

CHAPTER I

INTRODUCTION

1.1 Research Background

Many people in the world have been aware of the importance of education. According to Sustainable Development Goals by United Nations, quality education is one of seventeen things that could end poverty, protect the planet, and ensure that all people enjoy peace along with prosperity (Fuller, 2019). At the same time, every country should provide quality education opportunities for all. By providing quality education, a country invests in raising incomes, tackling inequalities, and protecting children's rights. It also improves life expectancy and life expectancy (McMahon & Oketch in Dubey et al., 2018). It will also result in more employment opportunities (Dubey et al., 2018).

We need to realize that participation in education is not enough to ensure individuals have the knowledge, skills, and attitude they need to reach their life purpose and well-being (Boeren, 2019). This statement causes assessment in learning not only emphasized learning outcomes but also the learning process. Therefore, a teacher should tailor the assessment in order to be in line with its purpose. It requires teachers to prepare a meaningful task that students would need to master after passing the class or graduate (Mueller, 2018). Permendikbud Number 23 in 2016, a regulation issued by the Indonesian Ministry of Education and Culture,

requires teachers to assess attitude, knowledge, and skill. It requires assessments to make the students showing the attitude, using the knowledge and skills that the students gained from the learning process of doing the real-life task. In other words, teachers should use authentic assessment should be whenever possible.

According to Stiggins (2018), the assessment itself is a process of collecting and analyzing information to measure students' learning achievement. Meanwhile, by using authentic assessment, teachers will focus on making contextual tasks to provide media for the students to perform their competency (Arnold, 2019). It is in line with the 2013 Curriculum, which requires the students to perform a real-life task. Authentic assessment requires the students to perform their competency in solving real-life problems; students are also encouraged to think outside the box in solving those problems and collaborate with their peers. Those activity is going to require the students to have good communication skills. Those requirements of authentic assessment also in line with 21st-century learning skills, or what we called the 4 Cs. It includes critical thinking, creativity, collaboration, and communication (Stauffer, 2020).

With the emerging of the new curriculum in 2013, some authorities have given training on the implementation of the new curriculum has been given to school teachers in order for them to be able to apply various types of authentic assessments in teaching students. Authorities conducted this training so that teacher representatives can socialize it in their schools. People expected teachers to know how to plan and implement the authentic assessment. Wahyuni (2013), who researched Buleleng, found that vocational high school teachers' assessment

authenticity is considered sufficiently authentic. On the other hand, research conducted on sixteen teachers from four different high schools in Bali found out that those EFL teachers' implementation of authentic assessment is not satisfying, seen from their lack of variety and implementation (Marhaeni, Dantes & Paramartha, 2018).

Since March 2020, the Coronavirus outbreak has attacked Indonesia. The education sector was affected because of this virus. People urged schools to do online learning. An academican can take to overcome this problem is to use technology as an online learning media. People forced teachers to find the best platform that schools can use to replace teaching and learning activities without requiring students to go to school.

Based on the interview, before collecting the data, the SMP Negeri 4 Singaraja teacher was capable of using authentic assessment, especially performance assessment. They admitted that authentic assessment is still challenging to implement in their daily learning and instruction online, and they still use formative assessment. On the other side, they also used important information about the Coronavirus as learning material so that learning becomes relevant and at the same time educates students about this new virus. Teachers were in doubt about using another type of authentic assessment like portfolio, project, and self-assessment in online learning. Since they should conduct online learning due to the Coronavirus, they must consider some ways to implement authentic online learning assessment. Also, online learning reduced the seriousness of students and the limited time

available. They think that their students are still unprepared for doing activities like portfolio and self-assessment, especially in online learning.

The authenticity of an assessment depends on the beholders' perception (Gulikers et al., 2006). Therefore, this research aims to analyze teachers' perceived knowledge of authentic assessment and analyze the authentic assessment's implementation in their online class. Those data then could be compared to see whether there are gaps amongst them. This process is due to the subjectivity of assessment authenticity. However, authentic assessment should be used appropriately in its nature.

