THE APPLICATION OF AUTHENTIC ASSESSMENT METHODS FOR STUDENTS' WRITING SKILL
(CASE STUDY AT TENTH GRADE OF MA ASSALAFIYYAH MLANGI)

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Abstract
This research was conducted to determine the application of authentic assessment in the writing skills of students of class X MA Assalafiyyah Mlangi Sleman Yogyakarta. This study aimed to describe the authentic evaluation applied by the teacher in the class and the obstacles in applying authentic assessment in English writing skills. The researcher used a qualitative descriptive method. Qualitative method is a research method used to examine the condition of natural objects, where the researcher is the key instrument, data collection techniques are carried out by triangulation (combined), data analysis is inductive, and research results emphasize meaning (Sugiono 2008: 9). Data collection techniques used were interviews, observation, and documentation. The researcher analyzed the data using Miles and Huberman analysis, including data reduction, data presentation, and conclusions and verification. From this study it can be drawn some conclusions that the teacher applied an authentic assessment of students' writing skills through three aspects: affective aspects; cognitive aspects; and skills aspects. On assessing the affective aspect, the teacher used the observation technique, self-assessment, peer-assessment and journals. Meanwhile, on assessing the skills aspect, the teacher used product assessment and portfolio assessment, teachers had planned a project assessment for assessing skill aspect, however the teacher did not have time to realize the project assessment plan and focused more on the other two techniques. On the other hand, there were challenges for teachers to apply authentic assessment during the writing class learning process in the classroom. The first is the lack of time to study in class. At this point, the teacher explained various texts to the students in the class and took a lot of time. Second, students had difficulty in applying grammar in writing such as placing subjects and verbs correctly. In addition to that students lacked of vocabulary, and made it harder for them when participating in writing lessons in class.

Keywords: authentic assessment, methods, writing skills

Introduction
The teacher's assessment of the learning process and results is carried out as an integral form of the learning activity process. In other words, assessment cannot be separated from the preparation and implementation of learning. The evaluation is carried out to assess the effectiveness and efficiency of activities during the learning process as material for improvement and refinement of the program and its implementation. The objects and targets of the assessment process and learning outcomes are the components of the learning system itself, both concerning process input and output and all its dimensions (Majid, 2014: 2). Basically, the assessment is designed according to the needs of students in the present. One of the emphases in the curriculum learning process which the MA Assalafiyyah Mlangi developed is the authentic assessment. MA Assalafiyyah Mlangi is a school located in Yogakarta.

In this curriculum, each educational device emphasizes developing student interests and talents so that there is in-depth mastery of the field. In line with Mueller's opinion (2006: 2), research The same thing was also expressed by Guilkers (2004: 69) that authentic
assessment is an assessment requiring students to use the same competencies, or combinations of knowledge, skills, and attitude, that they need to apply in their criterion situation in professional life. What is meant is that research requires students to use their competencies in terms of knowledge, skills, and attitudes separately or a combination of the three, as needed in real life.

In the 2013 curriculum, the emphasis on authentic assessment is the goal of the 2013 curriculum (Kemendikbud, 2013:8). The 2013 curriculum emphasizes more on the application of authentic assessment where teachers in assessing students really pay attention to accurate assessments. Assessment in education, especially in schools, is identical to written test assessment. Written test assessment is the main test widely used by teachers in multiple choice or short descriptions. However, the assessment with a written test has many weaknesses, including not describing the full competence of students. It can be considered that it only focuses on the knowledge aspect, while the skills and attitudes cannot be measured. Assessment is useful for knowing various elements, namely knowledge and abilities. Hence, this is the reason for the emergence of a new assessment system that can assess student competence not only in knowledge but also skills and attitudes, namely authentic assessment (Wiggins, 1990: 2)

To that end, the authentic assessment provides many ways to demonstrate learning activities, such as assessing student preparation, learning processes, and learning outcomes. This is done to provide alignment of assessments in the learning process. Authentic assessment makes it easier for teachers to observe student learning outcomes from various indicator perspectives used to assess the authenticity of learning outcomes (Bruce et, all 2012: 8). Therefore, students get the freedom to choose the field they want to study. The most important thing in authentic assessment is text-based or written skills. Because writing includes complex and meaningful language, this learning is carried out with the principle that: (1) language is seen as a text, not just linguistic rules, (2) language is the process of choosing words to express meaningful ideas, (3) language has a functional meaning, (4) language shapes human thinking abilities (Kemendikbud, 2013:7).

