A. Previous Studies

There are some previous studies related to teachers’ perception of authentic assessment. The first study is a study conducted by Fitria Azifah Dewi (2015) entitled *Exploring Senior High Schools EFL Teachers’ Perception of Authentic Reading Assessment*. This study showed that authentic reading assessment concept was perceived by 77% senior high school EFL teachers; however there were some teachers who still in doubt in implementing authentic assessment. Authentic reading assessment was still problem for some teachers regarding its technique applied in EFL classroom since they only have two hours in a week to teach as the 2013 Curriculum arranged.

The second study is a study conducted by Herdiyana Nurcahyanti (2015) entitled *Exploring Vocational Secondary School EFL Teachers’ Perception of Authentic Reading Assessment*. Similarly with the first previous study, this study has revealed that 30 Vocational secondary school EFL teachers perceived authentic reading assessment concept with the overall
percentage of 78.35%. It indicates that nearly teachers comprehend appropriately the concept of authentic reading assessment. Even though the concept of authentic reading assessment has obtained quite satisfactory, many teachers still complained on government policy toward reduction of lesson hours for English subject in the class. They also claimed that they need more training of authentic assessment practices in the classroom.

The last study is a study conducted by Risma Rahmawati (2015) entitled *Senior High School EFL Teachers’ Practice of Authentic Reading Assessment*. It showed that senior high school EFL practice of authentic reading assessment was done well. Teachers perceived the purpose of authentic reading assessment well and they also properly practiced authentic reading assessment methods and techniques although some of the techniques are unfamiliar to them. Nonetheless, authentic reading assessment remains burden for some teachers due to the limited time to teach in 2013 curriculum.

From the studies above, it can be concluded that basically the concept of authentic assessment is perceived by EFL teachers; however the problem is in case of time. The reduction of lesson hour as 2013 curriculum arranged gives an obstacle for the teachers in conducting authentic assessment.
B. Perception

1. Definition of Perception

Perception is the process of human thinking about certain phenomenon. As cited in (Walgito, 2004: 87), perception is started from the sense of organ. This process is related to the acceptance of message or information by human brain. In this process, a person interacts with his/her environments using five senses. Those are vision, hearing, taste, smell, and touch. People interact with the environment use these senses, then the stimuli will be registered by brain and send them to nervous system. Furthermore, this process is called as a sensation, and a sensation is a part of perception. Koentjaningrat as cited in Sahal (2010: 7) explained that perception is the realization of human brain process and it appears as a view without phenomenon. In this process, many factors such as feeling, needs, motivation, educational background, experiences, etc. are involved. Then the process is followed by a process by which a person’s brain arrives at meaningful interpretation of stimuli.

In summary, perception is a process of human thinking about certain phenomenon after they get sensation from the environment through the senses of organ.

2. Process of Perception

Perception consists of certain process. It is started by accepting the stimulation from an object through the sense of organ, then continues with
the registers of stimuli to nervous system which is called as sensation. Furthermore, this process is ended by thinking, analyzing, and interpreting in order to achieve the meaning of object. In relation with the process of perception, Moskowitz et al as cited in Walgito (2010: 54) explained that perception is a complex process. He divided the process into three, those are as follows:

a. Physical Process

It is the process when an object arouses stimuli caught by receptor; this process is called as sensation.

b. Physiological Process

It is the process of sending stimuli to the brain by sense organ.

c. Psychological Process

It is the process of changing the stimuli in human brain to get meaningful interpretation of stimuli.

He added that perception can both of support and dissolve someone’s strength on the basis of one’s feeling. Good perception can build up people’s desire then a bad one is able to give someone’s preassure. That is why the perception can corelate physical and phsycological of human being because their thought will influence the body.
3. Factors of Perception

According to Slameto (2010:54) there are two factors that influence someone’s perception, those are as follows:

a. Internal Factors

Internal factors is a factor which comes from an individual. It depends on psychological factors such as: thoughts, feeling, willingness, need, sex, motivation, and attention. Every human being has different characteristic and temperament which is shaped by individual’s family and environment. It is a factor which comes from internal insides. This factor is divided into two factors, those are physical factor and psychological factor.

b. External Factors

It is a factor which comes from outside of an individual. The external factors are also affected by someone’s perception, and stimulus is an internal factor in monitoring process. The process of stimulus will pass through the sense of organ or receptor such as: sight, sounds, hearing, etc. It can be concluded that individual’s sense organ is as a connector between individual and the object in the world.

