

CHAPTER III

RESEARCH METHOD

A. Research Design

In this study the author uses a qualitative descriptive approach to describe the problem. Descriptive research is a writing that describes the actual state of the object under study, according to the actual conditions at the time of direct research. According to Miles and Huberman (1994) Qualitative Data are a source of well grounded, rich descriptions and explanations of processes in identifiable local contexts.

Qualitative descriptive research is research that describes the object of research based on visible facts as .This study aims describing the implementation of the Authentic asesment in Teaching english based on 2013 curriculum at SMK Bina Banua Banjarmasin .In this research, the researcher collects the data by observation,interviews and documentation the teacher'.

B. Research Setting

This research was conducted at SMK Bina Banua Banjarmasin Jl. Pramuka No.12 Pemurus Luar, Kec. Banjarmasin Timur , Kota Banjarmasin , Kalimantan selatan 70654. This school was chosen as a place of research because this school used authentic assessments based on the 2013 curriculum. SMK Bina Banua Banjarmasin has 24 classes. Researcher choose class X and XI to conducted the data because the teacher concerned teaches classes X and XI.

C. Participants / Subject

1. Subject

In this research, the subject of this research are three English teacher in SMK Bina Banua Banjarmasin.

D. Technique of Data Collection

Qualitative research data collection techniques are seen from the side of the method or technique more data collection is done by observation ,interview and documentation.

1. Observation

In this study, data were collected by observing in the classroom. According to Arikunto (2010), observation is a data collection technique carried out by conducting a thorough research, as well as recording systematically. In the observation activities, researcher are not involved in the teaching and learning process carried out by English teachers and students. Researcher only observe how the English teacher applied authentic assessment in class and also find difficulties in the implementation of authentic assessment with observation sheets, observations made in class X and XI. Researcher observed the teacher in assessing students during class learning conducted by English teachers. Researcher observed for 6 meetings.Observations made by researcher entered the class by alternating from the three teachers at SMK Bina Banua Banjarmasin.

2. Interview

Researchers conduct interviews with teachers to find out more about the types of authentic assessments that teachers apply in class during interviews. Researchers can also find difficulties experienced by teachers when implementing authentic assessments. The researcher conducted interviews with the teacher for 3 days and interviewed three English teachers,

asking a number of questions about authentic assessments until. The interviews were conducted casually so that the teacher felt relaxed explaining and the interview was conducted outside the classroom when learning finished.

3. Documentary

One of the ways to determine the implementation of 2013 Curriculum by teachers is documentation. Documentation is one of qualitative data collection methods by viewing or analyzing documents created by the research subject or by others on the subject (Haris Herdiansyah, 2011). The documents are lesson plan, syllabus and picture. The researcher asks the teacher's lesson plan before the teacher teaches the class by sending it through the file.

E. .Data Analysis

The analysis technique used in qualitative is to use data analysis techniques suggested by Miles and Huberman (1994). This technique consists of three events: data reduction, data presentation, and making data conclusions (data verification).

1. Reduction of data

Data reduction is a form of analysis that researchers must divide, sort, focus, dispose of and organize data in such a way that the final conclusions can be drawn and verified. In this research, after collecting the main data and additional data, the researcher must separate, sort, focus, dispose and arrange the data so that only the data is needed.

Researcher divide data based on their individual needs. For example, which data is used to answer what kind of authentic assessment do the teacher apply in the class, and

data to find out difficulties in implementation authentic assessment. The data obtained by researcher in the form of raw data so that researcher separate the data in advance based on their needs.

1. Data display

Data display is a form of analysis that illustrates what happens in natural settings so that ultimately it can help researchers to draw conclusions. Like the previous process, it is based on the formulation of a research problem. The form of data that is usually used in data display is in the form of text. At this stage the researcher presents data that already exists. Researcher present observational data, interview, into narrative forms paragraph and tables.

3. Drawing conclusions

The conclusion is the final step of analyzing data in research. In the context of research, after the data is displayed, conclusions are drawn. At this stage the researcher draws conclusions from the data obtained so that the data can answer the research questions above. Researcher analyzed data based on Miles and Huberman's explanation. In this study researcher collected data by observation, interview, and documentation. To find out what kind of authentic assessment do the teacher apply in the class, and data to find out difficulties in implementation authentic assessment. Researcher collect data through observation. Through these observations and interviews, researchers interview teachers what kind of authentic assessment do the teacher apply in the class and see firsthand how English teachers conduct authentic assessments in class. To find out data to find out difficulties in implementation authentic assessment, researchers collect data by observation and interviews.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

There are two research questions that must be answered in this study. The first is about what kind of authentic assessment do the teacher apply in the class. The second is about what are the difficulties encountered by English teachers implementation authentic assessment in teaching English based on the 2013 curriculum at SMK Bina Banua Banjarmasin. In this section, the researcher will explain the results of the data obtained by researcher when conducted this research.