Writing skills will enhance primary development since writing is a complex skill and must be continuously trained as a thinking process (Ambo 2017: 516). In addition, writing can integrate new material into learning activities by the teacher demonstrating to students how to write new lines to connect ideas and thoughts in writing skills. Hence, students will get new experiences and new knowledge by expressing ideas and thoughts in their writing. Furthermore, the teacher can observe and recognize students in the writing process to determine students’ abilities in writing skills. Authentic assessment has a great influence on the writing process related to social interaction. In this case, the purpose of making the text is to communicate and tell the public or audience the implied message in writing.

Through the authentic assessment process, it is hoped that the teacher can find out the strengths and weaknesses of each of their students. It can be information for teachers to provide follow-up on how to develop the abilities of each student. The assessment conducted by the English teacher at MA Assalafiyah Mlangi has been carried out following the authentic assessment procedure. This assessment not only assesses aspects of knowledge but also assesses aspects of attitudes and skills. The attitude aspect is related to the attitudes and behavior of students while in school. This attitude can be seen from various indicators, such as discipline, courtesy, order, honesty, and various other aspects. The skill aspect includes the ability of students to do what has been obtained in the knowledge aspect. The point is how students apply their knowledge through skill processing.

This research was conducted at Tenth Grade of MA Assalafiyah Mlangi. Pondok pesantren Assalafiyah Mlangi is in Yogyakarta which was founded by Kiai Mashduqi in 1936. MA Assalafiyah Mlangi was founded in 2014 and opened two classes with a total of 67 students. The learning curriculum applied at MA Assalafiyah refers to the Ministry of
Religion (Kemenag) but in practice they design their own curriculum. where the curriculum generally targets 51 hours per week for general subjects but in its application, MA Assalafiyah does not require students to pursue targets. For this reason, the school has reduced learning hours from 3 hours of English in 1 week to 2 hours in 1 week.

Method
The research was carried out in July-September 2021. The research location was in MA Assalafiyah Mlangi. The respondents are selected from people who are considered capable of providing information about the background and actual state of the object under study so that the resulting data can be accurate. The data source selected in this study was purposive. This means that it is chosen with certain considerations and goals (Sugiyono 2018: 216). The considerations taken in selecting the data sources are the people who are directly involved in the implementation of learning English writing skills. Sources of data that meet these considerations are the principal, 1 English teacher, 7 social studies class students and 7 science students who are involved in learning.

Data Collection Technique
Data collection techniques in this study used several methods to obtain complete data. The methods used in this research include:

1) Observation
This observation is intended to observe the implementation of authentic assessment in learning English writing skills in class X MA Assalafiyah Mlangi. In the problems found, the authors use observation techniques to determine the extent to which teachers apply authentic assessments and authentic assessments such as what teachers apply to students. In addition, the writer also uses this technique to find out the teacher's difficulties in applying authentic assessment to English writing skills. On this occasion the author uses guidelines from The Directorate Of High School Development, The Directorate General Of Primary And Secondary Education, The 2013 Curriculum Assessment Guide By Educators And High School Education Units, 2017, Pages 15-51. To make it easier to collect data, researchers use scores distinguish whether the teacher has implemented an authentic assessment or not. The score range and its indicator for the observation is (1) : indicates the teacher is not applying authentic assessment in class; (2) means the teacher has done but rarely applies it in class; (3) means the teacher has implemented authentic assessment well but needs to be improved again; and a score of (4) indicates that the teacher has implemented authentic assessment very well.

2) Interview
These interviews were conducted with the head of the curriculum, teachers and students. Interviews were conducted to obtain more in-depth data related to authentic assessment in learning English writing skills. The author uses this technique to find out more detailed information related to the problems that arise in this study. First, this technique was used to find out more about how teachers apply authentic assessment in learning English skills by interviewing English teachers, curriculum heads and students involved in learning English. Second, the author also uses this technique to find out more information about the difficulties experienced by teachers in implementing authentic assessment.

Researchers are only guided by the subject that will be discussed. The guidelines used by the researcher were adapted from The Directorate Of High School Development, The Directorate General Of Primary And Secondary Education, The 2013 Curriculum Assessment Guide By Educators And High School Education Units, 2017, Pages 15-51.

