EXPLORING AUTHENTIC ASSESSMENT OF ONLINE EFL CLASSROOMS IN A SENIOR HIGH SCHOOL

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Abstrak

Tujuan dari penelitian ini adalah untuk mengeksplorasi penerapan penilaian otentik khusunya penilaian kinerja, portofolio, dan proyek selama pembelajaran online/daring (dalam jaringan), masalah atau kendala yang dihadapi oleh guru Bahasa Inggris dan peserta didik, serta solusi yang diambil dalam menyelesaikan masalah tersebut. Data diambil menggunakan teknik wawancara semi terstruktur dengan Wakil Kepala Sekolah bidang Akademik dan Kurikulum, dua guru Bahasa Inggris yang mengajar siswa kelas XI dan kelas X, beserta siswa kelas XI dan kelas X tahun ajaran 2020/2021 dengan jumlah total sebanyak 9 siswa. Hasil dari penelitian menyatakan bahwa penilaian otentik diterapkan hanya untuk menilai keterampilan produktif siswa, dan guru Bahasa Inggris tidak hanya menerapkan penilaian otentik hanya waktu pembelajaran daring, melainkan ketika sistem ganjil-genap dijalankan. Kedua guru Bahasa Inggris memberikan memberikan berbagai macam tugas dalam proses penerapan penilaian otentik, selain itu, baik guru Bahasa Inggris maupun siswa menghadapi masalah terkait penggunaan penilaian otentik dan pembelajaran online/daring. Meskipun begitu, guru dan juga siswa dapat menemukan solusi yang efektif untuk menyelesaikan masalah mereka.

Kata Kunci: penilaian otentik, guru Bahasa Inggris, siswa, pembelajaran daring.

Abstract

The objectives of the study are to explore the implementation of authentic assessment, particularly performance assessment, portfolio assessment, and project assessment during online learning, the problems or obstacles encountered by both English teachers and the students, and the solutions taken to overcome those problems. The data are obtained by conducting a semi-structured interview with the Vice-Principal of Academic Affairs and Curriculum, two English teachers who teach XI grade and X grade students, and the students of XI and X grades in the academic year 2020/2021 consist of 9 students in total. The results of the study reveal that authentic assessments were implemented only for assessing students' productive skills, and the teachers applied authentic assessment during online learning and when a hybrid system was run. The teachers gave various types of assignments in the process of implementing authentic assessments, and both English teachers and the students encountered several problems related to the application of authentic assessment and online learning. However, the teachers, as well as the students, could find effective solutions to their problems.

Keywords: authentic assessment, English teachers, students, online learning.

INTRODUCTION

The term assessment refers to a broad variety of methods or tools used by educators to evaluate, measure, and record learning progress, skill acquisition, or students' educational needs. An assessment has vital roles to assess students' ability and students' learning process and provide instruction and evaluation, as stated by Wang & Wang (2007) that assessment is mainly referring to provide instruction and evaluation for the students.

An assessment has various forms and those depend on the purposes; such as in form of standardized tests, feedback, and scored and graded tests. Conventional assessment is the assessment method that is commonly used by teachers and it focuses on test scoring. The teachers can use a test to evaluate students' ability, it can be in form of an exam or quiz for students' assignments which is a proper assessment method for evaluation to obtain information of the result of students' learning. The test is good to assess each student's knowledge about the course, but it focuses on the result, not the process and it is called assessment of learning (Li & Chen, 2016). Yet, the students also need assessment for learning – assessment focuses on the process that will certainly affect the result. A new curriculum namely the 2013 Curriculum has been published in 2013 by the Indonesian Ministry of Education to substitute the application of the school-based curriculum and the prominent change of the 2013

Curriculum is the utilization of new assessment methods (Rukmini & Saputri, 2017) which emphasizes the implementation of authentic assessment for the learning process.