1. Kind of Authentic Assessment do the Teachers Apply in the Class

In collecting data in this section the researcher used documentary, observation and interview. The researcher made six observation in this study. Observation is made when the teacher and students do class learning. The researcher also conducted interview with the teacher, how the teacher is designing and implementing authentic assessments so that researcher also found obstacles in implementing this authentic assessment. The researcher also took several pictures when the teacher and students do the learning. Details of the observation and interview process conducted by the researcher from the teaching and learning process of class X and XI students at SMK Bina Banua Banjarmasin can be (*see appendix 2*)

To get data and answer this research question. The researcher used documentary, observation and interview with Teachers A, B and C. Researcher saw teacher's lesson plan

and researcher made two observation on each teacher in the class, and interviewed them directly. The researcher conducted observation six times for the three teacher. Based on the result , the researcher could conclude the answers to the research question. From the first observation to the last, the data obtained from the three teacher did not change anymore. Researcher also interview Teachers A, B and C to find out the data obtained from observation.

1) Teacher A

Based on the researcher observation and interview, the researcher found that the teacher used authentic assessments of performance assessment seen from the ability of English students in English dialogue and portfolio assessment seen from student writing and task from the teacher. The teacher see their language skills this task in the form of dialogue conducted by students in front of the class. The task given is related to learning material, namely maked sentences about suggest and offer when in class and multiple choice in the form of assignments performed by students at home with a total of 10 items.

Researchers concluded from the results of observations with teacher A used the curriculum to plan the teaching and learning process. From observations, researchers know that teachers used the 2013 curriculum syllabus, lesson plans, and rubric assessments. From the lesson plan, the researcher saw that the teacher about suggest and offer in lesson plans. For teacher assessment activities researchers discovered that teachers used performance to assess students in speaking, reading and writing skills. Teacher A asks students to make a dialogue about suggest and offer and move forward also to explain the difference in results in front of the class and for rubric assessment, researchers make lesson plans. However, from these activities teachers did not use rubric assessments to grade students in class. They just like to

make their feelings to give them a score. For example, when students do their results, teachers make assessment activities when students have good performance, they get good scores. But when they did not perform well, they get a bad score.

2) Teacher B

Based on observations made by researcher in Teacher B, the researcher found that teachers used authentic assessments of performance assessments as well as seeing students English skills at their first observation meeting the percentage of their papers in class alternately explaining and asking questions about their papers and subsequent questions the teacher asked they have an English dialogue and move forward and the assessment of the portfolio is assessed from the training given related to learning material such as making sentences about suggest and offer while in class, and multiple choice assignments performed by students at home with a total of 10 items.

Researchers concluded from the results of observations with teacher B used the curriculum to plan the teaching and learning process. From observations, researchers know that teachers used the 2013 curriculum syllabus, lesson plans, and rubric assessments. From the lesson plan, the researcher sees that the teacher about suggest and offer for clear lesson plans. For teacher assessment activities researchers discovered that teachers used performance to assessment students in speaking, reading and writing skills. Teacher B makes a presentation with their paper and discusses together and for portfolio assessment teachers ask for their assignments in the application and the results of grades go straight in there without the teacher have to assess and have entered in the application and for rubric assessment, the researcher makes a planned lesson. These activities the teacher uses assessment rubric to assess students in class at presentation.

3) Teacher C

Based on observations made by researchers on Teacher C, the researchers found that teachers used authentic assessments of performance assessments as well as seeing students' English skills at their first observation meeting going forward to introduce themselves in English related to Self Introduction material in a loud voice so that all can be heard by taking turns and assessing the portfolio assessed from the exercises provided related to learning material such as answering questions about distinguishing sentences which are Subject Pronoun and Object Pronoun given by the teacher while in class.

Researchers concluded from the results of observations with teacher C used the curriculum to plan the teaching and learning process. From observations, researchers know that teachers used the 2013 curriculum syllabus, lesson plans, and rubric assessments. From the lesson plan, the researcher saw that the teacher about Self Introduction in lesson plan. For teacher assessment activities researchers discovered that teachers used performance to assessment students in speaking, reading and writing skills. Teacher C asks students to come forward and explain about identity, researchers make lesson plans. However, from these activities teachers do not use rubric assessments to grade students in class.

2. The Difficulties Encountered by English Teachers in Implementing Authentic Assessment in English Instruction Based on Curriculum 2013 at SMK Bina Banua Banjarmasin.

This part also describe about the difficulties encountered by the English teacher in the implementation of authentic assessment based on curriculum 2013. As we know that 2013 Curriculum has detail in the assessment Because in curriculum 2013 has 3 type of assessment, there are performance assessments, portfolio assessment, and the last is project assessment. Actually the researcher in this part

what are the English teacher encountered in the implementation of authentic assessment in English subject. This research conducted at SMK Bina Banua Banjarmasin. The explanation about the difficulties of assessment will describe as follows:

Table 4.1 Table Analysis Type and Difficulties of Authentic Assessment					
No	Name of the Teachers	Type Of Asseesment			Problems
		Perfm	Port	Project	
1.	Teacher A	✓			1. Lack vocabulary from the students
			✓		2. The preparation for doing assessment
		✓		✓	3. Managing of time
2.	Teacher B	✓			1. Lack vocabulary from the students
			✓		2. The preparation for doing assessment
		✓		✓	3. Managing of time
3.	Teacher C	✓	✓		1. Lackvocabulary from the students
			✓		2. The preparation for doing assessment
			✓		3. Background of the students
		✓		✓	4. Managing of time