3) Documentation
Documentation is a method of collecting data obtained from written reports and information, pictures, recordings, or printed data. The data includes school profiles, documents regarding authentic assessment of English writing skills, illustrations or photos of
activity situations, etc. Data retrieval using documentation techniques is not just collecting and writing or reporting quotes about some comments. The data reported is the result of analysis of these documents. The author uses documentation techniques to collect data in more detail related information that can be used to answer the problems that arise in this study.

4) The validity of the data

Triangulation is a technique for checking the validity of data that utilizes something other than the data for checking purposes or for comparison against the data (Sukmadinata, 2009: 330). The triangulation used in this research is technical. Researchers used different data collection techniques to obtain data from the same source. For example, data was obtained from observations, then checked using interviews and documentation.

5) Data analysis method

Data analysis systematically searches, and compiles data obtained from interviews, field notes, and documentation by organizing data into categories, describing them into units, synthesizing, compiling into patterns, and choosing what is important and what is not will be studied, and make conclusions so that they are easily understood by themselves and others (Sugiyono, 2010: 335). The data analysis technique in this research is descriptive-analytic, which is to describe and analyze all the things that are the focus of this research. Data analysis from the results of this study was carried out based on descriptive analysis, as developed by Miles & Huberman (2014:16).

6) Data reduction

Data reduction is the process of selecting, focusing on simplification, abstraction, and transformation of rough data that emerges from written records in the field. Data reduction is a form of analysis that sharpens, categorizes, directs, discards unnecessary information, and organizes data in various ways to draw and verify conclusions. (Miles & Huberman 2014:16)

Types of Authentic Assessment Application In Assessing Writing Skill Of Tenth Grade Student Of MA Assalafiyyah Mlangi

a) Affective Assessment

There are 3 kinds of affective assessment including self-assessment, peer assessment and journal assessment. These techniques are followed by sub-indicators in applying authentic assessment.

1) Self-Assessment

The first technique for doing the affective assessment set by the teacher is self-assessment. This technique is carried out by the teacher in class by giving assignments to student, students are given orders to write descriptive texts then students should match the results with the teacher. In the interview the teacher says that in this technique the lack of knowledge in writing material makes students constrained when matching the work given by the teacher. There are 3 sub-indicators that must be applied by teachers in teaching and learning activities in the classroom. The three sub-indicators are (a) the teacher provides self-assessment criteria to students before students conduct self-assessment, (b) the teacher distributes the self-assessment format to students (c) the teacher asks students to conduct self-assessments. The indicators are adapted from The Guidelines for The Directorate Of High School Development, The Director General Of Primary And Secondary Education. 2013 Curriculum Assessment Guide by Education And High School Education Units, 2017: 15-51.

The following is based on the data from documentation and interviews with students and English teachers. Each sub-indicator has a score range of 1-4. The teacher has implemented self-assessment in the classroom in learning English writing skills according to the lesson plans and syllabus. The teacher applies the sub-indicators in points (a) and (c). Each sub-indicator gets a score of 3 for point (a) because the teacher provides assessment criteria to students such as writing criteria, grammar criteria and other knowledge and a score
of 2 for point (c) this sub-indicator is applied by the teacher but only occasionally. In addition, sub-indicator (b) scores 1, in this sub-indicator the teacher does not give an assessment format to students. Based on these results it can be concluded that the teacher has applied this technique quite well based on the technique applied by the teacher in accordance with the guidelines used by the researcher.

2) Peer-Assessment

The second technique is peer assessment. There are 5 sub-indicators based on the results of observations, these 5 sub-indicators must be applied by the teacher in this assessment. Each of these sub-indicators has a range of 1-4. In this assessment the teacher has implemented 4 sub-indicators including, (a) the teacher conveys the assessment criteria to students, (c) the teacher equates the perception of each indicator to be assessed, (d) the teacher determines the assessment for students, one student must be assessed by several friends, and (e) finally the teacher asks students to rate their friends on the assessment sheet. Each sub-indicator gets a score of 3 for point (a), a score of 2 for point (c), a score of 3 for point (d) and a score of 4 for point (e).