The term "authentic assessment" was firstly constructed in 1989 by Grant Wiggins in K-12 educational contexts. Authentic assessment is "a genuine test" of intellectual accomplishment or ability since it necessitates the students to perform their deep understanding, higher thinking, and complex problem solving through the attainment of exemplary tasks (Wiggins, 1989). According to Majid (2014), authentic assessment is the method of collecting information that covers students' performance, achievement, motivation, and attitudes. Based on the regulation of the Minister of Education and Culture number 81a of 2013 about the application of the 2013 Curriculum, it is a requirement for the teachers to utilize authentic assessment as a method in assessing the students' competence. In the 2013 Curriculum, it is implemented authentic assessment where the assessment is in the form of non-test, such as observation, performance, presentations, seminars, assignments, etc. The point of this type of assessment is it necessitates the teacher to assess the students' cognitive, affective, and psychomotor domains throughout the learning process. The authentic assessment aims to supply the students with adequate opportunities to get involved in authentic tasks, so that they can develop, utilize, and broaden their knowledge, high-order thinking, and other 21-century competencies (Koh, 2017).

Compared to conventional assessment, authentic assessment becomes an alternative to conventional assessment. Conventional assessment is constrained to objective measurement by using paper tests, which take the form of closed-ended item formats, such as true-false, matching, and multiple choice. While authentic assessments are portrayed by open-ended assignments which necessitate the students to build extended responses, to perform an act, or to create an item or product in a real-world context, such as projects, portfolio, writing articles for newspaper, performing drama, designing digital artifacts, making posters, debates and oral presentation. Varela et. al (1997) explained authentic assessment as the various forms of assessment that portray students' learning, achievement, motivation, and attitudes toward classroom instructional activities. Assessment will be examined as authentic when the tasks provide real-life value (Raymond et. al (2013), Earl (2003), Vu TT & Dall' Alba G (2014)). Wiggins (1989) stated that in authentic assignments, it is a must for the students to be involved in the true challenges, standards, and practices need for success within the academic disciplines or within the workplace. In other words, both conventional assessment

and authentic assessment are highly needed to be implemented to assist the students to succeed in achieving 21-century competencies for the sake of their future, particularly for their future workplace. Thus, authentic assessment is expected to be a solution to assessment problems encountered by numerous schools in Indonesia (Azhar, 2018).

There have been many investigations regading the implementation of authentic assessment particularly in English subject. Those previous research are the studies conducted by Rukmini & Saputri (2017) about the use of authentic assessment in students' English productive skill, Aziz & Yusoff (2016) about using authentic assessment to improve writing; Aliningsih & Sofwan (2015) about English teachers' perceptions and practices of authentic assessment; Kinay & Bağçeci (2016) about the effect of authentic assessment on prospective teachers' problem-solving skill; Morales & Fernández (2019) about authentic assessment in the listening comprehension classroom; Mursyida, Faridi, & Suwandi (2020) about English teachers perception and implementation of authentic assessment for speaking based on 2013 Curriculum; and Muthohharoh, Bharati, & Rozi (2020) researched the implementation of authentic assessment to assess students' high order thinking skills in writing. Daud et. al (2020) also conducted research that applied in the real-life setting, that is a project given to their college students. Their research was about a mini-seminar project that applied authentic assessment practice in speaking class for advanced students with a focus on public speaking skills. Their study discussed the procedures of authentic assessment implementation, the grounds behind the assessment model that is applied, and the students' response towards this authentic assessment. The result of this study showed that the project was accomplished as a medium to assess students' speaking performance in a real-life setting since all the members in the groups have different roles that forced them to practice speaking and they also gave positive response towards the event, they found it enjoyable and collaborative and the students did not seem to feel anxious or nervous.

In the previous research, the authentic assessment was applied directly in face-to-face learning. Their research varies from the authentic assessment on English language skills (such as listening and reading as receptive skills, speaking and writing as productive skills) to the 21-century competencies (such as problem-solving and high order thinking skills), the steps in applying the different types of authentic assessment, difficulties encountered by the English teachers as well as the solutions to solve those problems, and English teachers' and the students' perception towards authentic assessment.

