction. A survey was conducted to find English teachers' perceived knowledge toward authentic assessment. The instrument used in obtaining English teachers' perceived knowledge was a questionnaire. An average score of the questionnaire analysis was compared to a conversion data table to determine English teachers' perceived knowledge category toward authentic assessment implementation. Therefore, the conversion data table of English teachers' perceived knowledge level toward authentic assessment implementation can be seen in table 1.

**Table 1.** Category of English Teachers' Perceived Knowledge toward Authentic Assessment Implementation

Interval	Perceived Knowledge Level
$X \geq 90\%$	Very Knowledgeable
$70\% \leq X < 90\%$	Knowledgeable
$50\% \leq X < 70\%$	Sufficiently Knowledgeable
$30\% \leq X < 50\%$	Slightly Knowledgeable
$X < 30\%$	Unknowledgeable

Document study was conducted to obtain English teachers' authentic assessment implementation. Documents in this study were syllabus, lesson plans made by the English teachers, and instruments of authentic assessment made by teachers. The researcher reviewed and analyzed English teachers' syllabus, lesson plans, and assessment instruments of English teachers in SMP Negeri 5 Singaraja. The data of authentic assessment type used by English teachers were fulfilled in the checklist. The researcher also noted how the English teachers implemented authentic assessment. An unstructured interview was done in this study, where the interviewee and the researcher talk about a specific topic. The researcher asked open-ended questions to English teachers at SMP Negeri 5 Singaraja to get a deeper understanding of English teachers' competence and experience in implementing the authentic assessment. The result of the data analysis from the questionnaire was compared to data analysis of English teachers' authentic assessment implementation to know the discrepancy between teachers' perceived knowledge toward authentic assessment and their authentic assessment implementation in English instruction at SMP N 5 Singaraja.

**3. Result and Discussion**

The data of English teachers' perceived knowledge toward their authentic assessment implementation was obtained through a questionnaire. There were three English teachers from different grades who fulfilled the questionnaire. The result of the questionnaire can be seen in table 2.

**Table 2.** English Teachers' Perceived Knowledge of Authentic Assessment Implementation

Knowledge Aspect	Teacher 1	Teacher 2	Teacher 3	Average	Category
1. Characteristics of Authentic Assessment	68%	68%	56%	64%	Sufficiently Knowledgeable

Knowledge Aspect	Teacher 1	Teacher 2	Teacher 3	Average	Category
a. Competency-based assessment					ble
b. Individual					
c. Students-centered					
d. Open-ended					
e. Contextual					
f. Integrated with a learning process					
g. Ongoing process					
2. Assessing English Language Skills					
a. Listening skill					
b. Speaking skill					
c. Reading skill					
d. Writing skill					

Based on the above table, generally, it can be seen, the English teachers at SMP Negeri 5 Singaraja had perceived sufficient knowledge toward authentic assessment implementation. Perceived knowledge is information obtained from one’s self-assessment (Park, Gardner, and Thukral 1988). The average score of English teachers’ perceived knowledge toward authentic assessment implementation is 64% that was categorized to be sufficiently knowledgeable based on the conversion table. That conversion table said if  $50\% \leq X < 70\%$  was categorized into sufficiently knowledgeable. Specifically, each English teacher has perceived sufficient knowledge toward their authentic assessment implementation, teacher 1 reached 68% of percentage, teacher 2 reached 68% of percentage, and teacher 3 reached 56% of percentage. Among the three English teachers, the first and the second teachers gained the same percentage and the third teacher gained the lowest percentage.

English teachers at SMP Negeri 5 Singaraja had perceived sufficient knowledge toward the implementation of authentic assessment. They perceived the assessment to be competency-based since they assessed students’ knowledge through tests and students’ skills through performance assessment. However, the teachers’ lesson plan revealed the assessment activity was not able to assess students’ competency as required. Teachers have perceived sufficient knowledge toward individual assessment; sometimes they consider group work as an individual ability to decrease time-consuming assessment. The English teacher involved students in peer-assessment through group discussion, however in implementing self-assessment; teachers were still having difficulties since students were reluctant to do self-reflection. They also seemed to perceive the assessment to be open-ended enough since they allowed students to perform conversation. Unfortunately, teachers seemed did not fully understand the term open-ended since sometimes teachers gave text for students to be memorized. The teachers also assess students’ process through observation; however, the observation was done to record students’ performance in general. Less appropriateness of authentic assessment task influenced sufficiency of teacher’ perceived knowledge.

From the result of the document study and interview, English teachers have implemented four types of authentic assessment that can be seen in Figure 1.