Furthermore, based on the results of interviews with students, The students confirmed that teachers apply peer-to-peer assessment by giving assignments to students. Before assignments are given the teacher usually makes observations where the teacher asks questions to provoke student activity in the material, after that students are given activities and given time to report the results of their work then students can find out the results of their achievements. Based on the results of the interview, it can be concluded that the teacher has implemented authentic assessment on the peer assessment technique properly and arranged according to the lesson plan that has been designed.

3) Journal Assessment

The third technique is journal assessment. Based on the observation data, there are 5 sub-indicators that must be applied by the teacher in this assessment. Among them are (a) the teacher observes the behavior of students during teaching and learning activities in the classroom, (b) the teacher records the attitudes and behaviors of the assessed students, (c) the teacher records the performance of each student based on the indicators assessed, (d) the teacher records each student’s behavior according to an interesting sequence of events, (e) the teacher identifies the strengths and weaknesses of students. This sub indicator is adapted from The Guidelines from The Directorate Of High School Development, The Director General Of Primary And Secondary Education. 2013 Curriculum Assessment Guide by Education And High School Education Units, 2017: 15-51. The five sub-indicators, the teacher applies 4 with a score of 4 for point (a), a score of 4 for point (b), a score of 2 for (c), and a score of 4 (e). In addition, the teacher does not apply it to learning activities in the classroom.

Based on the data above, it means that the teacher has implemented sub-indicators based on the data from the observations. The researcher can conclude that the teacher has carried out the journal assessment well based on the guidelines used by the researcher, each sub-indicator has a score of 1-4 in accordance with the guidelines. In this technique there is one sub-indicator that is not applied by the teacher, but overall, it is good. Evidenced by the observation data that has been described above is that the teacher has implemented 4 sub-indicators that serve as guidelines in the assessment of the researcher’s observations.

b) Cognitive assessment

The technique of assessing English writing skills at MA Assalafiyah Mlangi is done through written tests and assignments. This is done to determine student knowledge so that it can be observed through all forms of assessment.

1) Written test

Effective components needed by teachers to develop students' cognitive aspects in the assessment of written tests during learning activities are carried out by the teacher providing topics related to real life and in line with the material provided related to students' writing
skills. The teacher conducts a test in class, before the test the teacher gives questions related to the material used for the written test, then the teacher gives students the choice to answer in writing.

Based on the results of observations and interviews there are 4 sub-indicators that must be carried out by the teacher while doing writing authentic assessment. Then, the four indicators each have a score range of 1-4. Among the sub-indicators include (a) the teacher gives written questions; (b) the teacher gives the option to answer questions (write answers); (c) the teacher gives questions in the form of choosing answers including multiple choice, matching, and cause and effect, sub-indicators; (d) the teacher provides questions in the form of giving answers, namely short answers or descriptions. For the first sub-indicator, it gets a score of 3 which means it has been implemented but has not been maximal in its implementation. While the second sub-indicator gets a score of 3. It means that it has been implemented but has not been maximized in its implementation. Furthermore, for the third sub-indicator, it gets a score of 3 which implies that the teacher has implemented and applied the material being taught but not as a whole. However, for the fourth sub-indicator the teacher gets a score of 4 which means it has been carried well.

In addition to the four sub-indicators, the teacher also explained that the written test is conducted to determine the student competence. It was carried out with daily test activities which were usually done after completing the material in one chapter. The written test is given in the form of a descriptive text writing task to introduce oneself and introduce others and look for new vocabulary as memorization. Then, the assignments that have been completed are scored based on the results of the answers which are converted into numbers which are then recapitulated and entered in the scoring system. The written test as a cognitive assessment in the application of authentic assessment is the teacher’s method in assessing students based on achievement indicators. In addition, the teacher associates with the rating scale as an assessment instrument. The assessment instrument has a score range of 10 -100 in the scoring rubric.

2) Assignment

Based on the results of observations, interviews and documentation, there are 8 sub-indicators that must be applied by the teacher in the assignment technique, including (a) the teacher explains the tasks that must be done by the students (b) the teacher conveys the basic competencies to be achieved through assignments (c) the teacher conveys an assessment rubric indicator for good assignments (d) the teacher gives written assignments (e) the teacher gives a time limit on student work (f) the teacher conveys the role of each group member in doing group assignments (g) the teacher collects assignments based on the specified deadline (h) the teacher assesses student assignments are in accordance with predetermined criteria (i) the teacher provides feedback to students. Each sub indicator (a), (c), (d), (e), (f), (g), (h), and (i) gets a score of 3. A score of 3 indicates that the teacher has implemented the assignment technique well.

