

## IMPLEMENTATION OF AUTHENTIC ASSESSMENT IN ENGLISH LISTENING LESSONS IN JUNIOR HIGH SCHOOL

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### ABSTRACT

The study explores the implementation of authentic assessment in English listening lessons within Junior High Schools under Indonesia's Merdeka Curriculum. Employing a qualitative research method, the study involves interviews with English teachers in Sragen to gather insights into their experiences. The findings indicate that teachers utilize various assessment types, such as diagnostic, formative, and summative assessments, integrated into the learning process. Despite the benefits of authentic assessment, including improved listening skills and real-world application, teachers face challenges such as limited time, resources, and confidence in implementing these assessments. The research highlights the necessity for comprehensive support and professional development to optimize the use of authentic assessment in enhancing students' listening skills.

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### INTRODUCTION

English learning in Junior High School focuses on developing holistic language skills, including listening, speaking, reading, and writing. This approach aims to enhance students' communication skills in English, which is crucial in today's globalized world. Richards and Renandya (2019) state that an integrated approach to language learning allows students to develop language skills more naturally and effectively.

Listening skills are an essential part of learning English in Junior High School because listening is the foundation of effective communication. Through these skills, students can understand spoken information and respond appropriately.

Brown (2021) notes that good listening skills are important for students to build a deeper understanding of the language they are learning and to actively participate in class discussions and other communication situations.

Assessing listening skills in English learning at Junior High Schools is crucial to measure how well students understand the material and can apply it in real-life contexts. Authentic assessment is an effective method to evaluate these skills because it involves tasks that reflect real-world situations. O'Malley and Valdez Pierce (2022) suggest that authentic assessment in language learning helps teachers evaluate students' abilities more comprehensively and in ways that are relevant to everyday life.

## LITERATURE REVIEW

### 1. Basic Types of Listening

In English learning, listening skills play an important role and include several main types: intensive, responsive, selective, and extensive listening. Each type has different characteristics and goals, requiring appropriate assessment approaches to measure students' abilities comprehensively.

#### a. Intensive Listening

Intensive listening focuses on specific details of the language, such as pronunciation, intonation, and sentence structure. It is often used to develop a deep understanding of smaller linguistic elements. According to Rost (2020), intensive listening helps students improve their analytical skills in understanding phonological and syntactic aspects of the target language. Research shows that using this approach, students can more easily recognize language patterns and apply them in everyday communication.

#### b. Responsive Listening

Responsive listening involves the ability to listen to understand and directly respond to what is heard. This includes activities like answering simple questions or following short instructions. Goh (2019) states that responsive listening is important for building dynamic and efficient interaction between speaker and listener, which is a key element in interpersonal communication. Research indicates that practice in responsive listening can improve the speed and accuracy of auditory information processing.

#### c. Selective Listening

Selective listening is the ability to listen for specific information within a broader context, such as listening for specific details in a lecture or conversation. Field (2021) explains that selective listening involves the skill of filtering relevant information and ignoring irrelevant information. This is crucial in academic and professional situations where efficiency and focus are key. Field found that regular practice in selective listening can help students develop this skill and improve their understanding of more complex content.

#### d. Extensive Listening

Extensive listening aims to gain a general or global understanding of longer

spoken texts, such as lectures, podcasts, or narratives. According to Renandya and Farrell (2022), extensive listening not only improves comprehension skills but also can increase students' motivation to learn by providing richer and more authentic contexts. They show that through extensive listening, students can expand their vocabulary and enhance their sensitivity to language use in natural contexts.

### 2. Listening Assessment Methods

#### a. Dictation Test

A dictation test is a listening assessment method where students write down what they hear from a text read by the teacher or from an audio recording. According to Vandergrift and Goh (2020), dictation tests can measure students' ability to understand and accurately transcribe the text, and they help improve overall listening skills. Dictation tests also help students focus on the phonetic and syntactic details of the language they are learning.

#### b. Interactive Portfolio

An interactive portfolio is a collection of students' work that includes various listening tasks they have completed, along with reflections and feedback from the teacher. Renandya and Farrell (2022) explain that interactive portfolios allow students to see their progress in listening skills over time and give teachers the opportunity to provide more personalized and in-depth feedback.

#### c. Interactive Listening Task

An interactive listening task is a listening activity where students not only listen but also interact with the material or their peers as part of the task. Goh (2019) states that this task is important for building communication and understanding skills because it actively involves students in the learning process and helps them apply what they hear in more realistic contexts.

