CHAPTER I
INTRODUCTION

In this chapter, the researcher is trying to discuss about background of the study, statement of the problem, purpose of the study, significance of the study, scope and limitation of the study and definition of the key terms. Each will be as below:

1.1. Research background

English as one of the most widely used foreign language plays a very important role today. It is an international language which is very useful in this globalization era. Some people want to study English because of they realize that it will be their need to face globalization era. Therefore, English is included into Indonesian school curriculum.

Curriculum is one of aspects in education. Harmer (2007) states that teachers have to be aware of school policy and conform to syllabus and curriculum decisions taken by whoever is responsible for the academic running of the school. It indicates, curriculum is the part which support education success.

Curriculum comprises goal, material, learning activity, and assessment. Assessment is important. As stated by Nunan (2004), the reasons for carrying out assessment in the first place should have an important bearing on how the assessment is carried out, when it is carried out, by whom, and how the results will be reported. An assessment carried out for the purposes of placing students in
groups will be very different from one undertaken to provide students with a final grade on their course. In an investigation carried out in an immigrant education program.

Further, Nunan (2004) mention the functions of assessment ate to place learners in classes, provide feedback on progress, provide information on learners’ strengths and weaknesses for course planning, provide information to funding authorities for accountability purposes, encourage students to take responsibility for their own learning and provide students with a record of their achievement. It means that assessment is very important in running the curriculum.

Assessment has to be authentic. According to Callison (1998), authentic assessment is an evaluation process that involves multiple forms of performance measurement reflecting the student’s learning, achievement, motivation, and attitudes on instructionally-relevant activities. It indicates that authentic assessment is a system to collect information about student’s learning and performance. Thus, authentic assessment includes all evaluation on students’ behavior as a result of learning process.

Related to authentic assessment study, there were three previous researcher conducted by Hamami (2007), Sari (2009), and Maryam (2014). All of those researcher had different focus with this research. The following are the further explanation about those previous researches.

The study conducted by Hamami (2007) entitled Applying of Authentic Assessment in Arabic Learning in MTsN Malang 3. The result showed that authentic assessment implementation was effective to know and increase the skill
of student in Arabic learning, authentic assessment was also effective presentation to know and increase speaking and reading skill student in Arabic learning,

Another research was conducted by Sari (2009) entitled Increasing Autonomy of Students’ Learning on Mathematics through Authentic Assessment Implementation in SMPN 1 Ngajum Malang. The finding showed that the autonomy of students’ learning on mathematics after authentic assessment implementation was higher than before, and students’ learning was more complete than before.

One more research was conducted by Maryam (2014) entitled Penerapan Penilaian Otentik Dalam Pembelajaran Bahasa Indonesia (Implementation of Authentic Assessment on Bahasa Indonesia Learning). The result showed that all the teacher of Bahasa Indonesia have implemented authentic assessment in learning. The teachers implemented various models of authentic assessment which comprised creativity factors in implementing authentic assessment. The teachers of Bahasa Indonesia have tried to implement authentic assessment appropriately. In spite of this, the teachers had various problem in implementing it. The teachers tried to solve them. It meant that the teachers tried to implement authentic assessment appropriately and in accordance with the current curriculum.

The previous researchers above were different with this research because the previous research conducted by Hamami (2007) focus on Arabic learning, the previous research conducted by Sari (2009) focused on Mathematics, and the previous research conducted by Maryam (2014) focused on Bahasa Indonesia learning. Meanwhile, this research focuses on English learning and more specific
based on curriculum 2013. Therefore, in this research the writer needs to conduct a study entitles *The Implementation of Authentic Assessment Based on 2013 English Curriculum at SMK Muhammadiyah 7 Gondanglegi.* It is conducted in SMK Muhammadiyah 7 Gondanglegi because this school uses curriculum 2013.

1.2. **Research Problem**

   Based on the background of the research above, it is formulated the problem as follows:
   How does the teacher implement authentic assessment in curriculum 2013 at SMK Muhammadiyah 7 Gondanglegi?

1.3. **Research Purpose**

   The statement of the problem above makes this research is purposed:
   To know how the teacher implements authentic assessment in curriculum 2013 at SMK Muhammadiyah 7 Gondanglegi.

1.4. **Research Significance**

   This research is significant to conduct because it has significance theoretically and practically. Theoretically, the result of this research will be beneficial for the teachers to give new knowledge about the authentic assessment based on curriculum 2013 and as the example to implement the authentic assessment in order that their learning is more measured. Practically, the result of
this research expected to give contribution to the students to have more knowledge on the learning process in the class.

1.5. Research Scope and Limitation

The scope of this research is about authentic assessment based curriculum 2013. This research is only limited in English subject curriculum in SMK Muhammadiyah 7 Gondanglegi. Thus, this research focuses on the authentic assessment of English subject based on curriculum 2013.

1.6. Definition of the Key Terms

1. Curriculum is a set of plans and regulations toward purpose, content, course, and method that are as reference in teaching and learning to reach the specific objectives of education (the National Education System, 2006).

2. Curriculum 2013 is the curriculum which is legally released in 2013 and is integrated effort between (1) reconstruction of graduate competence, and (2) compatibility & sufficiency, vastness & deepness of material, (3) learning revolution and (4) assessment reformation (Ministry of Education and Culture, 2013).

3. Assessment is the process of determining what learners can or cannot do. Curriculum-related assessment attempts to link learning outcomes to instruction (Nunan, 2004).
4. Authentic Assessment is assessment of learner performance that is as closely related to a real life situation possible and is not artificial or contrived. One way to make an assessment more authentic is to have learners choose the particular task they will use to demonstrate what they have learned (International Bureau of Education: Glossary of Curriculum Terminology, 2013).