

CHAPTER I

INTRODUCTION

This chapter presents the background of the study, problem identification, limitation of study, research question, objective of the study, and significances of the study.

1.1 Background of the Study

The new learning paradigm in teaching and learning, especially in English is currently applied in the education system emphasizes 21st century learning. The application leads students to be able to adapt to technology in the global era by combining 4C skills (critical thinking, communication, collaboration, and creativity) and digital literacy skills (Tompkins, 2017). As a result, both teachers and students must be able to face new paces, styles, and learning needs to achieve 21st century learning. Education is becoming more important to ensure students gain skills, innovation abilities, creativity, teamwork and learn how to use life skills in their lives (van Laar et al., 2020).

In 21st century learning, the use of an active learning approach is highly recommended in order to combine with a scientific approach. Scientific approach is a learning process that demands students think systematically and critically in an effort to solve problems whose completion is not easy to see. The learning process that implements the scientific approach will touch three domains. The three domains are: attitude (affective), knowledge (cognitive), and skills (psychomotor). The three domains that take place in the learning process are expected to make students obtain productive, creative, innovative, and affective learning outcomes through strengthening integrated attitudes, skills,

and knowledge (Ermawati & Hidayat, 2017). Given the importance of 21st-century skills today, there is a pedagogical influence that necessitates the use of realistic assessments that allow for objective evaluation of students' abilities (Juanda, 2022). Authentic assessment is described as when the assigned activity is relevant to real life or has real-world relevance.

Authentic assessment refers to a relevant real – world situation or setting in which the application of the essence of knowledge and skills that require multiple approaches to addressing problems that allow for the possibility of more than one type of solution to a problem (Aziz et al., 2020). In other words, genuine assessment tracks and evaluates students' ability in a variety of problem-solving scenarios found in real-world situations. All components of student learning (in the cognitive, emotional, and psychomotor domains), both those that manifest as the conclusion of an educational process and those that manifest as development and change of activities, are measured, monitored, and evaluated through authentic assessment (Muthohharoh et al., 2020).

Authentic Assessment is strongly supported by the implementation of the 2013 curriculum which is still used as a teaching guide in schools. The 2013 curriculum aspires to equip Indonesians with the skills necessary to live as loyal, productive, creative, inventive, and affective persons and citizens who can contribute to the life of society, nation, state, and global civilization (Angga et al., 2022). Curriculum 2013 has a goal in preparing students to have provisions in everyday life in terms of faith, productivity, creativity, innovation and affectivity. In addition, children are able to contribute to the surrounding environment (Jauhari et al., 2017). According to Kunandar (2014), as cited in Angga et al. (2022), through the 2013 Curriculum, authentic assessment is a

serious emphasis where teachers must apply authentic assessment in every learning process. Authentic assessment is a process carried out by teachers to collect information about student learning progress. Authentic assessment is an assessment test and learning outcomes to measure the level of attainment of attitude competence (spiritual and social), knowledge and skills carried out on an ongoing basis (Handayani, 2021). Assessment does not only measure what the child knows, but emphasizes measuring what the child can do.

In 2021 the Government through the Ministry of Education and Culture has launched a prototype curriculum because of pandemic outbreak. This curriculum which is further refined in 2022 to become the Merdeka curriculum (Angga et al., 2022). To improve the quality of future generations, Indonesia is reforming its educational system with the Merdeka Curriculum. The goal of this curriculum is to examine how students and teachers may innovate the learning process and outcome to raise the standard of instruction in the classroom. (Indarta et al., 2022). The Merdeka Curriculum's adoption has a beneficial effect on educators and pupils. Teachers develop their own creativity and innovation. In order to challenge students to learn, there are also class projects that they must complete. The Merdeka Curriculum's promotion of character education through the Pancasila Student Profile Strengthening Project, often known as P5, is one of its unique features (Indarta et al., 2022). P5 involves cross-disciplinary learning to notice and consider ways to address issues in the immediate environment. Project-based learning (PBL) is used in P5, however this is fundamentally different from project-based learning that is integrated into academic disciplines.

According to *Peraturan Menteri Pendidikan, Kebudayaan, Riset, Dan Teknologi Republik Indonesia no 21 tahun 2022* about “*Standar Penilaian Pendidikan Pada Pendidikan Anak Usia Dini, Jenjang Pendidikan Dasar, Dan Jenjang Pendidikan Menengah*” *Merdeka Belajar* Curriculum gives new concept about the assessment standard in the implementation of learning activity. The *Merdeka* Curriculum differs from the 2013 Curriculum in that it includes a variety of intracurricular learning opportunities and more optimal content, giving students more time to investigate ideas and develop competency. In order to tailor instruction to the interests and learning needs of each student, teachers have the freedom to select a variety of teaching instruments. The development of projects to improve the attainment of Pancasila student profiles was based on a set of government-established topics. The project is unrelated to the subject matter because it is not intended to meet specific learning objectives.

