

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study

As an essential components in the process of teaching and learning, authentic assessment is now widely promoted as activities that consist of replicas of the real professional world. Wahab (2021) explains that authentic assessment is an assessment technique that is applied to increase students' motivation and skills through the real-world problem or context of the assessment activities. Authentic assessment as the one of the essential aspects of the teaching and learning process, is now actively promoted as an activity that includes simulations of the real professional world. Wahab (2021) explains that authentic assessment is an assessment technique that is applied to increase students' motivation and skills through the real-world problem or context of the assessment activities. In authentic assessment, teacher gives emphasis on the whole process of collecting the information about students' achievement rather than focus on their numeric scores only. The emphasis of authentic assessment in this situation is on how well students can utilize English in real-world situations as opposed to simply gauging their knowledge of the language.

According to Herdiawan (2018) authentic assessment defined as an effective measure of intellectual achievement or ability because it requires students to demonstrate their deep understanding, higher-order thinking, and complex problem solving through the performance of exemplary tasks. Authentic assessment requires students to construct extended responses, to perform on something, or to

produce a product (Agustiningsih & Rahdiyanta, 2019). Moreover, Hanifah (2019) argued that authentic assessment makes the students able to resolve real issues and also provide opportunities for them to be able to think, act, and work systematically. The tasks in authentic assessment are designed to provide students with the experience to face the real world. Furthermore, Dewi (2014), adds that the forms of assessment, such as portfolios, projects, self- assessments, and performance assessments, can be used to increase students' motivation to study. Thus, it can be concluded that authentic assessment does not only provide the students with more chance for practicing their language skills but also able to increase their motivation and confidence along with the learning process.

The importance of authentic assessment has been proven by Ministry of Education and Culture by proposing curriculum based on “*Kerangka Kualifikasi Nasional Indonesia*” KKNi Curriculum which contains that authentic assessment is used as a process of representing the problems and actions of the real world. Furthermore, the current policy had change and known as “*Merdeka Belajar Kampus Merdeka*” or MBKM Curriculum which is proposed by the Ministry of Education and Culture that provide the opportunities for students to gain broader learning experiences and new competencies through several learning activities. In accordance with the regulations, MBKM is carried out by preparing a curriculum as a forum for recognizing independent student in learning and activities. Freedom of learning or “*Merdeka Belajar*” will be arranged in accordance with the learning outcomes. Thus, the authentic assessment in Indonesia becomes one of the prerequisites of Merdeka Curriculum in Indonesian education. As it is explained on

*“Peraturan Menteri Pendidikan, Kebudayaan, Riset, Dan Teknologi Republik Indonesia no 21 tahun 2022”*, one of the procedures used by teachers to evaluate their students' language skills, understanding, knowledge and abilities is authentic assessment. It is also further mentioned that teachers are encouraged to use authentic assessment, which focuses more on students' performance or product in language learning.

Moreover, the results of learning in Merdeka curriculum which must be measured are in term of manner, skills, and knowledge, so the authentic assessments applied by teachers in Indonesia must be concerned to measure those competences needs (Neina & Qomariyah, 2021). According to Zaim (2017), teachers are expected to promote their students' ability to think critically, as well as interpersonal skills, the proper attitude, knowledge, and psychomotor abilities that are connected to needs in daily life. Besides, the concept of “Merdeka Belajar” is a response to the needs of education's system in the era of industrial revolution 4.0 which requires students to have critical thinking, problem solving skills, and be creative and innovative (Prahani et al., 2020). Thus, it is argued that the aim of authentic assessment is to focus on what students can do with their knowledge rather than only evaluate their information. This may be interpreted that authentic assessment is important to be applied by teachers in other to improve and develop students' skills.

