

CHAPTER I

INTRODUCTION

A. Background of Study

Today, millions of people want to improve their command of English as it is still the most important international language in the world, particularly for the dissemination of ideas and knowledge, and especially in the field of Science and Technology. In Indonesia, even though English still considered as a foreign language, it can't be denied that mastering English becomes something crucial. English is widely used as a tool for communication in education, at the work place and in the community. A command of English is essential as good English language skills and fluency in English are pre-requisites for employment and career success. The worldwide demand for English and the explosion of information have created an urge in the demand for quality English language teaching and learning. Thus, not only providing English as a subject, but also almost all of the schools in Indonesia are competing to provide the best English lesson activities based on the curriculum set by the government.

The Regulation of Republic Indonesia No. 20 Year 2003 about National Education System states curriculum as a set of plans describes about the goals, the contents, and the materials of the lessons and the techniques used as guidelines for the organization of learning activities to achieve the specific of educational objectives (as cited from The Regulation of Republic Indonesia No. 68 Year 2013 about Framework and The Basic Structure of The Junior High School Curriculum/MTs). In 2013, the Indonesian Ministry of Education and Culture published the 2013 Curriculum to replace the implementation of

School-Based Curriculum. Curriculum 2013 is often also referred to as character-based curriculum. This curriculum emphasizes on understanding, skills, and character education, where students are in demand to understand the material and active in learning.

Curriculum 2013 is a curriculum that is simplified and thematic-integrated. It is expected that learners get a better competency of attitude, skill, and knowledge. Curriculum 2013 must be applied as good as possible if we want to modernize and develop our education. The teaching method used is scientific approach with authentic assessment. In scientific approach there are five principal learning experiences, they are: (1) observing, (2) questioning, (3) experimenting, (4) associating, and (5) communicating. Following the change of the curriculum, the assessment methods are changing as well.

Assessment is a part of evaluation of learning activities and it is used to see whether the teaching and learning process can run as expected and reach the desired objectives. According to Brown (2010), assessment in educational practice is an ongoing process that encompasses a wide range of methodological techniques. Assessment can be categorized into two big categories, informal and formal assessment. Informal assessment can take a number of forms starting with incidental, unplanned comments and responses, along with coaching, and other impromptu feedback to the students' performance. Informal assessment is embedded in classroom tasks designed to elicit performance without recording result and making fixed judgments about a student's competence. On the other hand, formal assessments are exercises or procedures specifically designed to measure students' skills and knowledge. They are systematic, planned, and usually scheduled. Brown stated that the example of formal assessment is test (2010). Assessment is directed to measure student's competence stated in the curriculum. It means that our assessment should be able to measure

the students' moral or religious values, their social attitude, their knowledge, and their skills. Knowledge can easily be measured using tests or traditional assessment, such as multiple choice tests, matching, completion, short answer, etc. Skills can be measured using performance assessment, such as oral performance. But it is too hard to measure social attitude or moral values. This certainly needs other types of assessment or an alternative way to assess those competences.

Based on Permendikbud Nomor 81A (2013) about the implementation of Curriculum 2013, teachers are demanded to implement authentic assessment as the method of assessing the students' competence. Also in Permendikbud No 104, authentic assessment is the assessment requires the students for show the attitude, use the knowledge and skill when they are getting from the teaching learning process in do the task in real context. The authentic assessment activity includes Test, Observation, Self-Assessment, Peer Assessment, Performance Assessment, Portfolio Assessment, Project Assessment, Product Assessment, and Journal Assessment.

Authentic assessment is a method of assessment where students' skill is determined not only by their performances in paper-pencil testing, but also from some aspects in their performances: namely, persistence, effort, or attitudes, over a period weeks or months, as stated by Heaton (1997). Burke (1999) adds that using authentic assessment, the students are not judged only by paper-pencil testing, but also from their hard work and their progress in learning activities. In short, authentic assessment implementation is a term created to explain various methods of alternative assessments that allow learners to demonstrate their abilities in finishing their tasks and problems. It also expresses how the learners' knowledge and skills are applied in their real life situation outside the school environment.

