

CHAPTER I

INTRODUCTION

A. Background of the Study

Reading, listening, speaking, and writing are the four fundamental skills of the English language. These "macro skills" are essential components of language teaching. These four basic language skills must be developed and reinforced in accordance with the level and needs of the learners for successful and effective English learning process. Javed et al. (2013) classified the four fundamental English skills into two categories: receptive skills and productive skills. Reading and listening are regarded as receptive abilities, whereas speaking and writing are regarded as productive abilities. Moreover, in language teaching, Darancik (2018) also divided these into two; the ability to understand and read, and the ability to speak which are also regarded as speech and writing.

Generally, people considered writing as the most complicated skills than other language skills. As stated by Richards & Renandya (in Toba et al., 2019) that writing is not only generate the ideas but also these ideas could be translated into perceived-text. Through writing, people transferred information and knowledge to others. So, it can be said that writing could be one of the ways of communication. But many students faced some problems in writing. The factors are identified into two, which are (1) internal factor, such as their low English writing proficiency, and (2) external factor, referred to their inadequate quality in studying the writing skills (Husin & Nurbayani, 2017).

Students' ability in absorb the materials provided by the teacher plays a significant role in obtaining qualified writing skills. It can be seen from the teachers' assessment that have previously been completed. As stated in Permendiknas No. 16 of 2007, assessment is a key aspect in

learning activities that a teacher must grasp in order to carry out his obligations at school. Furthermore, according to Permendiknas No. 20 of 2007, education assessment is the process of acquiring and processing data in order to determine whether students have met their learning objectives.

Fundamentally, assessment is about making judgements about students' learning based on evidence (Yan & Yang, 2021). Assessment has several purposes such as (1) to find out the parameter of successful learning that has been done; (2) show students' ability in understanding the material given; and (3) constructive information in giving feedback about teacher's evaluation (Winarso, 2018).

One of the huge contrasts in Curriculum 2013 is the new assessment method. As mentioned in Permendikbud No. 81a of 2013 regarding the implementation of Curriculum 2013, teachers must use authentic assessment as a method to assess students' competence. Authentic assessment is a form of assessment that requires students to display attitudes, use the knowledge and skills gained from learning in performing tasks in real situations. Rolheiser & Ross (in Marhaeni, 2015) said that there are 5 kinds of authentic assessment that well known utilized in language class, particularly English as the foreign language. Those 5 kinds are (1) self-assessment; (2) product assessment; (3) project assessment; (4) performance assessment; and (5) portfolio assessment.

Curriculum 2013 has already been implemented at SMA Muhammadiyah PK Kottabarat, one of Surakarta's new private senior high schools. English lessons are required for all grade students. In grade XI, there are 8 chapters that given to the students namely *Making a Suggestion and an Offer*; *In My Opinion*, *Public and School Events*, *Considering These Reasons*, *Personal Letters*, *Causes & Effects*, *Explanations*, *Know Me Too Well*. English lessons at SMA Muhammadiyah PK Kottabarat are designed to prepare students for college admission. However, the ideal objective is for students to understand the concepts of each material. Apply, analyze, and

evaluate the factual, procedural, and metacognitive knowledge in order to fully understand it.

From all the chapters mentioned above, the writer found 4 chapters devoted to writing skills that are *Public and School Events* discuss about invitation letter, *Considering These Reasons* discuss about analytical exposition text, *Personal letters* discuss about personal letter, and *Explanations* discuss about explanation text. As stated by the eleventh-grade teacher of SMA Muhammadiyah PK Kottabarat, the general objective of writing assessment is to determine the way in which students understand how to write according to the material and to evaluate the effectiveness of the delivered material. Realizing the importance of English writing skills for students, this study is intended to focus on the implementation of assessment in English writing skills at SMA Muhammadiyah PK Kottabarat. Therefore, the writer made research with the title “ASSESSMENT OF WRITING SKILLS AT SMA MUHAMMADIYAH PK KOTTABARAT SURAKARTA”.

B. Limitation of the Study

Based on the background of the study, the writer limited the study only in the types of assessment and the authenticity of assessment in writing used by the eleventh-grade teacher of SMA Muhammadiyah PK Kottabarat Surakarta in 2021/2022 academic year. The subject of the study focuses on an English teacher of grade XI at SMA Muhammadiyah PK Kottabarat Surakarta.

C. Problem Statement

This study will be aimed at giving answers on the following problems:

1. What types of assessment of writing skills are used by the teacher at SMA Muhammadiyah PK Kottabarat Surakarta?

2. How does the assessment reflect authentic assessment?

D. Objectives of the Study

The specific objectives of this study will be:

1. To explain the types of assessment of writing skills are used by the teacher at SMA Muhammadiyah PK Kottabarat Surakarta
2. To analyse the assessment applied reflect authentic assessment

E. Benefits of the Study

This study expects to bring some benefits, theoretically and practically.

1. Theoretical benefit
 - a. The study was expected to be helpful in serving more knowledge about the assessment of English writing skills
 - b. This study was intended to recognize assessment of English writing skills used at SMA Muhammadiyah PK Kottabarat Surakarta
2. Practical benefit
 - a. For the English teacher
The results of this study can be used as reference materials for other teachers in implementing assessment
 - b. For the other researcher
This study could be used as additional reference for further research, particularly in assessment of English writing skills