

CHAPTER I

INTRODUCTION

1.1 Research Background

Education is a fundamental thing that human should have in developing quality of themselves. In education, students' learning outcomes is necessary to describe the learning process was meaningful learning (Sukasni & Efendy, 2017). The meaningful learning aims at giving students experience in learning. So that, students will have ability such as four English skills rather than memorizing the learning material. Students' learning outcomes refer to students' ability in understanding learning materials (Prakoso & Radia, 2019). In addition, inappropriate learning process can affect students' learning outcomes become low (Chrisandi & Koeswati, 2019). Meaning that, the learning process should be enjoyable and appropriate to students' situation in order to achieve learning outcomes according to the education standard. The focus of the learning outcomes is expecting students to have a good quality of certain product in this case, the product can be the four English skills.

Indonesian education used a regulation system as standard to be used for teachers in teaching after the implementation of Curriculum 2013. The curriculum is used in order to achieve the quality of students' learning outcomes. Indonesian teachers are asked to follow the regulation systems such as *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia nomor 21 Tahun 2016* about the educational content standard that teachers need to give to students. Then, *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia nomor 22 Tahun 2016* is

about educational process standard that is required to be implemented in learning process. Hence, teachers need to make lesson plan based on the educational content standard, doing the learning process based on the lesson plan and the educational process standard as well as assessing students using appropriate assessment (Setiawan, 2016). In line with that, *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia nomor 23 Tahun 2016* is the regulation system about educational assessment standard is the regulation that used in Indonesian education. According to *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia nomor 23 Tahun 2016* assessment in learning process needs to assess students' attitude, knowledge, and skills authentically. Authentic assessment will cover the educational content standard as requested in educational process standard. The authentic assessment in the regulation system of assessment standard considers the learning process and product of students. Students' achievement will be scored and described by teachers.

In line with that, curriculum 2013 expect teachers to apply authentic assessment in assessing students' achievement. Applying authentic assessment asks teachers to assess three students' aspect which are attitude, knowledge, and skills (Suarimbawa, 2017). Authentic assessment is a process of collecting and processing information of students in order to assess students' learning process, the input of the learning and students' achievement toward the materials which are done comprehensively (*Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia nomor 23 Tahun 2016*). In addition, authentic assessment is collecting students' information process in doing real-world tasks that represents meaningfully knowledge (Mueller, 2005). O'malley & Pierce (1996) also stated

that authentic assessment is a term to defined students' reflection of their learning, achievement, motivation, and attitudes on learning activities. The implementation of authentic assessment will be used as the improvement of the materials following the educational evaluation standard. There are some activities that cover authentic assessment in learning process. Oral interview, story or text retelling, writing samples, project/exhibitions, experiments/demonstrations, constructed-response items, teacher observation, portfolio are some types of authentic assessment (O'malley & Pierce, 1996). Through implementing authentic assessment teachers know students' need in learning process. In addition, seeking students' needs in learning will lead teacher in implementing authentic assessment that will be accurate and effective.

Authentic assessment as in the regulation system of about educational assessment standard, *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia nomor 23 Tahun 2016* has some benefits when it implements in learning process. Authentic assessment implementation will be able to measure and evaluate students' learning process and achievement (Aliningsih & Sofwan, 2015). For example, teachers will not assess students' competency using conventional test only but, assess students using authentic assessment like giving project or do observation. Besides, teachers need to provide students some activities that allowed students to relate the task with real-life situation (Suarimbawa et al., 2017). Giving real-life situation in learning activities will give students contextual learning. Meaning that, students will earn learning materials related to their real life which the context of learning will be meaningful for them. For example, when there is learning material about the se of modal 'should', teachers can ask students to do

conversation as they do in real life. It can encourage students' interest in learning and make the learning process enjoyable. Contextual learning will affect the students' learning outcomes. Furthermore, the students will be able to develop their competency. In addition, authentic assessment will encourage students' critical thinking and interest in learning process, especially in writing (Moria et al., 2018). Students' critical thinking and interest indicated contextual learning. As stated before, contextual learning will give students learning about their real-life material. Meaning that, the implementation of authentic assessment give students chance to improve their knowledge and skills.

By considering the importance of authentic assessment implementation in learning process, teachers need several supporting activities to enhance their knowledge of authentic assessment. Workshop about implementing authentic assessment in language learning instructions were needed to be held as the curriculum 2013 said that the learning instruction needs both assessment traditional and authentic assessment (Paramartha et al., 2017). Some workshops and seminars have been conducted in order to provide appropriate information about authentic assessment implementation. The Junior High School English teachers are expected to capable to implement the types of authentic assessment in learning process (Marhaeni et al, 2017; Wahyuni, 2018). By mean of that, the Junior High School English teachers have had awareness of the importance of authentic assessment. The Junior High School English teachers are assumed that they have knowledge about what is authentic assessment, how to plan, and implement it. Practically, the authenticity of teachers' assessment is based on someone's perceived knowledge and its comprehension (Gulikers et al, 2006). By having knowledge about authentic

assessment supposed to affect the teachers' authentic assessment implementation. English teachers' perceived knowledge of authentic assessment determines how well the English teachers implement authentic assessment and how they implement the authentic assessment as they assumed authentic. If the teachers' planning and implementation of authentic assessment are in line with their perceived knowledge, meaning that the authentic assessment implementation have implemented properly. Besides, if the planning and implementation of authentic assessment different with their perceived knowledge, meaning that there is discrepancy between teachers' implementation and perceived knowledge.

