

CHAPTER I

INTRODUCTION

This chapter discusses about introduction of this research. It elaborates the research background, problem identification, research limitation, research questions, research objectives, and research significance.

1.1. Research Background

Since 2013, Indonesian government has been implementing a new curriculum which accommodates the principles of 21st century learning skills. This curriculum is called Curriculum 2013 as it is targeted to reach competencies and characters needed in reaching 21st century skills. Skills that should be possessed by the students to reach 21st century skills namely; problem solving, critical thinking, collaboration, communication, creativity and innovation (Mulyasa, 2006:87).

Recently, learning is encouraged to be Student Centered Learning (SCL) by focusing on graduate learning achievements through a learning process that prioritizes the development of students' creativity, capacity, personality, and needs, as well as developing independence in seeking and finding knowledge. The change in approachment of Teacher Centered Learning (TCL) to Student Centered Learning (SCL) is a paradigm shift which is a change in the way things are viewed in learning (Tresna, 2014). The application of SCL learning patterns is expected to achieve the goal of Curriculum 2013 is functioned to prepare Indonesian citizens with both life skills as an individual and a citizen who are faithful to God, be productive, creative, innovative, effective, as well as contributive to society, nation, and world civilization (Ministry of Education and Culture, 2013).

The quality of teaching is a key to boost students' success on learning (Darling-Hammond, 1997). However, to have a good quality in teaching, teacher should prepare a lesson plan before teaching and learning are conducted. Lesson plan is an important part of instruction which consists of five aspects, such as goals, objectives, activities, media and assessment (Sesiorina, 2014). According to Harmer (2007), the lesson plan is a guideline for the teachers which relates to

teacher's relationship with students in learning and teaching process in the classroom. Simply, the teacher is the one who has done the planning and commitment towards teaching, hence, students will give positive response to the teacher. Thus, lesson plan belongs to teacher's responsibility to decide the form and content of instruction, such as how much presenting, questioning and discussing will be and how much material to cover in the allotted time needs to revisit and notice by the teacher before teaching the students (Borich, 2007).

According to Brown (2001), the teacher has to notice the essential elements that should be covered. There were five elements that should be covered in lesson plans. Those are goals, objectives, activities, media, and assessment. On the other hand, Education and Culture Ministry Regulation No. 81A (2013) stated that lesson plan is a learning plan developed in detail from main material or main topic based on syllabus. A lesson plan covers school identity, subject, and class/semester, material, time, learning objective, basic competence, and indicator, learning material, learning method, media, instrument, learning process, and evaluation (Djuwairiah Ahmad, 2015). Based on the Circular Letter of Education and Culture Ministry No 14 Year 2019, the preparation of Lesson Plan is simplified from thirteen components into three components. These three components are the importance of learning, learning activities and assessment. Lesson Plan writing must be done effectively and efficiently. In term of number of sheets, this lesson plan is quite written on a piece of paper.

As one of essential thing in lesson plan, assessment provided various information that can be used as a basic for decision-making on students, curriculum, learning programs, school climate and school policy (Uno & Koni, 2014). The Curriculum 2013 has three aspects of assessment, namely knowledge, skill, and attitude. Assessment is carried out comprehensively to determine the development of students in developing their potential including spiritual attitude competencies, social attitudes, knowledge and skills continuously. Assessment of learning outcomes in Curriculum 2013 is made differently from the previous. For instance, assessment through tests (measuring attitudes, knowledge, and skills based on learning outcomes only) is changed into authentic assessment

(measuring attitudes, knowledge, and skills based on the learning process and learning outcomes). As mentioned in Education and Culture Ministry Regulation No 23 Year 2016, the assessment is used to monitor and evaluate the process, learning progress and the improvement of students' learning.

