

## CHAPTER I

### INTRODUCTION

#### A. Background of study

Education and curriculum include education curriculum regulations in Indonesia. The curriculum is a place that will determine the direction of education. The curriculum is defined as a series of efforts to achieve educational goals. Currently schools in Indonesia have implemented the 2013 curriculum as a revision of the previous curriculum. The government developed the 2013 curriculum for several reasons including: (1) the need to improve competence, (2) improve communication skills, (3) improve critical thinking skills, and (4) considering the moral aspects of students (Kemdikbud, 2013).

English teachers have implemented the 2013 curriculum, they are still working harder to implement it correctly implementing the 2013 curriculum is unlike projects that are easy for them because in the implementation of the 2013 curriculum teachers must make lesson plans before class, learning how the teaching and learning process, and evaluate effective learning in accordance with the 2013 curriculum.

According to surah al-Ankabut 2-3 as the foundation rests in describing evaluation:

أَحْسِبَ النَّاسُ أَنْ يُتْرَكُوا أَنْ يَقُولُوا آمَنَّا وَهُمْ لَا يُفْتَنُونَ (2)

وَلَقَدْ فَتَنَّا الَّذِينَ مِنْ قَبْلِهِمْ فَلَيَعْلَمَنَّ اللَّهُ الَّذِينَ صَدَقُوا وَلَيَعْلَمَنَّ الْكَاذِبِينَ (3)

Based on the verses above, Allah has stated that every human being on this earth will be tested. In addition, if someone is resistant to trials, they will get excitement in all forms, especially excitement that is mentally and spiritually. Such as relieved, obstinacy, mental health, and get a ticket to enter heaven.

In the implementation in the field, the 2013 curriculum experienced many obstacles, both in terms of the application of learning approaches, learning materials, and especially in conducting assessments. From several English teachers they experienced many difficulties in the assessment process. The causes of their difficulties in conducting assessments include: 1) assessment includes aspects of knowledge, skills, and attitudes; 2) the number of assessment techniques that must be done for each aspect of the assessment; 3) preparation of skills and rubric assessment instruments; 4) instrument preparation and implementation of attitude assessment with various techniques, and 5) processing assessment data, especially about writing descriptions of aspects of achieving knowledge, skills and attitudes.

Evaluating the readiness of teachers in implementing the 2013 curriculum, related to assessment is a very urgent problem to learn. Basically the assessment for learning cannot be separated from the learning process. Therefore, planning, implementation and development of learning assessment tools must be carefully considered by the teachers. Assessment for the learning process and learning outcomes uses authentic assessment. Authentic assessment has been carried out by all teachers in using the 2013 curriculum. Teachers assess student learning from the beginning of learning to the end of the teaching process because educational goals can only be achieved through a valid reliable curriculum and proper evaluation of the renewal process and fulfillment of necessary social needs.

Based on the *Permendikbud No. 104 in 2013*, there are some techniques and instruments that can be used to evaluate from the three aspects, namely: (1) attitude competence. There some methods to evaluate the learner attitude, such as: (a) observation, (b) self-assessment, (c) peer-assessment, and (d) anecdote. (2) knowledge competence, this competence divided into three; (a) written test (the learners choose the answer and supplies the answer), (b) observation in discussing, and (c) giving an assignment. (3) skill

competence, this skill can be done using; (a) practice or work show, (b) project, (c) product, (d) portfolio, and (e) written.

English teachers, based on the 2013 curriculum, in assessing students' skills in English language learning are asked to apply three types of authentic assessments the assessment are: performance, projects and portfolio assessment. However, teachers find it difficult to design authentic assessments based on 2013 curriculum because there are many aspects that make them have to work hard in designing it.

In Addition, the *Permendikbud No 81a in 2013*, concerning the implementation of the 2013 Curriculum, teachers are required to apply authentic assessments as the method of assessing student competence. Especially according to regulations *Permendikbud No 104 in 2014*, regarding the assessment system, teachers are expected to assess students using performance assessment skills, projects, and portfolios. Applying these authentic types of assessment is quite challenging for English teacher.

Therefore this study focuses on teachers in implement authentic assessments to measure students' English language skills based on the 2013 Curriculum and finding difficulties in the implementation of authentic assessments on the other hand, this study aims to describe implement authentic assessments based on 2013 Curriculum in the classroom.

Based on the description above, the writer is interested doing a study about kind of use authentic assessments teacher apply in the class. The researcher want to raise from the existing problems with the title raised in this research is "*The Implementation of Authentic Assessment in Teaching English Based on 2013 Curriculum at SMK Bina Banua Banjarmasin*".

## **B. Research Questions**

Based on the description of the research above, the researcher proposes the questions of the research as below:

1. What kind of authentic assessment do the teachers apply in the class?
2. What are the difficulties encountered by English teachers in implementing authentic assessment in English instruction based on curriculum 2013 at SMK Bina Banua Banjarmasin?

### **C. Objective of Research**

1. To find out kind of authentic assessment do the teachers apply in the class at SMK Bina Banua.
2. To find out the difficulties encountered by English teachers in implementation authentic assessment in teaching English based on the 2013 curriculum.

### **D. Significance of Research**

The benefits of this research are expected to be able to contribute to the development of teachers in decide what appropriate type of assessment to be applied, how scoring technique to be used as well as how to manage the students' activities in the learning process effectively and being able to know the difficulties when implementing in the classroom and give solution for authentic assessment be good.

### **E. Definition of Key Term**

- a. 2013 Curriculum : 2013 Curriculum is a new curriculum issued by Kemendikbud 104 in 2014. 2013 Curriculum itself is a curriculum that emphasizes understanding, skills, and character education, where students are in demand to understand the material and active in learning. The curriculum is a place that will determine the direction of education, the 2013 curriculum is prepared to create a generation that is ready to face future challenges because the curriculum is structured to anticipate future developments and is ready to change a new generation.
- b. Assessment : Assessment is a component of a curriculum design. It is an integral part of the teaching and learning process. Teachers assess students' learning from the beginning until the end of the teaching process. Assessment is an ongoing process that encompasses a much wider domain than tests. It can be in the form of feedback, comments, questions, confirmations, corrections, quizzes, tests, etc.
- c. Authentic Assessment: Authentic assessment is the multiple forms of assessment, that reflects students' learning motivation and attitudes on instructionally-relevant classroom activities. Assessment is carried out to see students' understanding of learning. Moreover, Pemendikbud No.104 in 2014 on assessment system, teachers are expected to assess students' skills using performance, project, and portfolio assessments.