Reviewing the previous studies, the current condition is different from the past few years since the entire world deals with the pandemic. Nowadays the new normal lifestyle has been implemented, people are not pushed to work from home and the students have started going to school again though only in a certain time. Before the new normal lifestyle has started, the students were learning at home. It has been more than a year since the students have done online learning instead of attending face-to-face learning at school. According to Dhawan (2020), online learning is described as the experience of learning in synchronous or asynchronous situations utilizing diverse gadgets (e.g. mobile phones, laptops, etc.) with internet access. According to Cojocariu et al. (2014), most of the terms of online learning: e.g. open learning, web-based learning, computer-mediated learning, blended learning, and m-learning – those have general ability to utilize a computer connected to a network which bids chance or potential to learn from anywhere, anytime, in any rhythm, and with any implies. This kind of circumstance will allow the students to become independent in learning and communicating with their instructors and the other students (Singh & Thurman, 2019).

Based on the circumstance explained above, concern with the implementation of authentic assessment in online learning, there must be differences compared to its application in face-to-face learning. In addition, there probably are any difficulties or obstacles that English teachers and the students might perceive when the authentic assessment is implemented in online learning. Therefore, the present study needs to be conducted to investigate the implementation of authentic assessment during online learning in all basic skills in English language learning: i.e. listening, speaking, reading, and writing, the problems encountered by the English teachers and the students, as well as the solutions to overcome those difficulties. Based on the research problems that have been discussed above, thus three research questions are formulated as follows:

1. How is the implementation of authentic assessment based on the 2013 Curriculum during online learning?
2. What are the problems encountered by English teachers and the students in the implementation of authentic assessment during online learning?
3. How do English teachers and students overcome the problems regarding the implementation of authentic assessment during online learning?

METHOD

The research design in this study employed a descriptive qualitative approach since the aim of this study is to explore more in-depth information regarding the implementation of authentic assessment, the problems that English teachers and the students encountered as well as the solutions to overcome those problems.

The subjects of this study were Vice-Principal of Academic Affairs and Curriculum, X and XI graders (there were 9 students in total), and two English teachers at one of the Senior High Schools in Lumajang who teach X and XI grades in the academic year of 2020/2021. The criteria of English teachers as the participants are those who applied performance, portfolio, and project assessment in English subject, while there were no criteria for the students. They were randomly chosen as the participants, and they were from different classes: 5 students of X MIPA 1, 2 students of XI MIPA 5, 1 student of XI MIPA 1, and 1 student of X MIPA 3.

The data collection techniques were in-depth interview (IDI). The instrument used in this study was a list of questions as an interview guide for a semi-structured interview. In the interview session, the first interviewee was Vice-Principle of Academic Affairs and Curriculum who was questioned regarding the application of authentic assessment itself generally. Afterward, the interview was continued with the next interviewees, who were two English teachers and their students as well. The English teachers were questioned regarding the application of performance, projects, and portfolio assessment in different levels since the English teacher are assigned in different grades (X and XI grades) while the students were questioned about the differences in the assignments they received before and during online learning and the problems they dealt with as well as the way they overcame it.

The data were analyzed through organizing the transcripts, coding and categorizing to reduce some irrelevant data, and summarizing to answer the research questions and to formulate conclusions.

RESULTS AND DISCUSSION

The results of the interview with the Vice-Principal of Academic Affairs and Curriculum, and two English teachers who teach different grades: the first English teacher teaches XI grade students, the second English teacher teaches X grade students, and 9 students: four XI graders, five X graders – reported into three different parts based on research questions.

Results

Implementation of authentic assessment based on the 2013 Curriculum during online learning

Based on the explanation from the Vice-Principal of Academic Affairs and Curriculum, there is a distinction between the assessment system of KTSP 2006 and K-'13

(the 2013 Curriculum). The assessment of KTSP 2006 dominantly focuses on students' knowledge with the result of the cognitive test. The Curriculum 2013, is divided into four parts: spiritual, behavior, knowledge, and skills. In the other words, the assessment of Curriculum 2013 assesses all the aspects of affective, cognitive, and psychomotor of the students with the basis of process and result. The authentic assessment that was mentioned before, there are performance, portfolio, and project, all of them are included in the assessment of skills. The knowledge assessment is for assessing receptive skills (listening and reading), while the skills assessment is for assessing productive skills (speaking and writing). The assessment system in the Curriculum 2013 as the alternative which means performance, portfolio, and project assessment can be used based on the needs since not all basic competencies need those types of assessment.