Furthermore, based on the result of preliminary interview with the English teachers in SMP Negeri 6 Singaraja, those teachers have implemented certain authentic assessment in their learning instruction. The English teachers in SMP Negeri 6 Singaraja conveyed that they implement authentic assessment in assessing students' achievement in certain skills, especially speaking skill. Based on the interview, the English teachers have knowledge about authentic assessment; what it is, the importance, and the types of authentic assessment. The English teachers know that the curriculum requires teachers to apply authentic assessment in learning instruction. When the researcher interviewed the teachers, the obtained data was the teachers used test and give score in assessing students' achievement such as assessing students' listening skill and grammar mastery. Besides, the English teachers mostly implement performance assessment in learning instruction. In addition, the English teachers sometime ask students to do a project. Even though students face many obstacles in making the project, teachers still try to give the students project in order to give them experiences in making project. However, the

English teachers said that implementing authentic assessment is not easy way to assess students' ability and they are confused how to design and implement an appropriate authentic assessment for their students. In addition, handling many students while implementing authentic assessment is quite hard for the English teachers. Then, it can be assumed that the English teachers in SMP Negeri 6 Singaraja have prior knowledge about authentic assessment implementation.

Additionally, the English teachers in SMP Negeri 6 Singaraja have implement few types of authentic assessment in the learning instruction. However, there is a pandemic of COVID-19 that WHO stated in March 11, 2020 regarding the transmission of this virus is widespread (Mona, 2020). This condition affects many aspects including education in Indonesia. The government suggests to Indonesian citizen to stay at their home and isolate themselves in order to avoid the COVID-19 transmission (Perdana, 2020 in Mona, 2020). Thus, the teachers need to do online classroom to carry on the learning process. Based on the interview between the English Teachers in SMP Negeri 6 Singaraja, they have implemented online learning in order to replace the offline learning that usually do in the school because of this current situation. Those teachers also assess students' performance toward the learning material in online class including authentic assessment. Furthermore, the researcher would like to know the English teachers' perceived knowledge in SMP Negeri 6 Singaraja about the implementation of authentic assessment and its implementation.

Based on the idea, this study was done in describing authentic assessment implementation in SMP Negeri 6 Singaraja. This study aimed at describing Junior High School English teachers' perceived knowledge of authentic assessment

implementation, how teachers implement the authentic assessment that have been planned. Furthermore, if there is any discrepancy between the English teachers' implementation and perceived knowledge, they were analyzed descriptively.

1.2 Problem Identification

Authentic assessment is a process of assessing students' learning process through students' reflection of their learning, achievement, motivation, and attitudes on learning activities (O'malley & Pierce, 1996). English teachers have implemented authentic assessment in some of their learning instructions especially, in assessing speaking skill. They have considered the benefit of authentic assessment implementation. It assumed that the English teachers in SMP Negeri 6 Singaraja have prior knowledge of authentic assessment implementation by means they have perceived knowledge toward authentic assessment. It was urgent to explore how were Junior High School English teachers implemented authentic assessment in their learning instructions. When English teachers perceived they implemented authentic assessment but, they did not implement in their learning instructions, it indicated the was discrepancy of the English teachers' perceived knowledge and the implementation of authentic assessment. In this research, the researcher wanted to investigate the English teachers' perceived knowledge and the implementation as well as the discrepancy of authentic assessment implementation in SMP Negeri 6 Singaraja.

1.3 Problem Limitation

The present study focused on the analyzes of the Junior High School English teachers' implementation of authentic assessment in teaching English. Particularly, how the English teachers' perceived knowledge of authentic assessment. This study analyzed how do the Junior High School English teachers implement authentic assessment. Then, the discrepancy of the Junior High School English teachers' authentic assessment planning and implementation accordance with their perceived knowledge were analyzed afterwards. Furthermore, this study was conducted in SMP Negeri 6 Singaraja by investigating the English teachers in all grades.

1.4 Research Questions

Based on the research background, the statement of research questions can be defined as follows:

- 1.4.1 How do the English teachers in SMP Negeri 6 Singaraja perceive the authentic assessment implementation?
- 1.4.2 How do the English teachers implement authentic assessment in SMP Negeri 6 Singaraja?
- 1.4.3 Is there any discrepancy between the English teachers' perceived knowledge and the authentic assessment implementation in their English learning instruction at SMP Negeri 6 Singaraja?

1.5 Purpose of Study

Based on the statement of research question, the purposes of the study what wanted to be achieved are as follows:

- 1.5.1 To investigate the English teachers' perceived knowledge toward authentic assessment implementation in SMP Negeri 6 Singaraja.
- 1.5.2 To investigate the English teachers' implementation of authentic assessment in SMP Negeri 6 Singaraja.
- 1.5.3 To analyze the discrepancy between the English teachers' perceived knowledge and the authentic assessment implementation in SMP Negeri 6 Singaraja.

1.6 Significance of Study

Based on the purpose of the study, the significances of study that can be delivered are as follows:

1.6.1 Theoretical Significance

The result of this study provided information about authentic assessment development in terms of theory and skills in teaching English based on 21st century learning. The study was helpful to know how authentic assessment should be planned and implemented in English teaching.

1.6.2 Practical Significance

(a) Significance for the English teachers

The result of this study was helpful for teachers who will implement authentic assessment in the teaching and learning process. This study can be as reflection for teacher in order to improve their teaching

assessment, especially preparing the authentic assessment and the implementation of authentic assessment.

(b) Significance for prospective English teachers

The result of this study was helpful for prospective teachers to prepare themselves in implementing authentic assessment. This study gave information for prospective teachers about the planning and implementation of authentic assessment.

(c) Significance for headmaster

The result of this study was helpful for headmaster to know English teachers' competency in planning and implementing authentic assessment. The headmaster would know what aspects that need to be improved by the English teachers in planning and implementing authentic assessment.