Authentic assessment has an important role in Islamic teaching as it mentioned on surah Al-Israa' verse 84:

قُلْ كُلُّ يَعْمَلُ عَلَىٰ شَاكِلَتِهِ ۗ فَرَبُّكُمْ أَعْلَمُ بِمَنْ هُوَ أَهْدَىٰ سَبِيلًا ﴿٨٤﴾

According to that verse, every person who commits an act, they will do according to their circumstances respectively. It can be concluded that if the teachers expected the students to be more active in the class, they should provide a learning environment where the students could lead the lesson and make action.

Authentic assessment is a pretty interesting topic, especially when the government chose it as assessing style for the newest curriculum. Thus, quite a lot of researcher conducted research about this topic, such M. Zaim, Zul Amri, and Fenni Rosella Asri (2018) who conducted a research about the implementation of authentic assessment in speaking class back in 2017. This journal aims to find out about the types of oral language assessment used by the teachers in their practices, the ways in applying those assessments, and the problems faced by the teachers during the assessment processes. However, the similarity shared by this research and the researcher's research is only the second goal: to find the teacher's way in applying the assessment.

As mentioned before, the teaching method applied in Curriculum 2013 is scientific approach with authentic assessment. During the pre-observation, the researcher found that there are few challenges in applying a fair authentic assessment. Authentic assessment itself is a new challenge. There is no right answer for each test, every student has their own level and the teacher couldn't force their point of view to them. The teacher should compromise with the students' ability and motivation in a single assessment, as well as pouring his or her knowledge to them. Therefore, the complexity of this topic is snatching the researcher's

interest. These challenges tempt the researcher to know more about the implementation of this assessment, for the goal of a teaching and learning process is to know the students' development – which can't be far from assessing or scoring. Thus, based on the explanation above, the researcher will conduct a research entitled "AUTHENTIC ASSESSMENT IMPLEMENTATION IN ASSESSING ENGLISH BASED ON THE CURRICULUM 2013 AT SMP IT NURUL FIKRI BANJARMASIN".

B. Research Questions

Based on the situation described on the background of study, the researcher formulates research questions as follow:

1. How is the implementation of authentic assessment in assessing English based on Curriculum 2013 at SMP IT Nurul Fikri Banjarmasin?
2. How is the students' response toward the implementation of authentic assessment at SMP IT Nurul Fikri Banjarmasin?

C. Objectives of Study

The objective of this research is to find out the implementation of authentic assessment in assessing English lesson based on Curriculum 2013 at SMP IT Nurul Fikri Banjarmasin as well as the students' response toward this implementation.

D. Significance of Study

This research is expected to explain and enclose about curriculum 2013 as well as authentic assessment, which later can become a useful source to know about the objective better and a good source for further research.

E. Definition of Key Terms

1. Curriculum 2013

The Regulation of Republic Indonesia No. 20 Year 2003 about National Education System states curriculum as a set of plans describes about the goals, the contents, and the materials of the lessons and the techniques used as guidelines for the organization of learning activities to achieve the specific of educational objectives.

Curriculum 2013 is a curriculum that is simplified and thematic-integrated. It is expected that learners get a better competency of attitude, skill, and knowledge. On 2017, this curriculum had been revised on several parts, such as removing attitude assessment on every lesson but religion and civic education, the changing on examination systems, and extending a creative room for teacher in implementing scientific approach during teaching and learning process.

2. Assessment

Assessment is part of evaluation of learning activities and it is used to see whether the teaching and learning process can run as expected and reach the desired objectives. According to Brown (2003: 4) assessment is an ongoing process that encompasses a much wider domain. It can be in the form of feedback, comments, questions, confirmations, corrections, quizzes, tests, etc.

3. Authentic Assessment

According to O'Malley and Pierce (1996), authentic assessment is multiple forms of assessment that reflect student learning, achievement, motivation and attitudes

on instructionally-relevant classroom activities. Authentic assessment focuses on complex assignments (contextual) that possible for students to show the student competence that include three aspects of evaluation in the 2013 curriculum, which are attitude, knowledge, and skill.