There are four skills, they are listening, speaking, reading and writing that need to be mastered in learning (Prakoso, Ramdani, & Rahmah, 2021). These skills can be divided into two types; productive and receptive skill. Productive skill is

writing and speaking skill, and reading and listening skill are categorized as receptive skill. Those two skills are required by people as their basic needs in conveying and sharing their ideas (Jaashan, 2022). Both skills are important because they enable students to comprehend texts, works, papers, and other stuff. Furthermore, speaking and writing are productive abilities, and they are important because they enable students to participate in communicative activities like oral presentations, written studies, and reports, among others (Neina & Qomariyah, 2021). Therefore, it is important to properly develop and learn the productive skills. According to Adiwijaya (2019), the experiences of many teachers as well as learners of foreign languages, most difficulties are found in the process of learning and teaching productive skills. Nayman & Bavlı (2022) also states the two skills that can be put on a more visible performance are speaking and writing. Speaking and writing can be included as skills that may be assigned as a measure of students' achievement that is easier to identify. Therefore, authentic assessment is a precise way to assess students' skills and ability in assessing students' productive skills. Thus, teachers must carefully evaluate their students' performance through their speaking and writing skills.

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As teachers who are supposed to evaluate the students accurately, teachers play a crucial part in the language learning process. The teacher as key factor in teaching and learning process need to have appropriate understanding and positive perception in order to plan and implement the authentic assessment effectively (Butakor and Ceasar,2021). Similarly, O'Malley and Pierce (1996) indicate that the development and use of authentic assessment will be influenced by teachers'



understanding and also positive perception. According to Adiwijaya (2019), teachers' perceptions and experiences had an impact on how authentic assessment was implemented in which the teachers with positive perception and knowledge of authentic assessment were able to implement it properly. Besides, Imansyah et al. (2018), teachers had a good enough perspective on authentic assessment, but their knowledge and practices appeared to be constrained because there were some issues in implementing the authentic assessment. This was corroborated by Dharma and Adiwijaya (2019), who reported that teachers' readiness for planning was average and that their readiness for executing and reporting authentic assessments was below average due to three main issues they encountered: a lack of understanding of authentic assessment, a lack of experience in designing authentic assessments, and a lack of discussion about authentic assessments among teachers who had already attended workshops on authentic assessments. Thus, it means that teachers' perception of authentic assessment impacts its implementation.

As it reflects on how they include authentic assessment in their teaching practice, teachers' perceptions of authentic assessment are also a crucial factor that should be taken into account in the classroom. However, planning and implementation also needed to be explored not only teachers' perception in order to gain in-depth exploration of authentic assessment. The implementation of authentic assessment in the college education level had been implemented since KKNi curriculum was implemented. However, according to Nuryanto & Eryandi (2020), the learning paradigm in the KKNi curriculum developed into the Merdeka curriculum where in the evaluation, the assessment approach had changed from

assessment of learning approach to assessment for learning is the assessment approach. The assessment of learning is assessment approach which conducted at the end after the teacher finished the instruction and known as summative assessment (Conrad and Openo, 2019). Meanwhile, assessment for learning is the assessment approach that is conducted during the learning process to provide feedback regarding the progress of students in achieving learning goals. According to Hargreaves (2005), Assessment for learning is carried out to gather data on students' understanding of the subject matter during the learning process, to determine whether or not they can meet the learning objectives, and to determine the next steps of the teaching and learning activity. Furthermore, in the Merdeka curriculum policy provides opportunities for students to explore broader their skills, abilities and knowledge, gain broader learning experiences and new competencies through several learning activities. In addition, students are also given the freedom to take part in learning activities outside their study program at the same tertiary institution. Thus, a study on authentic assessment is still important to investigate since it used in Indonesian curricula that are based on the Merdeka curriculum, which promotes freedom of learning.

Additionally, some previous studies had investigated the implementation of authentic assessment. Almuhanha (2023) conducted the study found that the results showed the appropriateness of authentic assessment to the university courses, and the importance of rendering guidance to students before the e-exam by providing a user manual, mock exam, and furnishing clear instructions; ensuring flexibility of use; supplying quick academic and technical support during the e-test; and