#### d. Computer-Assisted Language Learning (CALL)

Computer-assisted language learning (CALL) involves using computer technology to support language learning, including listening skills. According to Levy and Stockwell (2023), CALL provides various tools and resources that students can use to practice their listening skills, such as listening practice apps, speech recognition software, and online learning platforms. CALL helps create a more flexible and engaging learning environment for students.

### 3. Previous Study

#### a. General Implementation and Perception of Authentic Assessment in English Language Teaching

Previous research regarding the implementation and perception of authentic assessment in English language teaching shows various significant findings. Brown (2019) in his study outlined theoretical views regarding the development of authentic assessment for English language teaching, underlining the importance of this approach in improving students' language skills. Purnamasari, Asriati, and Daddi (2023) analyzed the implementation of authentic assessment by teachers at SMKN 4 Bulukumba and found that although teachers had a good understanding of authentic assessment, its implementation still faced various obstacles such as lack of training and resources. Ningsih and Wahyumiani (2020) evaluated the implementation of authentic assessment in English lessons in Junior High Schools and concluded that this assessment was effective in increasing student engagement, although there were challenges in the consistency and validity of the assessment.

Research by Al Ayubi, Erlina, and Desvitasari (2021) examined English teachers' perceptions of the use of authentic assessment in EFL classes and found that teachers generally had a positive view, but still needed further support for its optimal implementation. David et al. (2023) revealed the complexity of implementing authentic assessment in rural-based schools, showing that local context and infrastructure limitations influence implementation effectiveness. Rahayu, Paramartha, and Dewi (2021) highlighted the implementation of authentic assessment in English language teaching and found that although this assessment helps in measuring students' skills more holistically, there is an urgent need for more intensive teacher training and the provision of adequate resources to support its implementation. These studies collectively show that while authentic assessment has great potential to improve the quality of English language teaching, its successful implementation is highly dependent on policy support, teacher training, and the availability of resources.

#### b. Specific Case Studies of Authentic Assessment Implementation

Several studies have focused on the implementation of authentic assessment in various educational settings, providing insights into its effectiveness and challenges. Maulidhawati, Prastikawati, and Budiman (2023) investigated the use of authentic assessments in English language teaching at SMP Negeri 6 Semarang, highlighting the positive impact on students' engagement and language proficiency. Similarly, Saputri, Nurkamto, and Wahyuni (2018) examined the implementation of authentic assessment in English language teaching, revealing that teachers perceive it as beneficial for enhancing students' critical thinking and real-world application skills. Sundari and Sabarun (2023) explored the implementation of authentic assessment in English language teaching in another context, emphasizing the need for adequate teacher training and resources to overcome challenges. In a specific case study, Saputri (2021) used authentic assessment to measure the basic English speaking skills of students majoring in Japanese studies, demonstrating its effectiveness in improving language proficiency. Hidayati (2016) analyzed the authenticity of English language assessment for twelfth graders at SMK Negeri 4 Surakarta, finding that authentic assessments better reflect students' language abilities compared to traditional testing methods. These studies collectively underscore the value of authentic assessment in fostering practical language skills and the necessity for comprehensive support to optimize its implementation.

#### c. Authentic Assessment of Specific Skills (Speaking, Writing, Reading)

Previous research on authentic assessment in specific skills (speaking, writing, reading) shows a variety of important findings. Maysuroh, Fikni, Dwimaulani, and Miraja (2023) analyzed English teachers' assessment processes for speaking skills in EFL classes and found that authentic assessment can improve students' communication skills. A similar study by Inayah, Komariah, and Nasir (2019) showed that authentic assessment practices in EFL speaking classes improved students' speaking abilities and participation. Madani (2019) through qualitative descriptive analysis, emphasized the importance of authentic assessment in improving students' speaking skills at the secondary school level. In the area of reading skills, Daryati (2019) found

that the authenticity of assessments used in English reading classes for specific purposes at the University of Surakarta improved students' understanding and analytical skills. In addition, Islami, Idham, and Darmawan (2015) showed that the use of authentic assessment in English writing skills for eleventh grade students can improve students' writing abilities significantly. These studies confirm the importance of authentic assessment in English language teaching, especially in speaking, writing, and reading skills, with results showing improvements in students' overall skills.