In this Senior High School (SHS), the authentic assessment mentioned before was implemented during online learning and in new normal where odd and even system or it is called Hybrid system was run, 50% conducted offline (face-to-face) learning, and 50% conducted online learning. According to the Vice-Principal of Academic Affairs and Curriculum, during online learning, the assignments were given online using online platforms, such as Microsoft Teams, Telegram, and WhatsApp, and were also submitted online. The assignments are in the form of audio and video recording, or the students were requested to directly perform in Microsoft Teams. All the types of assignments given by the teachers are based on the needs of basic competencies. The way two English teachers applied the authentic assessment is shown below.

Performance assessment

The results showed that performance assessment during online learning for XI grade students, the teacher requested students to do a role play in performing a dialogue and they had to work in pairs. There were 36 students in one class, and she divided into 18 groups for the pair work. The teacher gave them a week for preparation. They performed directly in Microsoft Teams without submitting the dialogue script first. The teacher did not oblige the students to memorize their lines in performing the dialogue, the students could read the script. The teacher did not document or record the students' performance, yet she assessed the moment the students performed the dialogue and gave feedback as soon as they have finished. The teacher gave that type of task when the material was about expression, for example, asking and giving suggestions. The teacher assessed the

students' intonation and pronunciation, and the appropriate expressions used in certain situations.

> *"In my class, pair work includes role play. I can't assess their facial expression because it's done online. I assess their intonation, the correct expressions, for example, suggestion, whether correct or not those suggestions are used in specific situations, but for pronunciation is difficult for the students."* (Teacher 1)

The teacher needed more than 1 meeting for this task. The students did not perform in order from the first to the last group. The teacher provided the students a chance to perform based on their willingness and readiness of the group and gave them extra points, and those who did not perform in the specified time, would not obtain a speaking score.

> *"1 meeting is not enough for all groups, for example, there are 18 performances, I ask my students to perform, I don't like pointing, so I'll give extra points for those who're being active and want to speak first."* (Teacher 1)

For X grade students, performance assessment is included in project assessment since the project assignments she gave were presentations and drama. The X grade students were requested to perform a presentation using PowerPoint about Historical places and Tourism objects and for the drama, they took the folklore about Malin Kundang as instructed in the students' textbook. Both assignments were done in groups. The detailed information about those project assignments will be explained in point C.

Portfolio assessment

Portfolio assessment during online learning for XI grade students, the teacher requested the students to write Personal Letter. The situation given was they pretended to live far away from their hometown, and they were asked to make a personal letter for their parents.

> *"For writing, I asked the students to write a letter, and that time the material was Personal Letter. I asked them to write a letter for their parents, mainly for their mother as if they live far away from home."* (Teacher 1)

While during the new normal, the teacher gave the students to write Explanation text as a portfolio on a piece of paper with the theme was about natural phenomena, then submitted it to the teacher. The students have 1 week to finish their portfolio as well as the presentation. Though the teacher made a writing task as a portfolio, she still requested the students to perform orally, they explain

what they have written. From their presentation, the teacher took the assessment. She listened to the students presented their work while reading their writing, thus she could assess the grammar and the language style. The portfolio assessment for X grade students depends on the students' textbook because it has already provided portfolio assignments, so the teacher only needed to follow that book, and the students did their tasks in handwritten form on their workbooks. The portfolio was for Announcement and Recount text. The students were requested to make a written announcement with 7-10 sentences. While for Recount text, they had to write their experiences in 3 paragraphs (orientation, event, reorientation) with 20 sentences in minimum. They had 2-3 weeks to finish those writing tasks.

> *"Portfolio has been provided in students' textbook. For example, the material we learned that time was Announcement, I asked my students to make a written announcement with the situation I gave, such as organization meeting, etc. sometimes, I gave them 6 topics for one class, so they could choose themselves."*
> (Teacher 2)

Project Assessment

Project assessment was only applied by the second English teacher during online learning and new normal. The project assessment was implemented twice in two semesters, one project in each semester.