4. Principle of perception

In relation with the definition of perception, Slameto (2010:103-105) has divided the principles of perception into four, those are as follows:
a. Perception is relative not absolute

In relation with the relative of perception, the first stimulus will give bigger impact than the next one.

b. Perception is selective

A person’s ability to catch a stimulus is restrictive because human brain only catch stimulus based on the most attractive thing.

c. Perception has arrangement

Perception has arrangement because people receive the stimulus in the form of relations/ groups.

d. People’s perception may different although in the same condition

The different perceptions can be explored in differences individually, behaviour, attitude, and motivation.

C. Authentic Assessment

1. Definition of Assessment

There are some definitions of assessment according to some experts. Harris and McCann (1994:2); Gulikers, Basitaens, & Kirschner (2006) as cited in Villaransi (2015) stated that assessment is an important aspect in learning process as the most valuable source of information about what is happening in learning environment. While, Linn and Miller (2005) as cited in Mussawy (2009) defined assessment of students’ learning as a systematic process of collecting information about students’
progress towards the learning goals. Similarly, Dhindsa et al. (2007) characterized assessment as a key component of teaching and learning, “a systematic process of data gathering” about students’ progress.

Based on the explanation above, it can be concluded that assessment is an important information about students’ progress in learning which is done sistematically. Further, assessment is like a key for the teacher for helping their students to achieve the learning goals.

2. Definition of Authentic Assessment

There are some definitions of authentic assessment presented by some experts. Gulikers, et al. (2006) as cited in Nurcahyanti (2015) defined that authentic assessment is an assessment that aligns not only with real world tasks and expectations but also with complexity, collaboration, and high order thinking. While O’Malley & Pierce (1996); Wiggins (1993); Bastiaens, & Krischner (2004); Mueller (2005); and Frey (2013) as cited in Rahmawati (2015) defined that authentic assessment is a form of assessment that have realistic and essential value of knowledge and skills that reflects students’ progress of learning, achievement, motivation and attitude in the instructional process. In addition, Hidayat (2013) defined authentic assessment as an assessment which is used to
measure three competencies of the students, those are attitude, skill, and knowledge based on the learning process and learning outcome.

In summary, authentic assessment is an assessment that is employed by the teacher to assess three competencies of the students’ namely attitude, knowledge and skills and the assessment emphasizes on real tasks.

3. **Characteristics of Authentic Assessment**

   According to Kunandar (2013: 38) as cited in Wulandari (2015), the characteristics of authentic assessments are as follows:
   a. Measuring learning process as well as learning product.
   b. Using various techniques and data resources to assess the students’ competencies.
   c. Authentic assessment is able to describe the students’ real life.

4. **Kinds and Techniques of Authentic Assessment**

   In order to carry out a successful assessment, before conducting an assessment, teachers should be able to select a technique which is suitable with learning indicators. Thus, the teachers’ understanding of the types of learning techniques and the purposes is needed. Several types of authentic assessment and the techniques are presented as follows:
a. Attitude assessment

Attitude assessment is an assessment about how students behave in learning environment. This assessment covers two aspects, those are spiritual and social attitude assessment. The examples of spiritual attitude such as: act worship, do gratitude, pray before and after activity, tolerance in worship. The examples of social attitudes such as: honest, discipline, responsible, polite, care, and confidence.

Attitude assessment can be done through observation, self-assessment, peer-assessment, and journal. This assessment does not stand alone, but it is integrated with knowledge and skills assessment, so that the assessment become authentic.