#### d. Analysis and Challenges of Authentic Assessment

Several studies have explored the analysis and challenges of implementing authentic assessment in English language teaching. Prawisanthi et al. (2021) investigated the implementation of authentic assessment by English teachers in Junior High Schools, highlighting both its benefits and the difficulties faced by educators. Similarly, Herdiawan (2021) examined the use of authentic assessment in EFL teaching and learning, emphasizing the complexities involved in its practical application. Aisyah (2022) conducted an analysis of authentic assessment in English subjects at the eighth grade of SMP IT Taqiyya Rosyida, revealing significant challenges in consistency and execution. Wahyuningsih and Winarno (2021) analyzed the authenticity of assessments used in an English textbook, identifying issues related to the alignment between assessment tasks and real-world application. Nazli (2021) focused on understanding how teachers use authentic assessment to improve students' language skills, highlighting the necessity for adequate teacher training and support. Zaim et al. (2020) explored problems and solutions for authentic assessment of speaking skills in secondary schools, pointing out the need for clear guidelines and sufficient resources to support effective assessment practices. Collectively, these studies underscore the critical need for comprehensive professional development and resource allocation to address the challenges associated with authentic assessment in English language education.

This study differs from previous research because it is conducted within the

context of the newly implemented Merdeka Curriculum in Indonesia. Most previous studies used different curricula, so their results and applications may not be relevant to the current conditions. This study focuses on how authentic assessment is applied in English listening lessons at the Junior High School level within the framework of Merdeka Curriculum, providing more relevant and up-to-date insights into the effectiveness and challenges faced by teachers in the context of this new curriculum. Thus, this study contributes significantly to understanding how authentic assessment can be effectively integrated into listening lessons in the era of Merdeka Curriculum.

## METHODS

The research method used by the researcher is qualitative. Qualitative method is a research procedure that will produce descriptive data in written or spoken words from people or observable behavior. According to (Creswell, 2018), Qualitative research is an approach to explore and understand the meaning given by individuals or groups to social or human problems. The application of a qualitative approach with consideration of the possibility of data obtained in the field in the form of data in facts that need in-depth analysis.

This research was conducted at several Junior High Schools in Sragen, focusing on interviews with English teachers who teach at these schools. Purposive sampling was used to select the research subjects, specifically English teachers who have sufficient experience and knowledge about the implementation of authentic assessment in listening lessons. This method ensures that the data collected is relevant and in-depth, providing a comprehensive overview of authentic assessment practices within the context of the Merdeka Curriculum.

This research uses two main data sources: primary data obtained from interviews with English teachers at several Junior High Schools in Sragen, and secondary data derived from literature reviews (research journals, books, scientific articles, and official documents) related to the implementation of authentic assessment in listening lessons.

The researcher collects the data by using interview and documentation. The researcher will conduct semi-structured interview by following some procedures; the researcher will: (1) write some questions related to the current teaching and learning in one meeting of the

lesson; (2) ask the English teacher about the data needed; (3) record the teacher's answers; (4) interview the teacher for several times until the researcher obtains complete data or information. Documentation in the form of documents to describe the authenticity of data in research. In this study, documents refer to various written, physical, and visual materials. They can be in teaching materials, lesson plans and instruments in assessing students used by English teacher related to authentic assessment. All documents submitted to support the completeness of the data.

This qualitative research applied an interactive model of data analysis proposed by Miles and Huberman (Miles et al., 2009). The data analysis consisted of three main components, namely: (1) data reduction, (2) data display, and (3) drawing and verifying conclusions that can be described as the following figure.

#### 1. Data Reduction

Data condensation is a process for selecting, focusing, simplifying, abstracting, or transforming the data of written up interview, field notes, transcripts, documents, and other empirical information.

#### 2. Data Display

Data display is a process of an organized, compressed assembly of information which allows drawing a conclusion and or doing an action. From the data display, it will help us to understand what happens to do.

#### 3. Drawing Conclusion

Drawing and verifying conclusions are brief explanations with a short excursion back to field notes, or it may be thorough and elaborate with lengthy argument and review.