Furthermore, based on the observations and interviews, it can be shown that the sub-indicator (b) gets a score of 1, meaning that the teacher does not convey the basic competencies that will be achieved through assignments in class. The assignment technique is done by explaining the material that has been taught, namely describing yourself and others. Then, assignments are given to students with a specified time limit of about 30-45 minutes. Furthermore, the teacher provides feedback on the assignments given to students by discussing the material that has been taught. Then the assignments are assessed in the form of numbers and included in the teacher assessment system.

The data shows that the teacher gives a brief explanation to the students. Based on the interview, the teacher claimed that the explanation before the assessments aims to explore or develop students' knowledge in compiling sentences in each paragraph. Then the student's response to the interview also stated that the teacher carried out assignments in class.
Assignment as a cognitive assessment in the application of authentic assessment is the teacher assesses students based on achievement indicators. In addition, the teacher associates with the rating scale as an assessment instrument. The assessment instrument has a score range of 10 - 100 in the scoring rubric.

c) Skill assessment

There are 3 kinds of skill assessment including project assessment, product assessment and portfolio assessment. These techniques are followed by sub-indicators in applying authentic assessment.

1) Project assessment

The first technique is project appraisal. There are 8 sub-indicators that must be applied by teachers in teaching and learning activities in the classroom. The 8 sub-indicators include (a) the teacher conveys the assessment criteria before conducting an assessment of the students, (b) the teacher provides an understanding to the students about the assessment criteria, (c) the teacher gives assignments to the students, (d) the teacher gives the students the same understanding about tasks that students have to do, (e) teachers conduct assessments during project design, implementation, and reporting, (f) teachers monitor student projects and provide feedback at each stage of project work, (g) teachers compare student performance with rubric assessments, and (i) the teacher provides feedback on student assessment reports. Based on the data from observations and interviews conducted, the teacher did not apply this project assessment in odd semesters because it focused on other assessment techniques.

2) Product assessment

The second technique that is done by the teacher to have a skill assessment is product assessment. There are 3 sub-indicators that must be applied by teachers in teaching and learning activities in the classroom. The three sub-indicators include (a) the teacher conducts an assessment at the preparation stage, which includes assessing students' abilities and planning, taking, developing ideas and designing products, (b) teachers conducting an assessment at the product manufacturing stage (process), including assessing students' abilities in choosing and using materials, tools, and techniques, and (c) the teacher conducts an assessment at the product evaluation stage including evaluating the product based on the applied criteria such as form of expression, role and aesthetics.

Based on the results of observations, interviews, and documentations of these three sub-indicators have been implemented well by the teacher. In this product assessment, it is applied to make wall magazines, each student is given the task by divided into groups with 7 members in each group. Before the assignment is given, the teacher makes an assessment list and makes guidelines to be conveyed to students in the form of a presentation to convey what criteria are assessed and need to be considered in making wall magazines.

The assessment criteria given include content, message, creativity, writing, grammar, and alignment with the themes that have been provided. The teacher also gives a deadline for the work given to students to avoid delays in collecting assignments. In addition to the wall magazine, the teacher also gives assignments to students to write job application letters and write emails. From the assignments given by the teacher to students, it indicates that the teacher has implemented product assessment in the classroom by producing products and providing experience and knowledge related to correspondence, which of course will be used in real life.

3) Portfolio assessment

The third technique that is done by the teacher to have a skill assessment is portfolio assessment. There are 12 sub-indicators that must be applied by teachers in teaching and learning activities in the classroom. Eleven sub-indicators include (a) teachers carry out the learning process using portfolio assignments and evaluate during face-to-face activities, (b) teachers conduct portfolio assessments based on assessment criteria that have been determined or agreed upon with students, (c) students record the results of the portfolio
assessment as self-reflection, (d) the teacher shares the results of the portfolio with a predetermined format, (e) the teacher provides feedback on the students' future work such as explaining the strengths and weaknesses of the work, how to improve it and be informed to students, (f) students provide identification, collect, and store portfolios in one folder at home or school lockers, (g) after the student's work is assessed and not satisfactory the student is allowed to correct it, (h) students make a contract or agreement regarding the period of repair and submission of the binding work to the teacher, (i) the teacher show documentation of student performance or portfolio results both students, (j) the teacher saves the total portfolio into a folder that has been named, (k) students write down the date of making portfolio assignments, (l) the teacher gives the final score on each student's portfolio and the teacher provides feedback.