providing immediate feedback to increase students' motivation and learning retention. Further, Susani (2018) proved that the implementation of authentic assessment could provide some benefits such as; (a) identifying the direct measurement of expected competence indicators of students' performances; (b) encouraging students to demonstrate their performance in a real and meaningful situation; (c) providing students with the opportunity to construct their learning outcomes by selecting and compiling answers based on their knowledge and the situational analysis so that the answers are relevant and meaningful; and (d) integrating teaching, learning, and assessment activities. Besides, the implementation of authentic assessment study conducted by Merrett (2022) found that the improved performance is indicative of better knowledge transfer and a result of increased opportunities for discussion and collaboration between students. These results are consistent with the Ashford-Rowe model for authentic assessments; however, students were more resistant to the build projects, as reported through the teaching evaluations, because of the increased work load and scheduling required for build projects. Moreover, research about authentic assessment implementation in vocational schools was carried out by Ekawati (2012), and found that there were several obstacles were faced by the subjects such as in the preparation and implementation stages. Additionally, Atmarizon & Efendi (2019) in their study found that authentic assessment was implemented by all English teachers and the numbers of the students became main problems besides basic knowledge, overburdened of time and classroom management.



Based on the empirical findings explained, it can be concluded that authentic assessment is possible to assess the students' English skills and different problems were faced by teachers in its implementation. Authentic assessment has many strengths that lead its implementation to be proven feasible in assessing the English language learning context (Susani, 2018) . Furthermore, varied obstacles faced by teachers in implementing authentic assessment (Ekawati, 2012). Besides, the appropriateness of authentic assessment to the university courses, and the importance of rendering guidance to students before the e-exam (Almuhanna, 2023). Moreover, The authentic assessment was implemented by all English teachers and the numbers of the students became main problems besides basic knowledge, overburdened of time and classroom management Atmarizon & Efendi (2019). The implementation of authentic assessment improved performance is indicative of better knowledge transfer and a result of increased opportunities for discussion and collaboration between students (Merrett, 2022).

Nevertheless, those empirical studies had investigated the authentic assessment in general English skills or in one skill only. Furthermore, a study on authentic assessment is still important to investigate since the newest Merdeka curriculum be used in Indonesian curricula which promotes freedom of learning. Universitas Mahasaraswati Denpasar as one of the universities in the Denpasar regency that offers English lessons and has developed authentic assessment to measure the language proficiency of its students. The lecturers from English program study, faculty of foreign language (FBA) who is actively implemented Merdeka Curriculum and it select the individuals was due to the novelty of the

study. However, out of the four language skills, only speaking and writing, sometimes known as productive abilities, are frequently evaluated. Because of the Ministry of Education and Culture's (MOEC) "Merdeka Belajar" or freedom to learn program, which states that teachers are expected to place a greater emphasis on the use of authentic assessment when evaluating students during the learning process, authentic assessment is used in Universitas Mahasaraswati Denpasar. The explanation may be found in "Peraturan Menteri Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia no 21 tahun 2022". Since the introduction of the Education Unit Level Curriculum, authentic assessment has been used, however it has not been done so perfectly. The development of Covid-19 was another factor that made online learning necessary for the learning process. Due to time constraints and its complexity, the teachers did not fully apply authentic assessment. As a result, they have just begun to optimize and concentrate on the use of authentic assessment for assessing students' language skills, particularly in productive skills, under the new normal learning and due to the new policy.

This study is focused on the English lecturers' perception on authentic assessment and its practices which include planning and the implementation for assessing EFL students' productive skills, especially in the speaking and writing class. The lecturers had implied authentic assessment based on KKNI (Kerangka Kualifikasi Nasional Indonesia) Curriculum, nevertheless it has not been perfectly implemented in evaluating students' productive skills as the way to show students' performance and product in language learning. Additionally, the changes of paradigm shift from the old curriculum based on KKNI Curriculum to the newest

curriculum called Merdeka Curriculum is due to the emergence of Covid-19. Then, in the new normal learning situation due to Merdeka Curriculum, the lecturers have been started to maximize and focus on the implement of authentic assessment for assessing students' language skills on productive skills for students. The lecturers were expected to conduct assessment authentically and innovatively since Merdeka Curriculum provides opportunities for them to obtain freedom to teach and assess students' learning outcomes. Related to this issue, the problems to be discussed whether or not English lecturers' perception from English Study Program in Universitas Mahasaraswati Denpasar being in line with the implementation authentic assessment and also the types of authentic assessment they used in their class especially those related to the rules from Education and Culture Ministry of Indonesia. Thus, this study is expected to develop their professional capacity related to assessment literacy in order to help the EFL students to be ready faced the real-life situation for the better carrier future.