### RESULTS AND DISCUSSION

#### 1. Implementation of Authentic Assessment in listening assessment Merdeka Curriculum

English teacher has implemented authentic assessment within the context of the Merdeka Curriculum. This assessment is based on end-of-process assessment, assessment for the learning process, and assessment as a learning process. She uses both formative and summative assessment strategies. The implementation of this authentic assessment is integrated into teaching and learning activities. The assessment procedures and techniques used in this study refer to the guidelines provided

in the book "Panduan Pembelajaran dan Asesmen" (Anggraena et al., 2022) as well as the Learning Outcomes (Capaian Pembelajaran or CP) in "Keputusan BSKAP No. 33 Th. 2022" (Badan Standar Kurikulum dan Asesmen Pendidikan, 2022). The teacher uses various assessment techniques and instruments according to the needs to measure students' learning outcomes. The components of the teaching module include general information, core components (Kompetensi Inti), lesson plans (RPP), attachments (lampiran), and the assessment techniques used (teknik asesmen yang digunakan). Although there are criteria in the teaching module that are not mentioned, such as enrichment, remedial, teacher's reading materials, meaningful understanding, and several assessment techniques used.

#### 1. Assessment at the End of the Learning Process

Assessment at the end of the learning process for listening skills involves a final evaluation designed to measure how well students have mastered the material taught over a certain period. Based on interviews with English teachers at Junior High Schools, this final assessment is often conducted through listening tests that include various types of texts, such as everyday conversations, speeches, and narratives. Teacher A explained that these assessments are usually in the form of summative exams, where students listen to audio recordings and answer related questions. Teacher B added that this type of assessment helps in identifying students who have fully grasped the content and those who may need additional support. Teacher C mentioned that it is crucial for determining whether the learning objectives have been achieved and planning future lessons accordingly.

#### 2. Assessment of the Learning Process

Assessment of the learning process is conducted during the learning process to monitor students' progress and provide constructive feedback. According to interviews with English teachers at Junior High Schools, this assessment is often carried out through classroom observations, quizzes, and other interactive activities that allow teachers to assess student engagement and understanding in real-time. Teachers agreed that formative assessment is very useful for identifying areas where students might need additional help or further explanation. They emphasized that regular feedback from these assessments helps keep students motivated and aware of their progress. Additionally, such assessments can be adjusted to suit the dynamic needs of the

classroom, making the learning process more effective and responsive to students' individual needs.

#### a. Diagnostic Assessment

Diagnostic assessment is conducted before starting the learning process to determine students' initial abilities and learning needs. Based on interviews with English teachers at Junior High Schools, diagnostic assessment for listening skills is done by giving a simple pre-test or a short listening activity. Teacher C explained that this helps teachers understand students' listening levels so they can design appropriate learning strategies. Teacher B highlighted that knowing the students' starting points is essential for setting realistic and achievable learning goals. Teacher A added that diagnostic assessments also help in tailoring the instruction to meet diverse learning needs within the classroom.

#### b. Attitude Assessment

Attitude assessment evaluates students' attitudes and behaviors during the learning process. English teachers at Junior High Schools explained in interviews that they use observations and anecdotal notes to assess students' attitudes toward listening lessons. Teachers mentioned that attitudes such as attention, active participation in discussions, and perseverance in completing listening tasks are evaluated to provide a holistic view of students' development. They added that positive attitudes towards learning are often indicators of future success and that understanding students' attitudes helps in creating a supportive and motivating learning environment.

#### c. Knowledge

Knowledge assessment involves measuring students' understanding of the taught content. In the context of listening lessons, English teachers at Junior High Schools use written or oral tests to evaluate students' comprehension of the listened texts. Teacher B mentioned that these tests could include comprehension questions, filling in missing text, or summarizing the listened text. Teacher A added that this helps teachers assess how well students understand the information they hear and identify any misconceptions. Teacher C highlighted that frequent knowledge assessments ensure that students are on track with the curriculum.

#### d. Skills

Skills assessment focuses on students'

practical abilities to apply what they have learned. Based on interviews with English teachers at Junior High Schools, it was noted that they often use projects or performative tasks, such as oral presentations or short dramas, to assess students' listening skills. Teachers explained that these activities allow students to demonstrate their abilities in a more realistic and dynamic context. They mentioned that such tasks encourage creativity and critical thinking, providing a more comprehensive evaluation of a student's practical language abilities.

### 3. Assessment as a Learning Process

Assessment as a learning process is an approach that integrates assessment with the learning itself, making the assessment part of the students' learning experience. English teachers at Junior High Schools explained in interviews that they often use this technique through activities such as self-reflection and group discussions after listening sessions. Teacher B stated that students are encouraged to evaluate and discuss what they have learned, helping them to understand their strengths and weaknesses. Teacher C mentioned that this approach motivates students to study harder and actively engage in the learning process. Teacher A added that it fosters a more collaborative and reflective learning environment, which benefits all students.