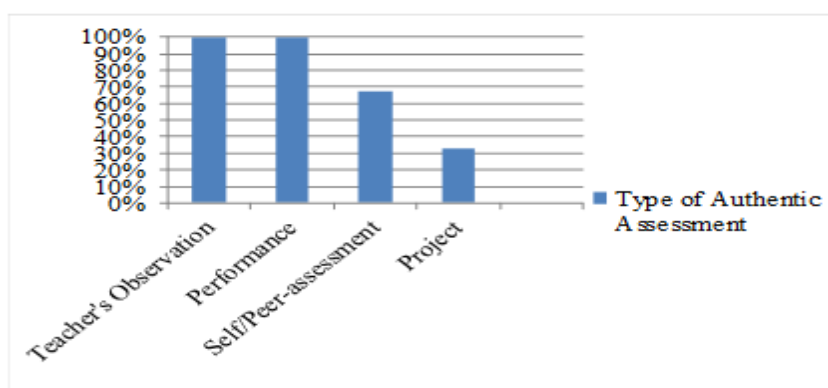


Figure 1. Type of Authentic Assessment

Teacher observation was an authentic type of assessment used by all English teachers at SMP Negeri 5 Singaraja. As stated in the teachers' lesson plan, this type of assessment was generally used to assess aspects of attitude. Based on teachers' lesson plans, it could be known that observation was done in every meeting to observe the learning process. One of the English teachers stated that observations were made to find out students' participation in learning instruction, the teacher also observed students' attitude in group work through observation as follows.

T.2.5 stated that "We can assess students from every learning process by observing student's response along with the instruction... in group work, I walk around to see how students cooperate, sometimes students also report their friend who did not participate in group work".

Teachers tended to write students' names who actively participated in learning instruction. Teachers also gave additional assessments for lazy students like writing a summary of the material. Teachers also stated that they were having difficulties in memorizing students' names since there were 30-32 students in a class. Therefore, teacher did not use an analytical note to record students' activities. It made the teacher could not note students' performance in detail. In accordance with this, [Retnawati, Hadi, and Nugraha \(2016\)](#) also found that a large number of students in a class made teachers could not observe students' development one by one.

Performance assessment was implemented by all English teachers at SMP Negeri 5 Singaraja. Teachers use this authentic assessment to see student performance, both oral and written. One of the English teachers assessed students' speaking performance by asking students to do conversation. T.1.5 asked students to fill the-blank conversation. Since the teacher drilled and provided fill-in-the-blank text, this activity was lack of authenticity. The teacher stated that she wanted to assess students' pronunciation through this activity. This was revealed as follows.

T.1.5 stated that "Well, I prepared fill-in-the-blank text. It is because I think seventh-grade students are not able to make their conversation, I asked them to practice the given conversation to know student's pronunciation"

T.2.5 also focused on two aspects of speaking such as pronunciation and fluency. The teacher stated that was hard to assess all aspect of speaking since there were too many students in a class. [Aliningsih and Sofwan \(2015\)](#) also reported that teachers do performance assessments more often because they want to know students' pronunciation. This is irrelevant to [Paramartha and Pratiwi \(2017\)](#) who stated that speaking is not merely producing sound, but it includes ideas transfer that should be comprehended by the counterpart. Moreover, in a pandemic situation, teachers rarely assessed students' speaking skills, because students were reluctant to make videos.

Meanwhile, to assess students' writing performance, one of the English teachers asked students to write based on picture series. T.2.5 provided a picture series for students, and then students should describe the picture accordingly. This activity was done by the teacher in teaching recount text. Writing based on a picture is considered as one of the authentic assessments where students are required to write a description or story sequences of pictures (O'Malley & Pierce, 1996). In assessing students writing performance, teachers did not optimally use a scoring rubric. The teacher stated that she focused on idea development or content as well as grammar.

Of the three English teachers, two of them have implemented self and peer-assessment in English instruction. The English teachers have implemented peer-assessment during group discussion. Students were involved to give reflective feedback toward their friends' performance. However, T.2.5 found it was not optimally implemented since students were reluctant to give constructive feedback. Moreover, one of the English teachers also implemented self-assessment in writing. T.2.5 stated that she provided a self-assessment sheet contains statements related to self-reflection. Unfortunately, it was not optimally implemented. Teachers assumed that students were not able to carry self-assessment; they did not do any reflection after filling the assessment sheet. [Dewi et al. \(2019\)](#) suggested to teachers to get used to the implementation of self-assessment to train students to be able to do self-assessment optimally.

