CHAPTER I

INTRODUCTION

1.1 Research Background

Curriculum 2013 has been implemented since the academic year of 2013/2014 in order to replace the previous curriculum which was *Kurikulum Tingkat Satuan Pendidikan (KTSP)*. This curriculum should be used by all schools in Indonesia (Yulianti, 2015). Generally, there are four essential points of change in curriculum 2013. Those points are standard of graduate competencies, standard of content, standard of instructional process, and standard of assessment (Rudy, 2015). One of the biggest concerns in curriculum 2013 is the evaluation standard. Therefore, evaluation standard is further regulated in *Undang Undang No.23, Tahun 2016* (Regulation of Ministry of Education and Culture Number 23, Year 2016)

Regulation of Ministry of Education and Culture Number 23, Year 2016 about evaluation standard is issued as guidance for teachers in assessing students learning achievement in primary and secondary school. Due to this regulation, assessment is a part of learning process in which teacher collecting information or data of students in order to do evaluation. Brown (2004) stated that assessment is an ongoing process which involves wider domain. According to Regulation of Ministry of Education and Culture Number 23, Year 2016, article 3, paragraph 1, there are three aspects will be assessed in learning process namely, attitude, knowledge, and skill. Students' attitude is assessed through observation; students' knowledge is assessed through written or oral test and the other appropriate task;

then students' skills are assessed through performance, project, portfolio or product based assessment. That means this regulation promotes explicitly the use of authentic assessment in learning process, including in English teaching. Curriculum has suggested educators to set tasks which are meaningful in a way they are able to apply knowledge and skill they have learned in their real life (Ratminingsih, Marhaeni, & Vigayanti, 2018). Authentic assessment in curriculum 2013 requires students to show good attitude, use knowledge and skills in performing task which is relevant with real world situation (Hidayati, 2016).

Authentic assessment is multiple forms of assessment to represent students' learning process, motivation toward learning, and students' attitude toward classroom activities that are relevant to instructional process (O'Malley & Pierce, 1996). According to the definition of authentic assessment, there are several types of assessment that are considered as authentic assessment, such as oral interview, project, writing samples, experiment, demonstration, observation, and portfolios (O'Malley & Pierce, 1996). The alternative assessment like portfolios, project, self assessment, and performance assessments are flexible in time orientation and format, contextualized to curriculum, referred to the curriculum objectives, and able to build students' intrinsic motivation in learning (Dewi, 2014). Authentic assessment assesses both process and product in learning instruction. It makes students' competencies can be assessed along learning instruction, therefore assessment process will be more meaningful because students have chance to perform their essential knowledge and skill by tasks that reflect what they normally do in real life and school (Nurgiyantoro, 2008).

Authentic assessment is also beneficial for promoting students' involvement in learning process (O'Malley & Pierce, 1996). The development of authentic assessment can also give a better monitor for students' learning progress (Tosuncuoglu, 2018). Authentic assessment will contribute to the use of oral and written English language to become more realistic as in the real word. Through appropriate assessment teacher is able to classify and evaluate their students, give appropriate feedback to students, and create their teaching accordingly which will affect both students and teacher (Tosuncuoglu, 2018). Authentic assessment can improve the quality of learning because students can be expected to learn from meaningful assessments. What is meant by meaningful here is that they have understanding of what is already achieved and what is necessary to be improved, so that it will support them to improve continuously abilities and language skills (Marhaeni & Artini, 2015).

Authenticity in general referred as a degree of similarity of language task to the characteristics of real-world task (Bachman and Palmer, 1999 in Brown, 2004). Practically, the authenticity of an assessment is defined defend on someone's knowledge (Gulikers et al, 2006). Since authentic assessment in this study is planned and implemented by English teachers in EFL classroom, the authenticity of the assessment will be defined by teachers' perceived knowledge toward authentic assessment implementation. Teachers' perceived knowledge will determine how well they implement authentic assessment based on what they consider as authentic assessment. That definition shows that authentic assessment is not only seen from the degree of similarity of assessment task to real-world task in workplace.

To build teachers' good understanding toward the implementation of authentic assessment, by now Junior High School teachers have joined some workshops related to the implementation of authentic assessment based on curriculum 2013. Those teachers are expected to be able to use various type of authentic assessment in learning instruction (Marhaeni et al, 2017; Wahyuni, 2018). It means teachers already know what authentic assessment is and how to plan and implement it. The understanding of the teachers toward authentic assessment will affect teachers' planning and performance of authentic assessment. Therefore, in this study, researcher intended to know whether teachers' authentic assessment implementation is in line with their perceived knowledge toward authentic assessment.