#### 4. Steps of Listening Authentic Assessment

##### a. Preparation and Planning

The interviewed Junior High School teachers explained that the first step in implementing authentic assessment for listening lessons is preparation and planning. Teachers need to design lesson plans (RPP) that align with the Merdeka Curriculum, ensuring that the learning objectives and learning outcomes (CP) are clear and measurable. At this stage, teachers also select the listening materials to be used and the assessment tools needed, such as audio or video recordings and clear assessment rubrics.

##### b. Conducting Learning Activities

During the learning activities, teachers use a student-centered approach to enhance their listening skills. Teachers assign tasks that are realistic and relevant to real-life situations. For example, students are asked to listen to interviews, news, or dialogues in English and then answer questions or engage in discussions based on what they heard. Teachers also facilitate group discussions and collaborative activities to reinforce students' understanding

of the listening material.

#### c. Collecting and Documenting Data

After the listening activities, teachers collect and document the assessment data. This involves gathering students' work, observation notes, and discussion results. Teachers use the prepared assessment rubrics to evaluate students' performance objectively. This data is then stored and analyzed to monitor students' progress and evaluate the effectiveness of the teaching strategies used.

#### d. Reflection and Feedback

The next important step is reflection and feedback. Teachers provide constructive feedback to students based on their performance in the listening activities. This feedback aims to help students understand their strengths and weaknesses and provide guidance for improvement. Teachers also encourage students to reflect on their learning experiences so they can identify effective learning strategies for themselves.

#### e. Follow-up and Adjustment

Based on the assessment results and feedback, teachers take the necessary follow-up actions. This could include enrichment activities for students who have achieved the learning outcomes or remedial activities for those who need additional help. Teachers also adjust their teaching and assessment strategies for future sessions, ensuring that each student's learning needs are met.

#### f. Evaluation and Reporting

The final step is evaluation and reporting. Teachers evaluate the overall learning and assessment process and report the results to relevant parties, such as parents or the school administration. This evaluation is also used as a basis for continuous improvement in implementing authentic assessment in listening lessons.

### 5. Obstacles of Listening Authentic Assessment Merdeka Curriculum

#### a. Time and Resource Constraints

Based on interviews with English teachers at Junior High Schools, one of the main challenges faced is the limitation of time and resources. Authentic assessment requires more in-depth preparation and longer implementation compared to traditional assessments. Teachers often feel overwhelmed as they need to prepare authentic listening materials, manage classroom time for assessment activities, and

provide detailed feedback to each student. Additionally, limited access to high-quality audio materials that align with the curriculum is a significant obstacle.

#### b. Limited Knowledge and Skills of Teachers

Teachers also admitted that they often feel less confident in implementing authentic assessments due to limited knowledge and skills. Despite having undergone training, many still feel they need more guidance and practical experience in developing and applying effective authentic assessments. The lack of specific reading materials and training resources on authentic assessment for listening skills exacerbates this situation.

#### c. Challenges in Measuring and Evaluating Results

Another challenge is the difficulty in objectively measuring and evaluating student learning outcomes. Authentic assessment requires teachers to create clear and detailed rubrics, which often take a lot of time and effort. Additionally, providing fair and consistent assessments for all students can be challenging, especially when students have varying levels of ability. Teachers also find it difficult to provide constructive and in-depth feedback that can help students improve their listening skills.

## CONCLUSION

The implementation of authentic assessment in the Merdeka Curriculum for listening lessons in Junior High Schools involves various types of assessments integrated into the learning process. These assessments include end-of-process assessments, assessments of the learning process, and assessments as part of the learning process itself. In end-of-process assessments, teachers evaluate how well students have achieved the learning objectives. In assessments of the learning process, teachers use diagnostic assessments, attitude assessments, knowledge assessments, and skills assessments to monitor and enhance the learning process. Assessment as a learning process allows students to learn while being assessed, encouraging deeper and more meaningful learning.

The steps in authentic assessment include thorough planning, consistent implementation, and comprehensive

evaluation of student performance. However, based on interviews with English teachers at Junior High Schools, there are several challenges in implementing authentic assessment. One of the main challenges is the limited time and resources available, as well as difficulties in managing a classroom with varying levels of student ability. Nevertheless, teachers continue to strive to overcome these obstacles with various strategies, such as utilizing technology and online resources, and collaborating with colleagues. Overall, authentic assessment in the Merdeka Curriculum for listening lessons in Junior High Schools provides significant benefits in improving students' listening skills, despite the challenges that need to be addressed.

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