

CHAPTER I INTRODUCTION

A. Background of the Study

Writing is considered as an active creation of text that involves on the one hand-lower order transcription skills such as handwriting, punctuation, and spelling. And on the other hand, higher-order self-regulated thinking processes such as planning, sequencing, and expressing the content (*Berninger at al, 2002*). Figuring out how to compose is a long process. The students need to work on their sentence structure, selection of words, and utilize the right vocabularies which are hard for them. The students can be stuck and can't intricate their thought in the creative cycle.

There are many issues within the writing class. First, it's far as a result of the students having constrained vocabulary. it'll make them hard to write English during writing class, they'll lure within the writing process. second, the student also difficult to discover the content material of the writing. It makes the students difficult to express what is of their minds and exchange it into paragraphs. third, the students haven't any or less motivation to study because the students have limited opportunity to express their idea due to the fact the writing lesson is simplest learned in English and Indonesian language. due to those troubles, the student's writing capabilities and writing score are low (*Hastin, 2008: 23*).

Assessment is central to teaching and learning (*Bordoh et al, 2015*) in *Zain and Refnaldi (2016)*. it is a process to get facts approximately students' gaining knowledge of process. The data is wanted to make choices related to students' capabilities for getting their achievements. And through the assessment, the teachers determine their students' achievement in gaining knowledge of, besides, the assessment can be a reflection of teachers' fulfillment in teaching their students. in order that, the assessment is a crucial issue that need to be paid attention in the teaching and learning process for the reason that can be a measurement to see the achievement of the teaching and mastering process.

These days, the authentic assessment used in the teaching and mastering process will become famous, in view that there's a need for greater holistic approaches for comparing students. The authentic assessment happens within the context of an authentic activity with complicated challenges and facilities on an energetic learner that produces refined results or products and is related to multiple learning indicators (Herrington and Herrington, 2006) in Zaim and Refnaldi (2016). The authentic assessment is the way of a teacher to assess students' understanding this is realistic, relevant, and applicable for them in real-lifestyles experience (Zaim and Refnaldi (2016).

There are some types of Authentic assessment. Based on O'Malley and Pierce (1996) and Brown (2004) mention some types of Authentic assessment. They are performance assessment, portfolio assessment, self-assessment, Journal, conference and interview, and teacher observation.

There are the genres of the writing evaluation, which includes: academic writing, job-related writing, and personal writing. (Brown, 2004) every of the genres in writing has different kinds of examples. genre academic writing included paper and general subject reports, essays, composition, academically centered magazine, brief-solution test responses, technical reports, thesis, and dissertation. genre job-related writing includes some activities which might be related to job-related writing are messages, letter/emails, memos, reports, schedules, advertisement, announcement, and manuals. And genre personal writing includes the activities related to personal writing are letters, e-mails, greeting playing cards, invitations, messages, notes, diaries, calenders entries, purchasing lists, reminders, financial files, forms, questionnaires, medical reports, immigration documents, and fiction.

It is able to be concluded that writing is a important skill to communicate each other. in order that, writing need to be accurate spelling, grammatically correct, and logical development of the main concept. it can be said that writing is not a simple writing skill for the teacher to evaluate. This situation has led to the researcher's issue approximately finding out the authenticity assessment of the writing ability.

Since the students use authentic material as a device of learning, they need a few tasks to offer them a deeper understanding of what they've learned. It is due to the fact that mastering is greater effective by using performing or practicing activity. To perform real-life tasks refers to authentic assessment. The use of authentic assessment is the process of student's mastering and teacher's evaluation that requires the students to perform real-life tasks. Wiggins (1990) explains that authentic assessment is the process of mastering which directly examines a student's performance on worth intellectual tasks. Authentic material and authentic assessment are essential teaching components that can not be separated from each other. It is clear that the authentic assessment is an crucial teaching aspect this is applicable to using authentic material and the requirement of students' needs.