For the project as well as performance assessment during online learning (1st semester), the teacher gave the assignment from the material Descriptive text. The teacher made 6 groups consisted of 6 students in each, as the total number of students in one class is 36 students. She requested the students to provide descriptive information about historical places and tourism objects, then put the information in PowerPoint and presented it orally during the meeting using Microsoft Teams. The duration of the presentation was 60 minutes. There were 5 main points in PowerPoint, namely the title of the text, the location of the place, how to get to that place, what we can enjoy in that place, and the facilities. In the 2nd semester, the project assessment was playing drama. It was part of the material Narrative text. The students played drama Malin Kundang, as instructed in their book (the students' textbook). There were only two groups in the class: an odd group for odd-numbered students, and an even group for even-numbered students which consisted of 18 students each. The students had 1 month for preparation. The group performed at school, for example, if odd-numbered students come to school on week 1 that means the odd group performs on that day, while the even group

will perform on week 2. The students had to submit the script first before they performed the drama. The assessment process was the teacher checked the students' performance whether it matched with the script or not, then she assessed their acting and speaking practice while they were performing the drama, and she gave the feedback after they have finished. The duration was 60 minutes included preparation, performance, and feedback sessions. The second English teacher also did not make documentation when the students presented their project, like the first English teacher, they directly assessed their performance instead.

Problems in the implementation of authentic assessment during online learning

In the process of implementing authentic assessment, there must be some problems faced by both the teachers and the students in online learning which are slightly different from when conducted face-to-face learning. The obstacles that the participants dealt with are displayed below.

English teachers

According to the Vice-Principal of Academic Affairs and Curriculum, the assignments given to the students had a huge possibility that the students did not complete the assignments by themselves, they did copy-paste the other students' work.

> *"If the assessment is in the form of daily test, then online learning has a low level of trust, if it's about assignments, the teachers must be careful because it's possible it's not the students themselves who finish the assignments, or copy-paste someone else's work."* (Vice-Principal of Academic Affairs and Curriculum)

The first and the second English teachers also faced the same obstacles unless for the last problem. First, time constraint, there is only 2 credit hours for English subject in Senior High School. Second, when the students were given writing assignments (portfolio assessment), the students commonly finished the tasks by taking the text from the internet, and sometimes, the work of student 1 and student 2 was the same. Third, when the students submitted the assignments late or even did not submit them at all. Fourth, the first teacher felt exhausted for having too much screen time, like constantly working in front of the computer and continuing to use a smartphone for most of the day.

Students

All of the students that have been interviewed stated that there were no particular problems during the implementation of authentic assessment.

XI grade students:

They only found difficulties in using appropriate vocabulary for their writing tasks, and also grammar which is also a common problem. Other problems they encountered were related to online learning, such as incapability to meet or discuss something with their peers, moreover when their teacher gave them group works.

X grade students:

They stated that they did not encounter any difficulties during the finishing process of their assignments, such as in the preparation for the drama or Descriptive Text project assignment. The only problem was signal issues. Four out of five students installed WiFi (Wireless Fidelity) at their houses, and one of them only used internet data. All of them stated that the signal was stable, yet sometimes they were troubled with low or unstable internet connection.

The way English teachers and the students overcome the problems in implementing authentic assessment during online learning

The solutions taken by the participants to solve their problems are explained below.

English teachers

To overcome those problems, the Vice-Principal of Academic Affairs and Curriculum, suggested the teachers be more careful on checking students' works. While the teachers have distinctive ways to solve those obstacles.

For the first problem, the first teacher stated that students' performance in speaking tasks was not determined in order, that is why she would give those groups who wanted to perform speaking practice first. This way would trigger the students to have the audacity in speaking practice, and it would increase the number of groups to perform in one meeting. While the second teacher had a fixed schedule, she determined the time when the students had to perform.

For the second problem, the first teacher, after she knew that her students' writing tasks were not original, would not give them a writing score more than 85. While the second teacher would confirm to the students about the originality of their work, she would request them to re-submit their task with a different version.

For the third problem, the first teacher did not tolerate any tardiness, if the students submitted the tasks late, their work would be disapproved (this is how the first teacher disciplined the students). While the second teacher, the student's score would be diminished 10 points as the consequence of submitting the task late, while if the students did not submit it, the teachers would remind them. If it did not work, the students would get 0.