According to Education and Culture Ministry Regulation 81A Year 2013 about the implementation of Curriculum 2013, the assessment applied is authentic assessment. Authentic assessment is a global assessment process to assess deeper thoughts, motivations or actions. In this assessment, students are expected to think critically, analyze information, obtain new ideas, communicate, collaborate, solve problems, and conclude the information that they got. In this authentic assessment, students' competencies are assessed, whether knowledge, skills, or attitude, or a combination of those three (Gulikers, et al, 2004). Marhaeni & Artini (2014) explained that curriculum 2013 is compatible with authentic assessment. It is because authentic assessment measures the process and product of learning and develops four basic competencies namely, social attitude, religious competency, knowledge and skill. In addition, authentic assessment also builds behavior to think logically, objectively, critically and creatively.

According to Feuer & Fulton (1993), the teacher could select from numerous types of authentic assessment. There are five popular types of authentic assessment (Rolheiser & Ross (2005) as cited in Marhaeni & Artini (2014)). Those are self assessment, product assessment, project assessment, performance assessment, and performance assessment. However, as mentioned in Curriculum 2013, there are four types of authentic assessment that should be implemented at school. Those are self-assessment, performance assessment, project assessment, and portfolio assessment. The Curriculum 2013 requires English teachers to apply authentic assessment as a method of educational measurement. Authentic assessment is an evaluation process involving multiple forms of student's performance on instructionally-classroom activities. This assessment contributes to the development of the effective classroom measurement. It encourages students to be more active and to help teachers reflect on their teaching and improve the instruction.

In designing authentic assessment, the teachers should understand each component that they want to assess and know procedure that should be done to assess. Mueller (1993) stated that in planning and designing the authentic assessment, there were eight steps of systematic process such as, building a team, determining the purpose of authentic assessment, specifying objectives, conducting professional development of authentic assessment, collecting examples of authentic assessment, adapting a new one, trying out the assessment, and reviewing the assessment. Thus, teachers should implement a systematic process in planning and designing the authentic assessment. If teachers are able to plan and design the authentic assessment very well as required by Curriculum 2013, it will give the feedback for the quality of teaching.

The implementation of authentic assessment gives positive learning for students. The authentic assessment is a task that mostly enables students to use their cognitive process besides showing them what they have learnt and what they have done (Eby, 1998). According to Rukmini (2017), English teachers have to implement authentic assessment to measure students' productive skills. Asmawati, Rosidin, and Abdurrahman (2018) stated the use of assessment instrument learning was effective to improve the students' critical thinking. Besides, authentic assessment can be used to better facilitate teaching and learning (Moria, Fernaldi, & Zaim, 2018). Thus, students are supposed to deal with meaningful materials and problem solving through authentic assessment (King, 2000) which is important to be reviewed in order to fulfill the requirement of Curriculum 2013.

Hence, teacher should be able to plan, design and implement the authentic assessment properly as it is demanded by Curriculum 2013. Many efforts have been taken to provide a better quality of teaching throughout training or workshop and documents of module about Curriculum 2013. Besides, the school provides a community called as MGMP in every subject to ease the teacher in sharing problems or difficulties during teaching and learning process. Thus, teachers have done many efforts to fulfill the demands of Curriculum 2013. As mentioned in Standard Assessment No 23 Year 2016, assessment instruments used by the teachers should be covered three aspects, namely knowledge, attitude and

skills. Teachers are required to cover those competencies by using appropriate assessment instruments which is authentic. However, teachers have to apply numerous instruments which is confusing in implementing authentic assessment. Related to the Curriculum 2013 implementation, the teachers had not fully understood the assessment system (Retnawati, Hadi & Nugraha, 2016). The assessment process that did not run effectively was caused by the English teacher who still experienced some constraints during instructional activities (Fitriani, 2017). This is why the implementation of authentic assessment is necessary for teachers as well as demanded in Curriculum 2013. The previous researchers had conducted research and developments, also experiments that had adequate on assessment, but the research which focus on analyzing the assessment instrument have not much been done.

Therefore, this present research focuses on the assessment instruments used by the English teacher at Junior High Schools in Singaraja Bali in order to figure out the types of assessment instruments used by the English teacher in lesson plan, as well as the relevancy and the authenticity of assessment instruments used in teacher's lesson plans.