In education, the term assessment refers to the extensive type of methods or equipment that educators use to assess, measure, and document the academic readiness, mastering progress, skill acquisition, or academic needs of students. While assessments are regularly equated with traditional exams specifically the standardized tests developed through testing companies and administered to massive populations of student's educators use a various array of assessment tools and methods to measure everything from a four-year-old's readiness for kindergarten to a 12th-grade student's comprehension of advanced physics. Simply as educational lessons have one of a kind functions, assessments are normally designed to measure particular elements of learning e.g., the level of knowledge a student already has approximately the concept or skill the teacher is making plans to educate or the capability to understand and analyses different varieties of texts and readings. Assessments also are used to identify individual student weaknesses and strengths in order that educators can offer specialised academic support, educational programming, or social services. Further, assessments are developed through a big range of groups and individuals, such as teachers, district administrators, universities, personal corporations, state departments of education, and groups that consist of a mixture of those individuals and institutions.

In Indonesia, authentic assessment is the requirement of the curriculum. Curriculum 2013 requires teachers to use authentic assessment. An assessment need to reflect students' real-life and no longer best measure what students understand but additionally measure what students can do or perform (Kemendikbud, 2013) in Fauzan Islami Idham, Nadrun, Darmawan (2015). The curriculum explains approximately the significance of authentic assessment.

The researcher reviewed the authentic assessment that used by the lecturers and the problem faced by the lecturers in applying authentic assessment in writing class. Then, analyze the lecturers' problems that faced in the writing class, and also analyze the authentic assessment that used by the lecturers. This paper is expected to expose the assessment and the problems faced by the lecturers in writing class and it is expected that the finding on this paper provides appropriate perspectives for teaching and learning of writing comprehension for another lecturer in particular at Universitas Muhammadiyah Surakarta due to the research will be held at Universitas Muhammadiyah Surakarta.

Universitas Muhammadiyah Surakarta is one of the best university in Surakarta. Universitas Muhammadiyah Surakarta has a lot of achievements in the country or abroad. This university has many faculties, one of them being the faculty of teacher training and education. And in this faculty, there are several majors. The majors that have obtained accreditation "A" is the Department of English Education, while in this major, there is a study of writing course, this course is taught in 1 semester until 5 semesters. Each semester teaches the materials that correspond to the stage level learned in "Writing Skill".

In this research, the researcher choose writing skill, because writing skill is quite difficult for students which learned English lessons. The researcher only focuses on essay writing material. While that material is taught in the third semester. Then, the researcher has another reason why choose authenticity of assessment as the research, because based on the researcher, this

course has gained an excellent accreditation, and the possibility of lecture who teach such courses should have many kinds of the authenticity of assessment used to provide a concrete assessment to their students. So, the result of this research can produce an accurate result and can be used for guidelines of English teachers, especially that use of authenticity of assessment on writing skill.

There have been studies on the authenticity of assessment in writing skill based on the grades, for examples: Improving Process Writing with the Use Authentic Assessment in Primary School (M. Noor and Nurahimah, 2016), Teacher's Need For Authentic Assessment To Assess Writing Skill At Grade VII Junior High Schools In Teluk Kuantan (refnaldi, M. Zaim, and Elva M, 2017), The Use Of Authentic Assessment In English Writing Skill To The Eleventh Grade Students (Fauzan I, Nadrun, and Darmawan, 2015), Authentic Assessment In Writing Skill For The Student Of 11th Grade in SMA Al Firdaus and SMAN 2 Sukoharjo (Kurniatun, D, 2017), The Application of Authentic Assessment for Students Writing Skill at senior high school in Indonesia (Elva D N, Asib A, and Kristina D, 2018), A Project-Based Assessment Model of English for Senior High School Grade X (Gracia L.H., 2015), Implementation of Portfolio Assessment in Teaching English Writing in X grade at SMKN 1 Banda Aceh (Efendi Z, Usman B, Muslem A., 2017), The Use of Authentic Materials to Improve Students' Writing Ability of Descriptive Text (A Classroom Action Research at the Tenth Grade of MA Matholi'ul Huda Bugel Jepara in the Academic Year of 2015/2016) (Wafa S, 2016), The Use of Portfolio Assessment in Improving Students' Writing Skills (A CAR of the Eleventh Grade Students of MA Nurul Islam Tengaran in 2014/2015 Academic Year) (Aisyah S, 2015), Using Project-Based Learning to Improve Students' Writing on Greeting Card (Pambudi Y. W., Rahma K. A, 2017), The Authenticity of Writing Skill Assessment for the Twelfth Grade Students of SMA MTA Surakarta in the Academic Year of 2016/2017 (Tilar S. W (2018). Meanwhile, The present study is interested to describe the authentic assessment in teaching writing in the third semester. The title of this study is "THE

ASSESSMENT USED IN TEACHING WRITING TO THE THIRD SEMESTER STUDENTS OF ENGLISH EDUCATION DEPARTMENT AT UNIVERSITAS MUHAMMADIYAH SURAKARTA IN 2020/2021 ACADEMIC YEAR”.

