

CHAPTER I

INTRODUCTION

A. Background of study

Since our curriculum has change from ktsp to curriculum 2013, of course there are some policy also change. One of that is English course, English course is compulsory subject for elementary schools or English is should be teach since elementary schools even English course is one of subject from national exam. But in curriculum 2013 english course has been deleted from compulsory subject or it change to be “mulok”. It means English still could be teach at elementary schools but it is not the obligation to teach, so it is depend on the schools whether they want to teach English at their schools or not.

If there are schools who want to teach English at their schools, of course they need a syllabus/material that standard from government or from ministry of education Indonesia that can help and make it easy for them to achieve goals of teaching and learning process. But because English has been deleted from compulsory subject it means the syllabus and the material are not standard from government/ministry of education or we could say the syllabus/material or the source for teaching is from the teacher itself. It will make the teacher or school to be difficult to achieve the goals of teaching and learning process. hence that when teacher want to choose what a type/method assessment they will use is also affected. As we know assessing is important things in teaching and learning activity to knowing the student ability and of course the purpose of assessing/evaluate is to make student to be better. In islam also mentioned about assessing/evaluate in teaching and learning activity. It is says in al quran surah As-Saffat ayat 103-107

الْمُحْسِنِينَ نَجْزِيكَ إِنََّّا ۖ الرُّؤْيَا صَدَقْتَ إِبْرَاهِيمَ قَدْ يَا أَنْ نَادَيْنَاهُ وَ لِلَّجْبِينَ وَتَلَّهُ أَسْلَمَا فَلَمَّا

الْمُبِينُ الْبَلَاءُ لَهُوَ هَذَا إِنَّ

In this verse implies that assessing/evaluate in teaching and learning activity is something that need to do to make better in the future.

In curriculum 2013 ministry of education Indonesia ask the teacher are required to use authentic assessment to assess the student, because this assessment is a complex assessment that could assess the whole aspect from the student. This assessment have three type of assessment, there are performance assessment, portfolio assessment, and

student self assessment. why the teacher will get difficult when they want to choose/decide what a type of authentic assessment they will use, because the teacher don't have a syllabus/material that standard from government/ministry of education if they have, of course it will help them and it will make them to be easier to choose what a type of authentic assessment that they will use in the class. As we know in syllabus and material that standard from government/ministry of education there are some indicators that should be achieve during teaching and learning process. if they know what a indicator is, it will make to be easy for them.

The previous study that had been done by Hanna Yulinda Fithriyani (2014) with the title "implementing authentic assessment: a challenge for English language teacher" stated that there are two reason why authentic assessment can be utilize. First is because the previous assessment doesn't assess and include all student outcome and second is the teacher getting harder to plan the instructional activities. The different this study with the previous study is previous study focus on the challenging use authentic assessment then, present study just focus on what a type authentic assessment the teacher use in assessing young learners. Based on the previous research it means authentic assessment is suitable assessment for curriculum 2013.

Based on the problem that have been explained above, the important of assessment in teaching then the difficult to choose what a type authentic assessment to use that fit to the material because the teacher don't have standard syllabus and material standard from government and the difficult in assessing young learners , In this research the researcher want to know and interested to describing how the teacher assess the students through authentic assessment and then What a type of authentic assessment that they used in class. That is why the researcher is going to research with the title "**ASSESSING YOUNG LEARNERS WITH AUTHENTIC ASSESSMENT**"

B. Problem statement

Referring to the background of study it can be formulate

1. What a type of authentic assessment that they used in assessing?
2. How the teacher Assess the students through authentic assessment?

C. Objective study

According to the questioned above, the objective this study are as follow:

1. To figure out what a type of authentic assessment the teacher use?
2. To figure out how the teacher assess the student through authentic assessment?

D. Significance of study

The researcher hopes this research will be useful for:

1. For a Teacher

This research might be useful to give the teacher knowledge about using authentic assessment to assess the student at elementary schools. Moreover this research can be use as a guide for teacher who want to use authentic assessment.

2. For the researcher

Hopefully this research could be reference to another researcher who want to analyse and interested about this study

E. Key term

1. Assessment

is a thing / tool that the educator / teacher used to measure, evaluate their students to know the improvement and achievement their students in learning process in the class. The English teacher at Sd sabilal muhtadin that observed by the researcher to collect the data there are 2 English teacher.

2. Authentic assessment

Authentic assessment is one of kind/types method of assessment in education to assess the students. This assessment can be into two categorizes type assessment those are formative and summative assessment. authentic assessment can be type of formative assessment because it is not only conducting when learning process ends but also during the learning process. then this assessment also can be type of summative assessment because three type of authentic assessment can use in the end of learning process.

3. Young learner

young learner is a student at elementary schools aging 6-12 and learn English language at their school as foreign language. The student at SD Sabilal Muhtadin Banjarmasin that observed by researcher is from 3rd-6th grade. The range age for 3rd class is 8/9 years old, and range for 6th class is 11/12 years old.