1) Teacher A

The interview does by the researcher for answer the problem statement number two. It is includes what are the teachers faced on the implementation of authentic assessment in teaching learning process. From the observation, the researcher was found that the teachers faced some problem in the implementation of curriculum and assessment 2013. So, The researcher does the interview with teachers A the researcher gives the

teacher question. From the result, the researcher can conclude that the teacher faced some difficulties in assessment activity. The problem comes from the teacher, they still not understand about the implementation of curriculum 2013 and also the assessment activity of curriculum 2013 for the assessment activity, the teacher said that he did not have any time. The second problem comes from the students. From the observation, the researcher found that the change of curriculum gives many impact for the students. The students have lack vocabulary and they are feel that English is very difficult.

2) Teacher B

The subject for the interview is teacher B. The researcher gives the teacher question. From the result, the researcher can conclude that the teacher faced some difficulties in assessment activity. From the teacher, she still not understands about the implementation of curriculum 2013 and also the assessment activity of curriculum 2013 and for the assessment activity, the teacher said that she did not have any time. In curriculum 2013 it should be the teacher use 3 type of assessment. There are performance, portfolio, and project assessment and although in the implementation of assessment, the researcher not has enough time. The second problem comes from the students. From the observation, the researcher found that the change of curriculum gives many impact for the students. The students have lack vocabulary and also they not interested with English lesson. They are feeling that English is very difficult.

3) Teacher C

The third interview does with teacher C. The researcher gives the teacher question. From the result, the researcher can conclude that the teacher faced some difficulties in assessment activity. The problem comes from the teacher or the students. From the teacher, they still not understand about the implementation of curriculum 2013 and

also the assessment activity of curriculum 2013 and for the assessment activity, the teacher says that she did not have any time. The problem comes from the students from the observation, the researcher found that the change of curriculum gives many impact for the students. Students lack vocabulary and they are not interested in English lessons either They feel English is very difficult.

conclusion of the difficulties found by the three teachers while in class is the lack of vocabulary because students consider English lessons difficult and the second difficulty of the time because assessing the three types of assessment requires a lot of time.

B. Discussion

After the data has been obtained and in the process like the description above, The finding showed that teachers had applied performance, project and portfolio assessment in assessing student's English skills competence. The teacher gives an oral monologue test to assess students' speaking skills as a performance assessment and a written test as a portfolio assessment.

Specifically, for portfolio assignments, the teacher asks students to create dialogue, paragraph text and do the work from the teacher. Actually, this assignment is less effective. According to Damiani (2010) a portfolio is not simply a scrapbook or collection of all of students' works. The works put into portfolio are carefully and deliberately selected so the collection as a whole accomplishes its purpose. Here, teacher should give students the opportunity to choose and decide what tasks they are going to submit. This is important to stimulate students to recognize their strength and weaknesses.

Another case is when the teacher gives a performance assessment. The teacher asks all students to make an oral presentation on how to describe themselves. Newmann (2007), monologue is not the only type of performance task. Teacher can also ask students to do telling story, debate, or even doing written assessment. In other words, teacher may vary the activities among students since she has 2 sessions of performance assessment.

In addition, during the assessment process, the teacher seemed to concentrate more on giving score to students rather than assessing how far students had learnt the material. Actually, based on Mueller, 2004: In the authentic assessment model, the same authentic task used to measure the students' ability to apply the knowledge or skills is used as a vehicle for student learning. For example, when presented with a real-world problem to solve, students are learning in the process of developing a solution, teachers are facilitating the process, and the students' solutions to the problem become an assessment of how well the students can meaningfully apply the concepts. Different with performance assessment or portfolio assessment, the teachers at SMK Bina Banua uses the project assessment at the end semester it can be concluded that the authentic assessment should function not only to assess students' competence but more on integrating the process of learning and assessment.

The data obtained by researcher is in implementing this authentic assessment teachers experience difficulties in implementing portfolio assessment, performance, projects in assessing students' competency skills. As explained by O'Malley and Pierce (1996) states that implementation authentic assessment may face some difficulties related to goals and fairness. In this study, it can be analyzed that the purpose of the assessment influences whether or not students receive special language-based instruction, the type of teaching, and the length of time the teaching continues. Here, with limited resources, time, and partners, teacher cannot developing assessment due to long time constraints to conduct performance, portfolios, and projects assessment.

Fairness in using tests with English learners, some new difficulties might be introduced, including: Performance requested in authentic assessments often depends very much on language, both oral and written, because it is found in research that students have many lack of vocabulary so that it is very influential on the assessment conducted by the teacher. Performance assessment are difficult to manage proportionally and require a lot of time. Portfolio assessment deals a lot with complicated binder management, because it makes a lot of time needed by the teacher in compiling student results. Likewise, project assessment results in student work so this requires time in the process.