From the twelve sub-indicators above, based on the data obtained, the teacher applies 8 indicators out of 12. Starting with the teacher conducting classroom learning then students are given portfolio assignments and evaluate them during face-to-face activities, the teacher conducts portfolio assessments based on predetermined assessment criteria or agreed with the students, the teacher distributes the results of the portfolio in a predetermined format, after the student's work is assessed and is not satisfactory. Students are allowed to correct it. After correcting the teacher gives the final score and provides feedback as material for evaluating the material. The data shows that teachers do not conduct project assessments on students. Because the teacher is focusing on other assessments. But besides that, the teacher applies product assessment and portfolio assessment to students.

In addition, the teacher also conducts a portfolio assessment for each remedial activity. From these data it can be concluded that teachers are more applying product and portfolio assessments than project assessments on the skills aspect. Because the project assessment has not been focused on that school year by the English teacher and portfolio assessment is carried out in almost every remedial activity at the end of each month at the end of each chapter.

2. Obstacles in Applying the Authentic Assessment

There are several obstacles found in applying the authentic assessment to students’ writing skills. Those are the limited time between assessment and learning activities and the students’ lack of understanding in English grammar and vocabularies. Based on interviews and observations, the teacher determines that every subtopic must be discussed in class because not all students can understand each subtopic quickly. It makes the teacher to find the time allocation for assessing students’ writing very limited. In each subtopic the teacher explains the various types of text to the students repetitively. It is done to make sure all of the students grasp the full understanding of the topics.

Another obstacle in applying the authentic assessment to students’ writing skills English understanding is the students’ lack of understanding in English grammar and vocabularies. Teaching and learning activities are hampered because students experience problems in understanding grammar and memorizing vocabulary. The teacher has difficulty in providing understanding about grammar and increasing vocabulary. Based on interviews and observations, the teacher assumes that students have been explained grammar and vocabulary, but students often forget and go back and forth in practicing grammar so that the teacher repeats the explanation in each lesson. This becomes one of the obstacles in the process of assessing student assignments and writing because the teacher keeps repeating the material to give students understanding.

Overall, the results of the research on the application of authentic assessment of students’ writing skills have not been carried out effectively. There are some techniques that are not well designed in the application of student assessment. This is related to relevant research that teachers should save time in saving time in correcting the condition of their
students, they provide feedback by looking at rubrics which can be an effective tool. Kankam (2017: 336) states that regular training and the development of quality workshops on authentic assessment are needed for teachers to improve classroom learning. In other words, teachers can be taught how to assess writing skills using assessment techniques based on the 2013 curriculum.

Conclusion

In order to apply authentic assessment on English writing skills, the teacher of MA Sallafiyah made several types of assessments namely: affective assessment, cognitive assessment, and skill assessment. In doing affective assessment, the teacher made several assessment methods. They were self-assessment, peer-assessment, and journal assessment. However, in the attempt of the teacher assessing the cognitive aspect, the teacher had made several assessing method which are written test and assignment. Furthermore, in order for the teacher to assess the skill aspect of the students in writing aspect, the teacher made several methods which are project assessment, product assessment, and portfolio assessment. Some of the assessments had been applied successfully while some of them were not yet applied optimally.

On the other hand, there were also some obstacles found while applying the authentic assessment. The teacher finds that it is hard to find an appropriate enough time to conduct the authentic assessment. In class, the teacher must cover immense types of text in class. The teacher found that within a semester it is not enough to explain all of them and to apply the assessment as well. In addition to that, the students’ lack of English grammar and vocabularies understanding hammered the writing lesson even more. The teacher not just had to explain the types of text but also grammar and vocabularies back and forth so that the pupils will have uniform understanding on the materials. Hence, with the aim of applying the authentic assessment on English writing skills optimally the teacher should be given more hours so that the teacher can get appropriate amount of time to explain and to assess the writing skill materials.

References