This research aimed to analyze authentic assessment in online English instruction at SMP Negeri 4 Singaraja. It found out teachers' perceived knowledge, how they implement authentic assessment, and descriptively analyze any discrepancies between what the teachers plan to do, and their implementation.

From the rationale above, the researcher was eager to conduct a research entitled "The Implementation of Authentic Assessment in Online English Instruction at SMP Negeri 4 Singaraja".

1.2 Identification of the Problem

Permendikbud Number 23 in 2016 requires the use of Authentic Assessment. Authentic assessment assesses students' learning process by observing students' learning process to see their achievement, motivation, and attitudes (O'Malley & Pierce, 1996). People expect teachers to know how to plan and implement an

authentic assessment. The next thing to do is to find out whether teachers have applied it appropriately in online learning. Researchers also need to determine whether teachers' perceived knowledge and implementation of authentic assessment are in line. Therefore, the researcher was eager to find out how teachers' perceived knowledge and implementation of authentic assessment and determine whether there is any discrepancy between teachers' perspective and the implementation. Because of that rationale, the researcher is willing to conduct research entitled "The Implementation of Authentic Assessment in Online English Instruction at SMP Negeri 4 Singaraja".

1.3 The Scope of the Study

This research aimed to find out how teachers' perceived knowledge and implementation of authentic assessment and determine whether there is any discrepancy between teachers' perspective and the implementation. However, the reader should note some limitations:

- 1.3.1. This researcher only conducted this research on three English teachers in a Junior High School, one teacher for each grade.
- 1.3.2. This research is only conducted in SMP Negeri 4 Singaraja on the second semester in the academic year 2020/2021.
- 1.3.3. This research only focuses on teachers' perspective and implementation of authentic assessment in SMP Negeri 4 Singaraja and finding out any

discrepancy between teachers' perspective on authentic assessment and their implementation in online learning.

1.4 Statement of the Problem

- 1.4.1 How do English teachers in SMP Negeri 4 Singaraja perceive the implementation of their authentic assessment?
- 1.4.2 How do English teachers in SMP Negeri 4 Singaraja implement authentic assessments in their online English instruction?
- 1.4.3 Is there any discrepancy between teachers' perceived knowledge and authentic assessment performance in their online English instruction at SMP Negeri 4 Singaraja?

1.5 Purpose of the Study

This researcher aimed to conduct research that describes the implementation of authentic assessment in SMP Negeri 4 Singaraja. It determined teachers' perceived knowledge, implementation of authentic assessment, and descriptively analyze whether there is any discrepancy between teachers' perceived knowledge and implementation of authentic assessment in SMP Negeri 4 Singaraja.

1.6 Significance of the Study

The researcher expected this study to give benefit, both theoretical and practical, as follows:

1.6.1 Theoretical Significance

The researcher expected this study to give a theoretical contribution to the development of authentic assessment according to curriculum 2013, especially in giving additional knowledge about the planning and implementation of authentic assessment according to curriculum 2013.

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 planning and implementation in order to assess their students in the most authentic ways. Teachers can take practical examples of how the subjects of this study plan and implement authentic assessment for their English learning, especially in junior high school. Teachers can also modify the way to plan and implement authentic assessment in class. Besides those benefits, teachers can also find out how to plan and implement authentic assessment by reading this study's results. Hopefully, it will help teachers to conduct a better assessment.

1.6.2.2 For Headmasters

This study will be useful for headmasters to know how English teachers in school plan and implement the authentic assessment. Headmasters can use this study as a reflection on whether it is following the curriculum. Headmasters will find out what to improve, so teachers conduct a better assessment in their schools. This effort can help increase school performance. Those benefits hopefully are going to help the students in schools to learn better.

1.6.2.3 For Prospective English Teacher

By reading this study, prospective English teacher can learn about how to maintain authenticity of their assessment. Those information could be used as a guide to implement authentic assessment in their classroom. They can also see some example on how to implement authentic assessment at school. This will help to improve teacher performance at school. Those, it is also going to help the development of students' knowledge and skill.