In implementing *Merdeka* Curriculum as the new curriculum and regulation that produced by ministry, it is very important to do authentic assessments by teachers, so that the quality of the assessment of students in the learning process increases. Authentic assessment mandated in the *Merdeka* Curriculum requires authentic learning as well. Authentic learning reflects the tasks and problem solving required in the realities of life outside of school (Achmad et al., 2022). According to Rosidah et al. (2021), Authentic assessment must use a variety of assessment approaches, as required by the *Merdeka* Curriculum. The first is the direct assessment of learner competencies in relation to long-term educational objectives, such as professional achievement. Second, the evaluation of complicated tasks that call for a high level of engagement. Third, examine how students responded to learning new knowledge, abilities,

and attitudes through the process of producing their own replies (Indarta et al., 2022).

Before *Merdeka* Curriculum implemented in educational system, authentic assessment was implemented in 2013 Curriculum. Although authentic assessment is very good for use in assessing the ability of individual students, in its application there are still many educators, most of whom do not understand the implementation of authentic assessments correctly and correctly, so students are still less motivated to learn. This is often complained of by educators in connection with the lack of knowledge about core competencies and basic competencies (Maulidhawati et al., 2021). Teachers also struggle with the assessment process and learning methodologies, which makes it difficult to grasp authentic assessment and adapt it to the 2013 curriculum, which is still a source of confusion. The school's teachers work hard to give kids a value that is in line with their abilities. One of the obstacles felt by teachers and lecturers is the complexity in providing assessments, teachers have limited references (Ghufran Hasyim Achmad & Andi Prastowo, 2022). In the 21st century the presence of *Merdeka Belajar* is expected to be better in overcoming problems that arise from the previous curriculum (Achmad et al., 2022).

A great deal of researches have been found to observe teacher perception, believe, knowledge and attitude about the implementation of Authentic Assessment especially in language learning. Authentic assessment received a positive response from many teachers (Ayubi et al., 2021; Huang & Jiang, 2021; Ulker et al., 2021). Teachers believe that, authentic assessment will assist them in using alternate approaches or ways in their teaching because certain methods can assist particular pupils in learning more effectively. Besides, using authentic

assessment in the classroom is extremely beneficial to teachers in the teaching process. However, not a few still have problems in its implementation. This is certainly caused by factors from teachers and students. Based on the results study that have been conducted by Putra and Marhaban (2021), teachers still struggle with creating reliable assessment methods and rubrics. The three traits that need to be evaluated—attitudes, knowledge, and skills—remain difficult for teachers to separate, and the time and resources needed to create effective evaluations overwhelm them. Certainly taking this into account when establishing authentic assessment.

According to Alfiani and Wijayati (2022), teachers understand authentic assessment well, but they still struggle with using the assessment tool. Nevertheless, some of them have attempted to put it into practice, even though occasionally it did not turn out as planned. They said that the use of this evaluation was hampered by the rubric, time constraints, students who continued to plagiarize their classmates' work, and students' lack of critical thinking.. Meanwhile, research that had been conducted by Way et al. (2020), stated that regarding the application of authentic assessment, all the teachers responded in the same manner. However, they also provided a second reaction, stating that it was difficult for them to put it into practice, particularly when there was an online pandemic. With regard to online assessment, there is a solution which is proposed by Way et al (2020). In their research, it is suggested that online authentic assessment should still be difficult; it should result in a product; it should involve students using their knowledge to interact with the environment in which they complete their authentic task; it should involve them using critical thinking while they are working on the task; it should use accurate assessment

(in terms of the rubric for the students' attitude, knowledge, and skill); it should reflect the setting of the real-world simulation in the assessment.

Based on previous studies, there are many views and perception from teachers about the implementation of authentic assessment. Some cases are found by the previous researcher from teachers' experiences. In this current post-pandemic situation, teaching and learning activity run back to normal after three years run through online learning. Online has formed a new habit for teachers and students. Teachers and students are increasingly familiar with distance learning and self-learning. Thinking about how post-pandemic learning should emerge as a reformative solution in the field of education, because in that era, learning in schools did not return to the way it was in the previous era (Juanda, 2022).

Based on the preliminary study that has been conducted, it is found that authentic assessment is currently applied in SMP Negeri 1 Denpasar in face to face learning after three years implemented learning activity through online or in the current post – pandemic learning. The preliminary data showed that, English teachers who teach seven – grade students in SMP Negeri 1 Denpasar implemented authentic assessment. The types of authentic assessment that implemented such as story retelling, writing sample, project, demonstration and presentation. Those types of authentic assessment that implemented in the classroom are involved in productive skills namely speaking and writing.

We use our productive abilities to create messages both orally and in writing. Speaking and writing are examples of these effective abilities. Speaking is the act of conveying ideas or information orally. A transactional or an interactive method may be used to carry out this activity. Despite the fact that

writing is an activity that focuses on word choice, use of appropriate grammar, syntax, and organizing of ideas into a clear and cohesive shape, readership, and goal, it is also an ongoing effort to understand meaning. (Gebhard, 2006:211).