For the last problem, the first teacher requested the students to finish and submit the tasks in handwritten form on a piece of paper, not typewriting, this happened during the new normal where the students could submit their tasks directly to the teacher, while the second teacher, even though she did not have any problems with screen time, she requested the students to keep doing their tasks on their workbooks.

Students

The followings are summary of the solutions that the students took to overcome their obstacles:

XI grade students:

The students used Google Translate to choose appropriate words, they also used online platforms, such as YouTube and Zenius to learn grammar. For discussing something or doing their group work, they were doing it through an online meeting platform, though some passive group members did not get involved in finishing their works

X grade students:

The way they solve their problem varies: refreshed or restarted the WiFi router, or activated their internet data to inform their teacher if they had signal issues and asked their friends to share the notes, but if their internet data ran out, they asked for tethering from people around them.

Discussion

According to O'Malley and Pierce (1996), there are some activities of performance assessment: oral interviews, picture-cued descriptions or stories, radio broadcasts, video clips, information gap, story or text retelling. From the findings for research question 1, compared to the activities given by both English teachers, the teachers did not request their students to do activities suggested by O'Malley and Pierce. That was because of the condition where the English schedule for Senior High School only has 2 credit hours per week or once a week while there are a lot of chapters the students must learn with different assignments they must accomplish. This is in line with the previous study by Aliningsih and Sofwan (2015). In their study, the teachers were aware of time constraints, crowded classes, time-consuming activities, and students' involvements as the main obstacles in applying authentic assessment. The first teacher chose an easy activity for assessing speaking skills so that she could cover all the

chapters within the allotted time since performing dialog for two people would not take much time, though that needed 2 meetings for all the groups to be able to perform. While for the second teacher, project assessment was also counted as performance assessment as the students perform oral presentation and drama. That was because those types of activities the second teacher always uses for authentic assessment and fortunately, those were also applicable for online learning.

For portfolio assessment, it is a deliberate collection of students' assignments that is aimed at displaying progress overtimes (O'Malley & Pierce, 1996). A portfolio is suitable for assessing writing as the aim is to show progress. According to Gotlieb (1995), there are several steps in applying portfolio assessment in the classroom activities: i.e. 1) the teacher ought to clarify that portfolio will provide benefits for both teacher and students; 2) along with the students, the teacher determines the sample of portfolio assignments; 3) the tasks are collected and organized into a specific folder; 4) each of the assignment is distinguished based on the collection date to check the students' progress throughout a given time; 5) the teacher decides scoring criteria with the students; 6) the students are allowed to check their work themselves which at the same time offer assistance of how to assess and correct their tasks; 7) if the students receive a low score, the teacher may provide them a chance to correct their work within a specific time; and 8) the students' work are eventually collected into one file for an archive. Reviewing the result of the interview about portfolio assessment, the teachers did not follow the steps suggested by Gotlieb (1995), as she did not mention about the students check their work by themselves. For the task collection, during online learning, the students submitted the tasks via an online platform, the teacher must have made a specific folder through the online platform too. While the X graders did their portfolio tasks in their workbooks, the teacher could automatically monitor the students' progress.

As displayed above that the first teacher requested the students to perform explaining their Explanation text, and the second teacher chose oral presentation for the project assessment, it is because they prefer to assess the students' skills through performance assessment. This is in line with the teachers elaborated in the study of Aliningsih and Sofwan (2015). The teachers preferred performance assessment to assess their students' skills due to its simplicity and implementation.

In implementing authentic assessment, it is necessary to provide feedback for students' work or performance. As mentioned above that both English teachers gave the students feedback after their performance in performance assessment and project assessment, but not in portfolio

assessment. The students need those feedback so that they can revise their work. Yet, because of the time constraint as one of the main problems, the teacher could not provide proper feedback for the students. In the previous research done by Rukmini & Saputri (2017), the first English teacher did not have sufficient time to deliver complete feedback to the students, that is why there was no revision for students' portfolios tasks. The teacher only gave comments as feedback, such as good, excellent, great, etc.

