

## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of Study**

Assessment is very important for education because teachers are needed to assess students' development, abilities, and responsibilities during the learning process. Significant progress has been made in educational judgment. If the multiple choice exam does not meet the learning objectives, the teacher will try to find other options. After that, the instructor will concentrate on the activities carried out in class. Alternative assessments can be used to identify student knowledge and information as the quality of learning and teaching. Authentic is an added assessment.

Authentic assessment is the gathering of information by teachers about student progress and achievements. This assessment can uncover, show, or demonstrate what has been learned and how the objectives were achieved. O'Malley and Pierce (1996) state that "authentic assessment is an evaluation process that involves various forms" of performance measurements that demonstrate learning achievement, motivation, and attitudes toward instructionally relevant activities. In addition, Taufina (2009) states that authentic is a process that describes how the changes experienced by students after the learning process. Therefore, assessment is an effort to obtain a variety of information in an orderly, active, and thorough way, as well as student learning outcomes.

One of the main problems in teaching, according to Gergius & Pavlou (2003:5-6), is assessment. By using assessment, teachers can meet and assist students' learning progress and assess their performance. It also provides students with proof of their progress and increases motivation, monitors teachers' performance and announces further work, and makes it possible to provide information to parents, colleges, and school authorities.

Assessment is seen as closely related to teaching in all academic settings. This is necessary to help educators make decisions about students' linguistic abilities, place them at the right level, and assess their results. The selection and use of the right tools and producers as well as the proper interpretation of student performance are critical to the success of any assessment. According to Collins and O'Brien (2003), assessment in its broadest sense includes any method used to enhance students' understanding of the knowledge they are currently processing. In addition, according to Crooks (2001), assessment is any action that conveys information about students' thinking and progress.

Authentic assessment is a requirement of the national curriculum in Indonesian education. In the 2013 curriculum, teachers are asked to use authentic assessment as much as possible. According to the Ministry of Education and Culture (2013), assessment must be related to the real life context of students. This means not only assessing students' knowledge but also assessing their abilities. This regulation made the teacher must learn more how to apply authentic assessment in teaching and learning

activities. Al-Quran Surah At Taubah verse 122 also encourage human to learn more:

وَمَا كَانَ الْمُؤْمِنُونَ لِيَنْفِرُوا كَافَّةً فَلَوْلَا نَفَرَ مِنْ كُلِّ فِرْقَةٍ مِّنْهُمْ طَائِفَةٌ لِّيَتَفَقَّهُوا فِي الدِّينِ وَلِيُنذِرُوا قَوْمَهُمْ إِذَا رَجَعُوا إِلَيْهِمْ لَعَلَّهُمْ يَحْذَرُونَ

Many teachers are not aware of how speaking skills are assessed. Students only need to write down their exam answers instead of speaking and the teacher only provides students' answers in written form. Furthermore, assessment is an activity that involves students and teachers in assessing the quality of student achievement or performance and conclusions about the learning that has occurred. (Sadler, 2005). In assessing speaking skill, teacher can use some authentic assessment such as role play, dialogues and many others.

This study will focus on understanding authentic assessment for assessing speaking skill by the teacher. The study will examine high school teacher in MA Manba'ul Ulum and types and kinds of authentic assessment for assessing speaking skill. Data were collected from interview. Therefore, the researcher will conduct a study entitled **“The Implication of Authentic Assessment in Assessing Students’ Speaking Skill”**.

## **B. Definition of Key Terms**

To make the research easier for readers to understand, the researcher explains some important terms used in this research.:

## 1. Authentic Assessment

According to Mueller (2006), genuine assessment refers to a collection of assessments in which students are required to complete real-world activities that demonstrate how well they have applied fundamental knowledge and abilities. According to Wiggins (1993, as referenced in Mueller, 2006), genuine assessment is a type of evaluation in which students are required to apply their knowledge to produce interesting and worthwhile issues or questions of consequence.

Authentic assessment can use in learning English, in every English skills including speaking skill. Authentic assessment in speaking skill divided into 5 assessment. They are role play, information gap, picture talk, pair dialogue and question and answer.

## 2. Challenges

Challenges means a problems that faced by everyone in doing everything. In conducting authentic assessment in teaching Englis, teacher might have some challenges. The challenges itself can come from the authentic assessment itself or from the skills that they need to learn.

## 3. Speaking Skill

Speaking skill is one of the four skills in English. In speaking one must know what to say about something, how to say it, to whom, where, and when to say. In MA Manba'ul Ulum, Students learn speaking skills. Speaking skill can assess using authentic assessment.

### **C. Research Question**

This research is done in order to answer the following problem:

1. What types of authentic assessment do the English teacher use in improving students' speaking skill?
2. What are the challenges do the English teacher face in applying authentic assessment?

### **D. Objective of Study**

The purpose of this research:

1. To describe the types of authentic assessment that English teacher use in improving students' speaking skill.
2. To describe the challenges that English teacher face in applying authentic assessment.

### **E. Significance of Study**

It has two major significances:

1. Theoretical Significance
  - a. The result is hoped can be the one of references for using authentic assessment in speaking skill and next researcher who want to have the same case study.

## 2. Practical Significance

### a. For student

The goal of employing authentic assessment in speaking is to help students speak more fluently, correctly, and communicatively in English by enhancing their speaking abilities.

### b. For teacher

English teachers must improve their teaching methods so that students understand the lesson and participate in the teaching and learning process, especially speaking practice. The English teacher also has to get out of the box and come up with interesting speaking exercises.