B. Limitation of the Study

1. Subject

The subject of this research were two lecturers of writing skills on the third semester 2020/2021 academic year in Universitas Muhammadiyah Surakarta

2. Object

The object of this study is to know the types of assessment used in writing class at the third semester, the most frequently used assessment in writing class at the third semester, the authenticity of assessment used by the lecturer in writing class, and the problems faced by the lecturer in applying authentic assessment in writing class at the third students in Universitas Muhammadiyah Surakarta 2020/2021 academic year.

C. Problem Statement

Based on the background of the study, the problems of the study are formulated as follow:

1. What are the types of assessment used in writing class at the third students in Universitas Muhammadiyah Surakarta 2020/2021 academic year?
2. What is the most frequently used assessment in writing class at the third students in Universitas Muhammadiyah Surakarta 2020/2021 academic year?
3. How is the authenticity of assessment used by the lecturers in writing class?
4. What are the problems faced by the lecturers in applying authentic assessment in writing class at the third students in Universitas Muhammadiyah Surakarta 2020/2021 academic year?

D. Objective of Study

Dealing with the problem statements, the objectives of the study are to describe:

1. The types of assessment used in writing class at the third students in Universitas Muhammadiyah Surakarta 2020/2021 academic year.
2. The most frequently used assessment in writing class at the third students in Universitas Muhammadiyah Surakarta 2020/2021 academic year.
3. The authenticity of assessment used by the lecturers in writing class.
4. The problems faced by lecturers in applying authentic assessment in writing class at the third students in Universitas Muhammadiyah Surakarta 2020/2021 academic year.

E. Significance of the Study

The researcher expects that this research can give benefits, both theoretical and practical benefits:

1. Theoretical Benefit

Theoretically, the researcher hopes the result of this research can give valuable references for those who intend to analyze the authentic assessment in writing class.

2. Practical Benefit

a. Language Teacher

Learning English has generally functioned as developing the English communication process. The result of describing the problem faced by the lecturer in applying authentic assessment in writing class can be a reference for English teachers to apply authentic assessment in writing class in Senior high school.

b. Other Researchers

The researcher will get a clear information description of applying the authentic assessment in writing class used by the teacher in daily teaching.

F. Research Paper Organization

There are five chapters in this thesis. All the chapters can be outlined as follows:

Chapter I contains an introduction of the background, limitation of the study, problem statements, objective of the study, the significance of the study, and paper organization.

Chapter II, the review of the related literature, contains: (1) previous study regarding with authentic assessment, the similarities and the differences related the previous researchers and the current research (2) review of the related literature that contains the concept of authentic assessment, the kind of writing assessment, the grading system based on Curriculum 2013 (3) theoretical framework.

Chapter III is about the research method which contains several things such as: (1) type of the research (2) research object (3) research subject (4) research setting (5) data and data source (6) technique for collecting the data (7) data validity and (8) technique of analyzing the data.

Chapter IV describes the research findings and discussion that explain the result of the research and the analysis to answer the problem formulated which included (1) The types of writing skill assessment for the third semester used by the writing lecturer of Universitas Muhammadiyah Surakarta in 2020/2021 academic year (2) The most frequently used of writing assessment in writing class at the third semester by the lecturer in Universitas Muhammadiyah Surakarta in 2020/2021 academic year (3) The authenticity assessment used by the lecturer in writing class at the third semester in Universitas Muhammadiyah Surakarta in 2020/2021 academic year (4) The problems faced by the lecturer in applying authentic assessment in writing class at the third semester in Universitas Muhammadiyah Surakarta in 2020/2021 academic year.

Chapter V is the conclusion of the research which contains conclusion and suggestions. This chapter tells about the conclusion of the result and suggestion related to the research.