1) Observation

It is an assessment technique on an ongoing process which is done by using senses and written in an observation sheet that contains a number of indicators of behaviour will be observed. Observation is done either in the classroom or outside the classroom.

2) Self-assessment

It is an assessment which is done by asking students to do self-reflection. The instrument used in this assessment is self-assessment form.
3) Peer assessment

It is done by the students by assessing their friends based on their attitudes and their daily behaviour during learning activities. This assessment usually done when students do group activities and the assessment is carried out between members of the group. The instrument used is an assessment sheet among participants.

4) Teachers’ journal

Teacher’s journal is a teacher’s note inside and outside the classroom observations containing information about the strengths and weaknesses of students based on their attitudes. Journals can be regarded as a continuous record of the results of observation.

b. Knowledge assessment

The aspect of knowledge assessment are as follows:

1) Written test

Written test requires learners to be able to remember, understand, organize, implement, analyze, and evaluate the material which has been learned. Students has an opportunity to provide their own answer which is different with other friends. Such test provide an opportunity for the teachers to be able to measure the learning outcomes of the students.
2) Oral test

Oral test is given by the teacher by asking the students to answer or response the teacher’s questions orally. The answer can be words, phrases, sentences, or paragraphs. However in EFL classroom, oral test can be conducted when the teacher asks the students to perform their speaking.

3) Assignments

Assignment is an assessment conducted by students which can be a homework either as individuals or groups.

c. Skills assessment

The aspects of skill assessment are as follows:

1) Performance assessment

Performance assessment is an assessment that asks students to perform a task in a real situation that apply knowledge and skills. There are several different ways to record performance assessment, as follow:

a) Check list.

It is used to determine whether or not a certain element appears in an event or action.

b) Annecdotal/ narration records.

It is used to write a narrative report on what is done by each student during learning process. From these reports, the
teacher can determine how well the students meet the standards.

c) Rating scale.

Typically used with the following numerical scale predicate, for example; 5 = excellent, 4 = good, 3 = moderately, 2 = poor, 1 = very poor.

d) Memory approach.

It is used by the teacher for observing learners when doing something, without making a note. Teachers use information from their memory to determine whether learners have succeeded or not.

2) Project assessment

Project assessment is an assessment of the task which should be completed by learners in specified time. Completion of tasks referred to an investigation carried out by the students, starting from planning, collecting data, organizing, processing, analyzing, and presenting the data. During finishing a learning project, learners have an opportunity to apply their attitudes, skills, and knowledge.

Project assessment focuses on the planning, process, and project products. In this regard, the series of activities that must be carried out by teachers including assessment instruments, data
collection, data analysis, and prepare a report. In performing project assessment, teachers can use a checklist, rating scale, or narration. The assessment report can be written in the form of narration.

3) Portofolio assessment

Portofolio assessment is an assessment of a collection of artifacts that shows students’ progress. Portofolio assessment can depart from the work of the students individually or in group produced. Portofolio assessment is a continuous assessment based on the collection of information that shows the development of learners’ ability in a given period.

The information may include portofolio assessment such as the students’ works in learning process which is considered the best, the results of the test, or other information relevant with attitudes, skills, and knowledge. The focus of portofolio assessment is a collection of works that learners are individuals or groups in particular learning period. Portofolio assessment is mainly carried out by the teacher, though it can also be done by learners themselves.
5. **The Strengths and Weaknessess of Authentic Assessment**

Authentic assessment has some strengths and weaknesses. Considering the characteristics of authentic assessment mentioned before, the strengths of authentic assessment can be identified as follows:

a. it is valid because it measures what the students do in instructional process,

b. it is comprehensive because it focuses on product as well as process,

c. it encourages the students to be critical thinkers since the assessment requires the students to produce something,

d. it gives real description of students’ competencies since the assessment not only measures students’ knowledge but it measures students’ attitude as well as skill. Moreover, it requires the teachers to use more than one techniques and data resources in assessing the students’ competencies.

Meanwhile the weakness of authentic assessment is the assessment is not practical since the scoring is not simple; as a result it takes a long time.