Communication and interaction skills both orally and in writing in most classes are considered tools that enable the learners to communicate and formulate inquiries or in a way that can enhance their cognitive skills, group communication, and other qualities such as learning habits (Murad et al., 2021). It is well recognized that kids who interact and communicate have stronger oral abilities than those who remain silent all of the time (Namaziandost et al., 2019).

Therefore, based on phenomenon that happen in current post – pandemic situation, implementation *Merdeka* Curriculum and preliminary observation result, this research investigated seventh – grade English teachers’ perception on the authentic assessment practice, teachers’ preparation in conducting authentic assessment practice and teachers’ implementation on authentic assessment in teaching language skills especially productive skills at SMP Negeri 1 Denpasar.

1.2 Problem Identification

Authentic assessment is necessary to be implemented to allow the objective evaluation of students’ abilities (Juanda, 2022). Authentic assessment takes important role to know students’ achievement. Authentic assessment can be described as “real world” assessment which the application of the essence of knowledge and skills (Aziz et al., 2020). This is also supported by the 2013 curriculum and a new curriculum developed from the 2013 curriculum in Indonesia, namely *Merdeka Belajar*. Since the new curriculum is introduced, it is advisable for teachers to be involved with project implementation as part of learning. This is related to authentic assessment, where teachers are expected to conduct authentic

assessments. Based on this, teachers are expected to have a clear understanding of authentic assessment so that they can assess students well and help students to improve students' abilities, especially in their language skills. Based on previous researcher, authentic assessment received a positive response from many teachers (Ayubi et al., 2021; Huang & Jiang, 2021; Ulker et al., 2021). Besides, as the impact of post – pandemic learning situation, teachers and students are increasingly familiar with distance learning and self-learning. Thinking about how post-pandemic learning should emerge as a reformative solution in the field of education, because in that era, learning in schools did not return to the way it was in the previous era. Through this study, the researcher investigated teachers' perceptions on authentic assessment practices, the planning and implementation on authentic assessment in English skills especially productive skill at SMP Negeri 1 Denpasar. Based on the results of the preliminary observation, SMP Negeri 1 Denpasar has implemented authentic assessment in the 2013 curriculum. In updating the curriculum, SMP Negeri 1 has also implemented the *Merdeka* Curriculum in the teaching and learning process at school. It is known that there are several authentic assessment techniques that have been applied, namely doing a project and presentation.

1.3 Limitation of Problem

To avoid bias discussion in this study, this research was focused to 1) investigate the teachers' perception on authentic assessment qualitatively through interview, 2) investigate the teachers' planning on authentic assessment for teaching English especially productive skills at SMP Negeri 1 Denpasar through document analysis, and 3) investigate the teachers' implementation on authentic assessment for teaching English especially productive skills at SMP

Negeri 1 Denpasar through observation. In this study, qualitative study is selected. This study selected two subjects through purposive sampling. The subjects are English teachers at the same generation who teach English for seventh – grade students in Junior High School and implement *Merdeka* Curriculum. This study did not use observation as the instrument, but interview, document study and narrative frames were instrument that used in collecting the data.

1.4 Research Questions

Based on the background of the study, the statements of the problem are stated as follow:

1. How do English teachers at SMP Negeri 1 Denpasar perceive the authentic assessment practice on the students' productive skills?
2. How do English teachers at SMP Negeri 1 Denpasar plan the authentic assessment on the students' productive skills?
3. How do English teachers at SMP Negeri 1 Denpasar implement the authentic assessment on the students' productive skills?

1.5 Research Objectives

1.5.1 General Objective

The general objective of the present research is to investigate English teachers' perception of the authentic assessment practice, its preparation and the implementation on productive skills at SMP Negeri 1 Denpasar.

1.5.2 Specific Objective

The specific objectives of the present research are as follow:

- 1) To investigate English teachers' perception of authentic assessment on English productive skill at SMP Negeri 1 Denpasar.
- 2) To investigate the preparation of authentic assessment by English teachers on English productive skills at SMP Negeri 1 Denpasar.
- 3) To investigate the implementation of authentic assessment by English teachers on English productive skills at SMP Negeri 1 Denpasar.

1.6 Research Significance

1.6.1 Theoretical Significance

This study expected to give the information about the perception of the authentic assessment, its preparation and the implementation on English productive skill at SMP Negeri 1 Denpasar.

1.6.2 Practical Significance

1) For Teacher

The result of this study can be used as a source for learning to maximize the implementation of authentic assessment for English language teaching especially for English productive skill.

2) Education Institution

The study results give contribution thoughts on the concept of authentic assessment in English language teaching for future teacher.

3) For Researcher

The researcher provided new thought about authentic assessment especially in productive skills that implemented in English language teaching in the Junior High School.