From the obtained data from the study of lesson plans and interviews, teachers rarely used project assessment. One of the teachers prepared a project assessment which could be seen from the lesson plan. T.3.5 used a project assessment on one of the advertisement learning materials. The teacher considered students' involvement in classroom discussion. The teacher took a note of students' name and their general progress in compiling the task. After finishing the advertisement, then it will be reported by students in front of the class. This activity was done in four meetings. The teacher stated that he assessed students' products and considered the process of compiling the task to support students' scores. [Rukmini and Saputri \(2017\)](#) also found a teacher had implemented project assessment that focused on students' process as well as product. In the pandemic situation, all teachers did not use project assessment.

The discrepancy between English teachers' perceived knowledge and performance in implementing authentic assessment were obtained through comparing and analyzing the data of English



teachers' perception and data of English teachers' authentic assessment implementation in English learning instruction. Those data were obtained through the questionnaire, document study, and the interview. Teachers perceived that they have implemented five types of authentic assessment such as performance assessment, project, portfolio, self/peer-assessment, and teachers' observation. However, based on document study of the lesson plans and also interview, the English teachers have not implemented all those authentic assessments properly. The discrepancies were found in performance assessment, portfolio assessment, as well as self and peer assessment.

The discrepancy occurred in the practice of speaking performance in English learning instruction. Teachers' lesson plan revealed that T.1.5 did an activity where students were asked to fill the blank conversation and memorize it. Since students were asked to memorize the given task, this activity was lack of authenticity. This activity could not represent students' actual competencies. By this, Rizavega (2018) also found teachers' assessments were irrelevant to the basic competency required. Wahyuni and Pratiwi (2017) also found that teachers tended to ask students to memorize conversations on textbooks before performing. Likewise, the English teachers did not optimally use the scoring rubric. The interview revealed that teachers assessed students' speaking performance in general, the teacher only considered students' pronunciation and fluency to give scores.

Furthermore, the discrepancy was also found in the practice of portfolio assessment. T.2.5 perceived that she had implemented a portfolio assessment. In fact, that was not a portfolio assessment. The teacher did not assign self-assessment; it was because students were not familiar with self-assessment. Self-assessment is the key to portfolio; teachers need to help students in understanding the importance of self-assessment (O'Malley and Pierce, 1996). Moreover, the teacher only had students' writing products. It was irrelevant with Dewi (2014) who stated portfolio includes a cover sheet contains students' nature, a title of each work, work sample, self-assessment, future goal, interest, and progress. In accordance with this, Rukmini and Saputri (2017) found portfolios used by teachers seemed to be a scrapbook of students' works. Moreover, Marhaeni, Dantes, and Paramartha (2018) also found the discrepancy between teacher assessment literacy and assessment practice in EFL classrooms on portfolio assessment was wide.

The discrepancy was also found in self-assessment. The English teachers assumed students were not capable to do self-assessment. It was because teachers did not train students to do self-assessment. Teachers also did not explain how self-assessment contributes to students' works. In accordance with this finding, Wahyuni and Pratiwi (2017) found that teachers often assumed that students were not able to do self-assessment, even when students did self-assessment, teachers were afraid students did not do it properly.

Since this study was conducted in a pandemic situation, then the researcher could not do observation in the classroom. Therefore, English teachers' authentic assessments implementation at SMP N 5 Singaraja could not be observed directly in learning instruction. Researcher analyzed English teachers' authentic assessments implementation from a document study of English teachers' lesson plans. The researcher also interviewed the English teachers to know their experiences in implementing the authentic assessment. Likewise, in online learning, the researcher analyzed some assignments given by the teachers and also online discussion done by the students and the English teachers in online learning. In response to this situation, hopefully, another researcher would conduct study related to authentic assessment implementation at SMP N 5 Singaraja in more detail.

#### 4. Conclusion

The English teachers at SMP Negeri 5 Singaraja have perceived sufficient knowledge toward authentic assessment implementation. The average score of English teachers' perceived knowledge toward authentic assessment implementation is 64% that was categorized to be sufficiently knowledgeable based on conversion table. The English teachers had implemented four types of authentic assessment such as performance assessment, teachers' observation, self and peer-assessment, and project assessment. Performance assessment and observation were used the most in English instruction at SMP N 5 Singaraja. Conversation practice was frequently implemented by the English teacher to assess students' speaking skills. Peer-assessment was implemented in group work. Meanwhile, self-assessment was assigned in writing. The teachers rarely implemented the authentic assessments in online learning, one of the English teachers had implemented performance assessment through video. The discrepancy of performance assessment implementation caused by less authenticity of the assessment tasks, furthermore teachers only focused on pronunciation and fluency in which it did not represent the whole nature of speaking. The discrepancy was also found in the portfolio assessment. The teachers did not implement portfolio assessment, but the teachers only collected students' writing. Likewise, self-assessment seemed to be unfamiliar to students. Moreover, teachers assumed that students were not capable to do self-assessment.

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