CHAPTER I

INTRODUCTION

This chapter presents parts of this discussion. It covers background of the study, statement of problems, purpose of the study, scope and limitation, significance of the study, and definition of key terms. Accordingly, each part is described in the following parts below:

1.1 Background of the Study

Assessment constitutes as an integral part of the teaching and learning processes. It is used to identify whether or not the teaching and learning process can run as expected and reach desired objectives. The assessment facilitates the teacher to evaluate the students’ progress in learning and to know the students’ current knowledge, and the teacher uses that information to make a decision about what to do next. According to Brown (2004), the assessment is an ongoing process which has a wider domain than test in terms of feedbacks, comments, questions, confirmations, corrections, quizzes, tests, and so forth. Furthermore, the assessment is a systematic approach for gaining information on student learning or performance, usually based on various sources of evidence (O’Malley & Pierce, 1996). Thus, the assessment is required by teachers to enhance the quality of teaching and learning process.

The implementation of 2013 Curriculum results in three changes in English Language Teaching (ELT) and learning. Those three changes occur in teaching material, teaching strategy, and assessment (Fadlillah, 2014). Firstly,
dealing with the teaching material to be taught to students, 2013 Curriculum provides fewer teaching materials compared to 2006 Curriculum or KTSP (Kurikulum Tingkat Satuan Pendidikan). Secondly, the process of learning is the current aspect of 2013 Curriculum which uses scientific approach, discovery learning, and project based learning. Thirdly, the authentic assessment is the current aspect of 2013 Curriculum. Moreover, the emergence of 2013 Curriculum is quite shocking for several teachers since they consider it so different, especially in assessment aspect which is from test to authentic assessment.

The authentic assessment becomes a crucial issue in the current curriculum in Indonesia. Consequently, teachers start to engage with the assessment approach since the new curriculum emerges in 2013. Government Regulation No. 66 year 2013 demonstrates that evaluating the students’ competence by means of applying the authentic assessment is mandatory in 2013 Curriculum. Thereupon, the authentic assessment is believed to adequately measure and evaluate the student’s progress and accomplishment in all domains of competence.

The authentic assessment is developed in 2013 Curriculum because the test cannot reflect the student’s ability holistically, and it neglects the real-life context. The authentic assessment is an assessment which uses the real evidence from the actual situation rather than through the use of tests (Cohen et al, 2008). Even more, O’Malley & Pierce (1996) state that the authentic assessment is intended to demonstrate the student’s learning, accomplishment, motivation, and attitudes in multiple forms that deal with the real-life context. In accordance with those definitions, the types of authentic assessments are oral interviews, story or text retelling, writing samples, projects and exhibitions, experiments or

The authentic assessment is highly beneficial to provide clear and realistic information of students’ achievement. Apart from this, Mueller (2013) remarks that the authentic assessment should be applied due to several reasons that are composed of: (1) authentic assessments are direct measure, (2) authentic assessments capture constructive nature of learning, (3) authentic assessments integrate teaching, learning, and assessment, (4) lastly, authentic assessments provide multiple paths to demonstration.

The authentic assessment can facilitate the teacher in assessing students holistically, but it requires an adequate preparation in applying it. O’Malley & Pierce (1996) argue that the authentic assessment requires teachers to have adequate or even sophisticated understanding and commitment to use since it needs an intensive preparation and procedures to be applied optimally. Additionally, Majid (2014) conveys that there are five indicators of assessment competence and teacher evaluation that become measurement to evaluate the teacher’s performance in assessing students using the authentic assessment. Firstly, the teacher can arrange assessment instruments which are suitable with learning objectives in order to achieve certain competencies that are in the lesson
plan. Secondly, the teacher can apply the assessment in various techniques and sorts of assessments. Thirdly, the teacher can analyse the assessment result to identify the topic and basic competence that are difficult. In addition, the teacher can consider to make a remedial for students. Fourthly, the teacher can use students’ suggestions and reflect them to increase further learning activities and prove them through notes, journal, lesson plan, and so forth. Lastly, the teacher can use the assessment result as a consideration in making the further lesson plan. Therefore, the teacher has a significant role who is supposed to master how to assess students optimally based on the indicators.

Ironically, there are problems in applying the authentic assessment in 2013 Curriculum. Sahiruddin (2013) conveys that some teachers are not familiar enough with the authentic assessment in the actual condition, no system which is regularly to enhance the teacher’s performance after passing the certification, lacking of teaching competencies, and culture barriers for teachers to leave the role of master and to accept the new role of facilitator. Consequently, the teachers encounter difficulties and problems in applying the authentic assessment without sufficient preparations.

The authentic assessment in English Language Teaching (ELT) is different from other content areas such as geography, history/civics, mathematics, and science. In line with the authentic assessment in English, especially in reading, O’Malley & Pierce (1996) mention that there are procedures in the authentic assessment such as identifying the purpose, planning for assessment, involving students in self-peer assessment, developing rubrics or scoring procedures, setting standards, selecting assessment activities, and recording teacher observations. For
instance, the teacher can ask students to display written notes on reading, to discuss reading materials in small groups, to respond to short-answer or multiple-choice items on reading, and to summarize their understanding of their reading either orally or in writing.

