

CHAPTER I

INTRODUCTION

This chapter presents research background, identification of the problem, limitation of the problem, statement of the problem, purpose of the study and research significance of Authentic language assessment implemented by English teacher in Senior High School.

1.1 Research Background

Certification is the process of giving educator certificates as a professional educator by the government (PerMendikbud No.37 tahun 2017). The purpose of this program is to improve the quality of teacher competency as a professional educator in education areas, in order to fulfill the basic competencies required as a professional. The competencies were pedagogical competence, social competence, professional competence and personality competence (Triyanto, 2012).

Certification in Indonesia started in 2006 to enhance the professionalism of the teacher with a target of certifying around 2.3 million from elementary and secondary teachers in 2015 (Fahmi & Riza 2014). This program will increase every year in certifying teachers in order to achieve the maximum. The certification program is much needed for every activity done by the students whether in classroom or outside classroom (Triyanto, 2012). It can be seen from every process taken by the teacher

such as assessing the progress of the learner and evaluate the improvement of students' abilities required a professional assessor (teacher) (Utami, 2015).

Besides enhancing the professionalism of the teacher, certification program also emphasizing the certified teacher to improve their pedagogical competence or the professionalism in assessing the learners (Triyanto, 2012). It can be seen from the effort of the government in revising some regulations about the national assessment standard. The newest regulation which discusses about the assessment standard is *Menteri Pendidikan dan Kebudayaan Republik Indonesia No. 23 (2016)* which explain assessment is important because, assessment focuses on the process of gathering information/evidence about the learning achievement of learners in the competence of spiritual attitudes and social attitudes, knowledge competencies, and skill competencies performed in a planned and systematic ways, during and after the learning process.

Through the regulations of *Menteri Pendidikan dan Kebudayaan Republik Indonesia No. 23 (2016)* the government is emphasizing the teacher to not only professional but the assessment used to assess students must reflect to the students' real life (authentic). The assessment (authentic) requires learners to show attitudes, using the knowledge and skills gained from learning in performing tasks in real situations. The rule also explains the form of authentic assessment includes assessment based on observations, field assignments, portfolios, projects, products, journals, and performance.

As a professional, the authentic assessment absolutely must be implemented by certified teacher in order to collaborating the real life conditions with the learning process. It becomes a necessity because the assessment (authentic) is much needed for the every subject in learning. For example in English subject in English Foreign Language (EFL) context. This assessment requires students to mastering the four language skills such as listening, reading, writing and speaking which is really close with authentic assessment implementation (Marhaeni & Kusuma, 2017).

From the explanation about the assessment of certified teacher must be authentic, this study aims at investigating the types of authentic language assessment implemented by the certified English teacher at senior high school in Singaraja. The investigation begins by knowing how the certified English plan, implement, analyze, and reporting their assessment for the development of the student. As what stated in UU No 65 about educational standard in elementary and high school in 2013, there are 4 components that must be filled by the teacher that is: planning, implementing, analyzing and helping the learners.

The study will be conducted in Singaraja because Singaraja is one the famous city in Bali known as City of education and produces a good quality of teachers in every year. This epithet is a pride for government and also community. Related to that statement, Singaraja which is one of the cities in Bali island is attempted to advance education by establishing good schools from the level of elementary until college (Ayu Sutarminingsih, 2014). From the background above, the researcher interested to

analyze the authentic language assessment implemented by the certified English teacher at senior high school in Singaraja.

1.2 Problem Identification

From the previous research, the writer argues that, certification only effect to the teacher standard living. Many sources explain that certification might be a solution or another problem for Indonesian national education. Some teachers only use paper-pencil test in assessing students' comprehension. regardless it measures the cognitive, affective, or psychomotor aspects. Therefore, the researcher interest to analyze the types of authentic language assessment implemented by certified English teacher at senior high school in Singaraja.

1.3 Limitation of the Problem

In this research, the researcher limits the scope of the research into analyzing the lesson plan used by the certified English teacher and then move to the observation session and finished by interviewing the certified English in order to get the depth information and understanding about the reasons of using that authentic language assessment.

A.4 Statement of the Problem

From the Research background above it can be formulated some problems as follows:

1. What types of authentic language assessment are implemented by certified English teachers at senior high school in Singaraja?
2. How authentic is the planning of authentic language assessment by certified English teachers at senior high school in Singaraja?
3. How authentic is the implementation of authentic language assessment by certified English teachers at senior high school in Singaraja?
4. How do the certified English teachers analyze and report authentic language assessment results?

A.5 Purpose of the Study

From the statement of the problem above it can be formulated some purposes as follows:

1. Investigate what types of authentic language assessment are implemented by certified English teachers at senior high school in Singaraja
2. Investigate the authenticity of authentic language assessment planned by certified English teachers
3. Investigate the authenticity of authentic language assessment implemented by certified English teachers
4. Investigate how do the certified English teachers analyze and report authentic language assessment results

A.6 Significances of The Research

The results of this research are expected to:

1. Theoretical benefits, the results can contribute to the addition of theories and findings about authentic language assessment implemented by certified English teacher at senior high school in Singaraja.

2. Practical benefits,

1) For the researcher,

This paper is an excellent opportunity for writer to contribute their thoughts, opinions or suggestions related to analysis of authentic language assessment used by certified English teacher at senior high school in Singaraja.

2) For Teachers

Through this study, the English teacher can develop their knowledge about appropriate authentic language assessment type in teaching English and expected to give positive input in developing their assessment.

3) For the government,

The results of this paper can be used as a basis for consideration to establish policy about assessment type for certified English teacher at senior high school.

4) For Other Researcher

This study can be used as the reference or alternative sources for them who want to conduct similar research.