## **1.2 Problem Identification**

The use of authentic assessment is need to be applied in the English language learning in other to apply their knowledge in authentic classroom activities and prepare the students to be ready in facing problems in real and future career life. This is also supported by the new curriculum in Indonesia namely Freedom to Learn or it is known as “Merdeka Belajar”. Since the new curriculum was implemented, it is advised that lectures use the assessment strategy in which authentic assessment takes center stage in the curriculum. In order to properly assess and help students develop their language abilities, lectures are also needed

to have understanding of authentic assessment. In addition, it is crucial that they have a clear and favorable perception of accurate assessment because this will help them decide whether to put it into practice. Thus, in order for authentic assessment to be implemented efficiently and meaningfully for the students, lecturers' planning and implementation of authentic assessment are also crucial components that should be taken into account by the lecturers. Besides, based on the preliminary observation found that the authentic assessment are applied in Universitas Mahasaraswati in Denpasar and 4 lectures in semester 1 and 3 are actively implementing authentic assessment for assessing students' productive skills in Merdeka Curriculum. However, how the lecturers perceive about authentic assessment, plan and implement authentic assessment are not identified yet.

Additionally, the research which has a focus on the planning and implementation of Merdeka Curriculum from an authentic assessment is still negligible. One of the aspects of the success of the curriculum in the university level can be noticed through the result of assessment activities in learning. Moreover, the assessments which can be seen was authentic assessment. It can be showed through lecturers' perception, the preparation or planning, and also the implementation. Thus, this study arises to investigate English lecturers' perception of authentic assessment for assessing students' productive skills and how authentic assessment were planned and implemented.

### **1.3 Research Questions**

Regarding to the problem, the research question were formulated in order to answer the problem. The formulates of the research questions are as follows;

1. How do the English lecturers at Universitas Mahasaraswati Denpasar perceive the authentic assessment on students' productive skills in Merdeka Curriculum?
2. How do the English lecturers at Universitas Mahasaraswati Denpasar plan the authentic assessment on students' productive skills in Merdeka Curriculum?
3. How do the English lecturers at Universitas Mahasaraswati Denpasar Implement the authentic assessment on students' productive skills in Merdeka Curriculum?

#### **1.4 Purposes of the Study**

Based on the formulation of problem statements, the objectives of the present study can be identified as follow:

1. To describe English lecturers' perceptions at English study program in Universitas Mahasaraswati Denpasar about authentic assessment for assessing students' productive skills.
2. To describe how the English lecturers at English study program in Universitas Mahasaraswati Denpasar plan authentic assessment for assessing students' productive skills.
3. To describe how the English lecturers' perceptions at English study program in Universitas Mahasaraswati Denpasar implement authentic assessment for assessing students' productive skills.



## **1.5 Research Significances**

The findings of this study were likely to have implications both theoretically and practically. The significances were explained in more depth below;

### **1. Theoretical Significance**

The results of this study are expected to contribute theoretical knowledge of assessment literacy and lecturers' understanding of authentic assessment particularly about lecturers' perceptions, planning, and implementation of authentic assessment in higher education. As a result, it can investigate the theoretical frameworks and pedagogical information required for lecturers to properly design and carry out authentic assessment practices and promote their professional development. Additionally, it is expected to contribute valuable for lecturers, stakeholders, and other researchers.

### **2. Practical Significance**

#### **a. For Lecturers**

This study is expected to give significance contribution to language teachers or lecturers, in the way that the teachers will have understanding about authentic assessment, more specifically about lecturers' perception and the implementation of authentic assessment in language learning.

#### **b. For stakeholders**

The result of this study is expected to be a reference for stakeholders to inform the development of curriculum and guide the instructional

material design, RPS or Semester learning plan and assessments that promote the development of students' productive skills, writing and speaking skill.

c. For other Researchers

For the future researchers, this study can investigate lecturers' perception and practices in authentic assessment which provide insights to lecturers' professional development needs, challenges, and effective strategies of authentic assessment in diverse educational settings.