In accordance with the authentic assessment, there are two previous researches. The first previous research was conducted by Maryam (2014) entitled *Penerapan Penilaian Otentik dalam Pembelajaran Bahasa Indonesia*. The research findings reflected that all teachers of Bahasa Indonesia at SMPN Wates applied the authentic assessment. Various models of authentic assessment were applied by the teachers in assessing students with creative ways such as performance assessment, oral interview, student self-assessment, peer assessment, retelling text or story, observation, written test, portfolio assessment, project, and journal.

The second previous research was conducted by Saputri (2015) entitled *The Implementation of Authentic Assessment in English Language Teaching (ELT): A Case Study at SMA Negeri 6 Surakarta in the Academic Year of 2014/2015*. The research findings shown that the English teachers' perception toward authentic assessment was an assessment which could assess the student's knowledge, skill, and attitude. Furthermore, authentic assessment models which were applied at SMA Negeri 6 Surakarta were role play/performing, essay, debate, teachers' observation, peer and self assessment. Henceforth, the authentic assessment could improve students' active participation, motivation, interest, enthusiastic, creativity, and self confidence in learning English, and the authentic assessment could enhance students' English ability and learning outcomes.
Regarding the preliminary observation conducted at SMA Negeri 4 Malang, the researcher found that the English teacher taught students of X-A class by using discovery learning in teaching ‘advertisement’. Firstly, the English teacher asked the students to make several groups. Secondly, the English teacher explained the project and gave the task to the students to look for the material about the advertisement topic which was different from one group to another. Thirdly, the students were asked to create the advertisement as creative as they can, and next meeting, they would perform the project in front of the class. Even more, viewed from the activities conducted by students and the English teacher above. The English teacher guided the students to discover, not discover for them. In other words, the English teacher plays as a facilitator and assesses them using the authentic assessment, especially in project assessment.

Two previous researches above are different from this research due to two reasons. The first previous research focuses on the implementation of authentic assessment in 2013 Curriculum, especially in Bahasa Indonesia. The second previous research focuses on teachers' perception toward authentic assessment, types of authentic assessment, and benefits of authentic assessment. For those two reasons and preliminary observation, the researcher conducts the research entitled An Analysis of Authentic Assessment in 2013 Curriculum Used by the English Teacher at SMA Negeri 4 Malang. Ultimately, this research exposes the authentic assessment in 2013 Curriculum applied by the English teacher at SMA Negeri 4 Malang, especially in English language context.
1.2 Statement of Problems

Dealing with background of the study above, statement of problems are formulated as follows:

1. How does the English teacher at SMA Negeri 4 Malang apply the authentic assessment?
2. What are the obstacles of the English teacher at SMA Negeri 4 Malang in applying the authentic assessment?
3. What are the efforts of the English teacher at SMA Negeri 4 Malang in overcoming those obstacles?

1.3 Purpose of the Study

In accordance with statement of problems previously, the researcher formulates the purpose of the study as follows:

1. To investigate the steps of the English teacher at SMA Negeri 4 Malang in applying the authentic assessment.
2. To find out the obstacles faced by the English teacher at SMA Negeri 4 Malang in applying the authentic assessment.
3. To know the efforts of the English teacher at SMA Negeri 4 Malang in coping with those obstacles.

1.4 Scope and Limitation

This research investigates the authentic assessment application of cognitive aspect in 2013 Curriculum at SMA Negeri 4 Malang as the scope of this research. Particularly, it is limited to students at second semester.
1.5 Significance of the Study

There are two benefits of this research, namely: theoretical and practical benefits. Theoretically, this research is intended to give constructive suggestions in developing 2013 Curriculum, especially in the authentic assessment, and this research aims to describe the authentic assessment in 2013 Curriculum at SMA Negeri 4 Malang.

Practically, there are three benefits for three parties such as English teachers, the school, and future researchers. Firstly, for English teachers, this research is expected to provide an adequate or proper understanding about the authentic assessment and its application in ELT in order to have the capability of assessing students that is appropriate with 2013 Curriculum aims. Secondly, for the school, this research is expected to provide constructive suggestions to the school in applying the authentic assessment. Lastly, for future researchers, this research is intended to give informative references that can be used for further researches that deal with the authentic assessment in 2013 Curriculum.

1.6 Definition of Key Terms

To avoid ambiguity and misinterpretation of this research, the researcher defines key terms specifically in the following definitions:

a) Curriculum

Curriculum constitutes as a set of planning and organization of aim, content, and learning material as a guidance to learning activity to achieve a particular objective (Republic of Indonesia law, No. 20 year 2003).
b) 2013 Curriculum

2013 Curriculum can be defined as a curriculum that is developed to increase and equalize soft skills and hard skills which are composed of attitude, knowledge, and skill (Fadlillah, 2014).

c) Authentic Assessment

Authentic assessment can be described as an assessment in which students are asked to perform real-world tasks that demonstrate meaningful application of essential knowledge and skill (Mueller, 2013).