It has also been mentioned above that both English teachers did not document students' performance, they directly assessed them instead. The teachers should document those performances since it will provide some advantages for both students and teachers. As explained by Rukmini & Saputri (2017) that documenting the students' performance is necessary because it will provide several benefits, such as it is used to notify the students regarding their progress in the learning process, the data accumulated from the record is used to inform them about instruction and assessment, and to communicate with the students about how they are doing it, and it will provide feedback for the teachers regarding the effectiveness of teaching materials and activities.

Reviewing the results of research question 2, teachers and students faced some problems. For the obstacles from the teachers' side, first, the schedule of English subject in Senior High School is only once a week, that is 2 x 45 minutes per meeting, but because of the pandemic, the allotment of time changed into 2 x 30 minutes per meeting. That influenced the authentic assessment implementation for performance assessment (pair work in speaking task) in particular and project assessment. Second, unable to monitor the students directly can lead them not to complete their assignments by themselves but copied from other resources. Third, online learning seems to have influenced the students' motivation, and it could impact the way the students thought about the importance of submitting their tasks on time. Fourth, since online learning was conducted using gadgets, it could affect people's daily screen time, in this case, particularly for the first teacher. The second teacher did not mention having problems with screen time during online learning.

For the problems from the students' side, it is obvious that they were doing well during the implementation of authentic assessment particularly in online learning. They seem to have been ready for any type of assignment they were given, even though the English teachers stated the opposite. Both the teachers also claimed that their students had problems with pronunciation and grammar. This is in line with the study conducted by Mursyida, Faridi, and Suwandi (2020). One of the students' problems stated there is most of the students have problems in

pronunciation and grammar, and they always make the same mistakes time after time.

Even though the teachers and the students dealt with some problems, based on the results of research question 3, it was found that both English teachers and the students have their ways to solve their problems, the solutions which are considered as the effective ones to overcome such problems. For instance, the first teacher chose to give the students extra points to overcome the first problem was to stimulate the students' confidence. It is similar to the study done by Saputri (2017), but the teacher used a different solution or technique. The first teacher in their study revealed that they had a hard time boosting the students' confidence to do an oral presentation that caused long scoring times. The teacher utilized a spontaneous speaking test since if the students were informed in advance, they would say that they were not ready to perform in front of the class. Regarding time limitation for English subject in Senior High School, according to the studies conducted by Rukmini & Natalia, Asib & Kristina (2018), and Aliningsih & Sofwan (2015), the teachers had different solutions from the first and the second English teachers in this High School, such as carrying out discussions with the other English teachers and consulting the Vice-Principal of Curriculum.

For the problems of XI grade students, there are plenty of online learning platforms that can be used to assist the students in their learning process, thus they did not rely solely on the teacher's materials. While for X grade students, though sometimes they have problems with an unstable internet connection, they can find a way to overcome it so that they can keep joining the online meeting and do not miss the lessons.

CONCLUSION

Authentic assessment is the assessment for learning and used as the alternative to conventional assessment applied in the 2013 Curriculum. Several types of authentic assessments – performance, portfolio, and project assessment – are implemented on English subjects to assess the students' productive skills. The present study provides information regarding the implementation of those three types of authentic assessment, the problems faced by English teachers and the students, and how they solve the problems. This study covers the research gap of the previous studies, that is online learning, which will provide more references and insights for English teachers, college students, and future researchers.

Based on the findings, three types of authentic assessment mentioned above have been applied in this Senior High School for two semesters, during online learning and in new normal. The assignments provided by

both teachers varied, such as dialog practice, oral presentation, drama, writing particular texts depending on the materials they discussed at that moment, and portfolio assignments from the students' textbook (only for X grade students). Those English teachers and the students experienced several problems during online learning, but they also carried various techniques or strategies to deal with the obstacles.

Suggestions

This study's limitations are that two English teachers teach X and XI grades at one Senior High School with nine students as the study subjects and only focus on performance, portfolio, and project assessment. For future researchers, the author suggests providing more information to cover the limitation by adding more participants from different Senior High Schools and elaborating the implementation of other types of authentic assessment.

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