

CHAPTER I

INTRODUCTION

1.1. Background of Study

One effort that is believed to create high quality human resources is education. A quality education process is able to improve the quality of human resources, and education is believed to be a means to win competition in all fields (Trianto, 2012). With reliable human resources, a nation is not only able to improve the welfare of its own people but also be able to compete in the international world. Education is an ongoing and never-ending process. In Indonesia, the goal of education is the realization of a future human figure, and is rooted in the nation's cultural values and Pancasila (Sujana, 2019). Therefore, it can be said that education is one way to develop human qualities and achieve the ideals of a nation.

Human resources are said to have quality if they have the ability or skills that can drive them to progress and continue to develop in accordance with the demands of 21st Century Education. Bishop (2018) claimed that skills in the 21st century include (a) critical thinking and problem solving, (b) communication, (c) collaboration, and (d) creativity and innovation (creativity and innovation). 21st century skills also emphasize the integration of technology, professional development and literacy in aspects of human life (Fandiño, 2013). These skills must be possessed by someone in order to compete with the outside world. Therefore, the education must provide learning that can develop 21st century skills.

Many ways can be done to measure the quality of education. Policy, leadership and school systems are determining factors in the quality of education (Woessmann, 2016). Besides that, the quality of education can be seen the teaching and learning process that occurs both from early education to higher-level education (Jamaludin, 2011). This includes how the planning, application and assessment processes occur in the classroom.

As part of the learning process, assessment has important roles. Assessment process can produce feedback on the learning process itself (Nasab, 2015). William (2013) stated that the assessment process is a bridge for the learning process and the teaching process. He also believes that the assessment process is a benchmark in determining the success of the teaching and learning process. The assessment itself according to Hargreaves (2005) is a process of monitoring student development with reference to learning objectives. Furthermore, he explained that the assessment process is a series of teacher performance in providing feedback to improve student quality. Thus, it can be said that the assessment is a process of learning evaluation conducted to improve the quality of students according to learning objectives.

There are two assessment models commonly used in the learning process, namely traditional assessment and authentic assessment. At present the authentic assessment process is emphasized more by the 2013 curriculum. This is because the authentic assessment process involves the role of students rather than relying on the results of objective tests, true-false, and essays that are judged to be unable to assist students in showing the multidimensional aspects of what they have learned (Nasab, 2015). In addition, Marhaeni and Dantes (2014) revealed that the authentic

assessment process is more appropriate to be applied in the context of 21st century learning. In Indonesia, the elimination of the national exam can be said to be a concrete step in leaving the traditional assessment process. Besides that, the regulation from the ministry of education of Indonesia number 21,22 and 23 stresses on the use of authentic assessment in classroom. 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. The regulation stresses that during the teaching and learning process students should be assessed based on their attitude, knowledge, and skills authentically.

Authentic assessments can be divided into several types, namely: performance assessments, project assessments, portfolio assessments, and self-assessments. Each assessment has its own functions and objectives. Performance assessment is designed to emulate real-life contexts or conditions in which specific knowledge or skills are actually applied (Quansah, 2018). Project assessment is a reflection of project-based learning that encourages meaningful learning through student directed investigation pursue solutions to open-ended problems or products of their understanding (Sastrikirana,2015). A portfolio is a collection of student work that aims to document and assess the efforts, progress, and achievements of students in one or several fields over a certain period of time (Huang, 2012). Self-assessment is a process where the students would reflect on the quality of their work, judge the degree to which their work reflects explicitly stated goals or criteria, and revise their work if necessary (Jamrus & Razali, 2019).

In general, the purpose of using authentic assessments is to provide space for students to actively participate in the learning evaluation process. Gulikers, Bastiaens, and Kirschner (2004) states that authentic assessment involves interesting real life or authentic tasks and contexts as well as multiple assessment moments and methods to reach a profile score for determining student learning or development. Increasing the authenticity of an assessment is expected to have a positive influence on student learning and motivation. Moria, Refnaldi, and Zaim (2017) emphasize that authentic assessment evaluates student performance according to real-life contexts. Affirmation of character values in the 2013 curriculum can no longer be measured by traditional assessments such as multiple choice (Marhaeni & Dantes, 2014). In the 2013 curriculum, the use of authentic assessment places more emphasis on the attitudes, understanding and skills of students by involving the appropriate types of assessments.

Looking at the benefits and importance of applying authentic assessments in the classroom, it is very interesting to identify the application of authentic assessments in the classroom. The results of preliminary observations in this study found that English teachers at SMP Negeri 3 Singaraja conveyed that they had used authentic assessments. Although traditional assessments are still used, they claim that authentic assessments are more widely used to measure students' abilities. In the current online learning situation, the teachers claimed that they still implement authentic assessment in classroom. They also aware of the learning situation which made them to adjust the use of authentic assessment. This study aims to identify how authentic assessments are applied in learning English in SMP Negeri 3 Singaraja in online teaching and learning.

1.2 Problem Identification

The use of authentic assessments is now the main reason for overcoming the weaknesses of traditional assessments. The 2013 curriculum in Indonesia also emphasizes the use of authentic assessments. There is still little research that discusses how authentic assessments are applied in the classroom, especially in Buleleng, Bali. However, in online learning situation, the authentic assessment still needed to be implemented. The teachers need to adjust the implementation of authentic assessment especially when doing observation. Therefore, this study aims to identify the implementation of authentic assessment in English instruction at SMP Negeri 3 Singaraja in online teaching and learning.

1.3 The Scope of the Study

This research is limited to the scope of the research setting. Because of the pandemic situation, this study was limited to identifying the authentic application of assessments in only one school. In addition, this study focuses only on teachers' perspective and implementation of authentic assessment in SMP Negeri 3 Singaraja in online teaching and learning, along with finding out any discrepancy between teachers' perspective on authentic assessment and the implementation.

1.4 Statement of the Problem

1. How is the perceived knowledge of English teachers regarding the implementation of authentic assessment in English instruction at SMP Negeri 3 Singaraja?
2. How do English teachers in SMP Negeri 3 Singaraja implement authentic assessments in their English instruction?

3. Is there any discrepancy between teachers' perception and performance of authentic assessment in their English instruction at SMP Negeri 3 Singaraja?

1.5 Purpose of the Study

This research aims at describing the implementation of authentic assessment in SMP Negeri 3 Singaraja. It will find out teachers' perception, how they implement authentic assessment, and descriptively analyse whether there are any discrepancy between teachers' perception and implementation of authentic assessment in SMP Negeri 3 Singaraja.

1.6 Significance of the Study

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

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 the planning and implementation of authentic assessment according to curriculum 2013.

2. Practical Significance

(1) For English Teacher

By reading this study, English teacher can learn about types of authentic assessment and the implementation authentic assessment in classroom. The results of the study are also expected to inspire teachers in using authentic assessments other than traditional assessments.

(2) For Policy Makers

The results of the study are expected to provide a different perspective for policy makers on the application of authentic assessment in the classroom. So that in the future, the policies made will put more emphasis on the application of authentic assessments.

(3) Further Study

The results of this study are expected to add to the literature on authentic assessment and its application in the classroom. The results of the study are also expected to be a reference for related research in the future.