1.2. Problem Identification

Assessment is one of essential things to demonstrate students' comprehension on English skills as well as their content knowledge. The assessment can be held at the beginning, middle, or end of learning process. However, several problems appeared in field of assessment based on the first interview conducted in February 2019. The English teachers realized that the use of authentic assessment instruments in learning and teaching process is necessary. As required in Curriculum 2013, the instruments assessment designed by the teacher should be authentic. The assessment covers the knowledge competency, attitude competency and skills competency during teaching and learning process. Teachers plan an appropriate assessment instrument based on the competencies that have to be achieved and applied in real-life by the students. The teachers have been facilitated throughout training or workshop and documents of Curriculum 2013 module as planning preparation. Accordance to this point, this current

research is important to be done since the research which focuses on analyzing the assessment instruments for teacher has not much been done. As the compulsory subject, English subject requires students to be able to cover the four basic skills, namely reading, writing, speaking and listening. In order to cover those basic skills, teachers must prepare the assessment instrument which is relevant and authentic as required by Curriculum 2013 since those affect the success of Curriculum 2013 implementation. It is because the assessment is used to monitor the process and improvement of students whether the students already fulfill the basic competence or not. Besides, the assessment is also a feedback for the students to evaluate the learning plan and process (Education and Culture Ministry Regulation No. 23 Year 2006 about the standard of assessment). The key of Curriculum 2013 implementation success is the scoring system done by the teacher (Alimuddin, 2014) whereas, teachers are confused in assessing students, especially in the way of evaluation because there are many indicators that must be accommodated. Besides, curriculum revisions make teachers confused in applying the Curriculum 2013, it caused by many activities must be done in the learning process and assessment (Armadeni, Rezi & Arief, 2019). Varied opinion about how to assess the students in Curriculum 2013 caused confusion for teachers in the field (Alimuddin, 2014). Teachers possessed knowledge about the importance of authentic assessment to be instrumented, yet it still found that teachers needed help in providing assessment instruments in the classroom (Marhaeni & Artini, 2014). Therefore, the implementation of authentic assessment is quite challenging for English teacher (Rukmini, 2017)

This research focuses on analyzing the instrument assessment used by the English teachers in lesson plan. It is also done to identify the types of assessment instruments designed in English teacher lesson plans as well as to analyze the relevancy and authenticity of assessment instruments used in lesson plan.

1.3. Problem Limitation

As has been mentioned previously, the study that aims at analyzing teachers' assessment instruments in lesson plan of English teachers at Junior High School in Singaraja Bali have not much been done. This research is

limited to the assessment instruments used by the teachers as well as to figure out the types of assessment instruments used in lesson plan, the relevancy between assessment instrument with indicators, and the authenticity of assessment instruments

1.4. Research Problem

Based on the background of the study explained above, the research problem can be formulated as follows.

1. What type of assessment instruments are used in English teacher's lesson plans at Junior High School in Singaraja Bali?
2. How relevant are the assessment instruments with the indicators designed by English teachers at Junior High School in Singaraja Bali?
3. How is the authenticity of the assessment instruments which are used in English teacher lesson plan?

1.5. Research Purpose

This research is aimed to describe the types of assessment instruments used in lesson plan, to describe the relevancy between assessment and indicator in lesson plan and also to find out the authenticity of assessment instruments used by English teacher as demands curriculum 2013.

1.6. Research Significances

1. Theoretical Significance

The results of this research are expected to enrich the types of assessment instruments used in lesson plan, the relevancy and authenticity of assessment instruments by providing the most recent proven theory of authentic assessment for educational field.

2. Practical Significance

The results of this research are also expected to give benefits for the teachers, schools, and other researchers.

a. For the teachers

The result of this research can be a reference for teachers to improve their competence in designing and implementing authentic assessment

based on curriculum 2013 and it can be used as the valuable information on assessed the students with appropriate authentic instruments.

b. For the researcher

The result of this research is expected to provide newest proven theory and recent information regarding assessment instruments used in lesson plan towards the implementation of authentic assessment based on curriculum 2013 specifically the principal of authentic assessment and its' implementation for the other researchers who want to conduct further research about this topic.

c. For the school

The significant information of the authentic assessment based on Curriculum 2013 implementation. The data of this research can be used as a consideration to develop the management and policy maker of Curriculum 2013 in the school.