Based on preliminary interview conducted in SMP Negeri 5 Singaraja in the academic year 2019/2020, English teachers at that school have implemented authentic assessment. The English teachers dominantly used performance assessment. It is because the English teachers are familiar with performance assessment, especially for assessing speaking skill. Furthermore, based on the empirical study, Aliningsih and Sofwan (2015) reported that teacher do performance assessment more often because they want to know students' pronunciation. Wahyuni and Pratiwi (2017) also found irrelevant scoring instrument used by teacher in assessing students' performance. Moreover, due to pandemic situation caused by covid-19, the English teachers at SMP Negeri 5 Singaraja have to do online learning. Therefore, researcher also intended to know teachers' authentic assessment implementation in online learning as well.

Due to this issue, this study was conducted to describe English teachers' authentic assessment implementation in SMP Negeri 5 Singaraja. In more detail, this study aims at describing teachers' perceived knowledge toward authentic assessment implementation, English teachers authentic assessment implementation in SMP Negeri 5 Singaraja and researcher descriptively analyzed discrepancy between English teachers' perceived knowledge and authentic assessment implementation in SMP Negeri 5 Singaraja.

1.2 Identification of the Problem

Authentic assessment requires students to do real-world task that demonstrate meaningful application of knowledge and skills (Mueller, 2018). Based on regulation of the Ministry of Education and Culture No. 23, 2016 about educational assessment standard in Indonesia, teachers are required to implement authentic assessment to assess students' skills. Accordingly, teachers are required to assess students' skills through performance, portfolio, project, and the other kind of authentic assessment. However, English teachers in SMP Negeri 5 Singaraja found that was quite challenging in implementing authentic assessment in a large number of students. The English teachers often used one type of authentic assessment which was performance assessment. It means teachers found it was challenging to implement multiple forms of assessment. Anothers researchers such as Wahyuni and Pratiwi (2017) also found irrelevant scoring instrument used by teacher in assessing students' performance. Moreover, due to covid-19 the English teachers at SMP N 5

Singaraja have to do online learning. Therefore, this study was conducted to analyzed English teachers authentic assessment implementation before teachers did online learning and during online learning.

1.3 The Scope of the Study

This research is only conducted on three English teachers in a Junior High School, one teacher for each grade. Second, this research is conducted in SMP Negeri 5 Singaraja on the second semester in the academic year 2019/2020. Third, this research only focuses on teachers' perceived knowledge toward authentic assessment implementation and its implementation in English learning instruction at SMP Negeri 5 Singaraja, along with finding out discrepancy between teachers' perceived knowledge toward authentic assessment implementation and its implementation in English learning instruction.

1.4 Statement of the Problem

1.4.1 How do English teachers in SMP Negeri 5 Singaraja perceive the implementation of their authentic assessment?

1.4.2 How do English teachers in SMP Negeri 5 Singaraja implement authentic assessments in their English learning instruction?

1.4.3 Is there any discrepancy between English teachers' perceived knowledge and their performance in implementing authentic assessment at SMP Negeri 5 Singaraja?

1.5 Purpose of the Study

Based on the research questions above, the purposes of this study are as follows:

1.5.1 Analysing English teachers' perceived knowledge toward authentic assessment implementation in SMP Negeri 5 Singaraja

1.5.2 Analysing the English teachers' authentic assessment implementation in SMP Negeri 5 Singaraja.

1.5.3 Analysing the discrepancy between English teachers' perceived knowledge and their performance in implementing authentic assessment at SMP Negeri 5 Singaraja.

1.6 Significance of the Study

The result of this study is expected to give benefit both theoretical and practical as follows:

1.6.1 Theoretical Significance

The result of this study is expected to give theoretical contribution to the development of authentic assessment according to curriculum 2013 especially in giving additional knowledge about implementation of

authentic assessment in English instruction in accordance with the demand of 21st century education.

1.6.2 Practical Significance

1.6.2.1   For Teachers

The result of this study is helpful for teachers to reflect their authentic assessment implementation in order to assess their students' application of knowledge in English learning instruction. Teachers can take example on how authentic assessment is implemented in English learning instruction, especially in junior high school. Teachers can also modify type of authentic assessment that can be implemented in English language learning.

1.6.2.2   For Headmasters

The result of this study will be able to give useful information of teachers' authentic assessment implementation. This information can be used as reflection to improve quality of authentic assessment made by teachers. By knowing the discrepancy between English teachers' perception toward authentic assessment implementation and teachers' performance in implementing authentic assessment implementation in English learning instructi, the headmaster will be able to plan a strategy to improve teachers' competency in implementing authentic assessment.

1.6.2.3   For Prospective English Teacher

The result of this study will be able to provide useful information to prospective English teacher to know about authentic assessment, and

how to implement the authentic assessment. That information will be beneficial in providing example of authentic assessment that can be implemented in English learning instruction. Teachers can also develop students' English achievement through implementing proper authentic assessment.