

# CHAPTER I

## INTRODUCTION

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

In assessing a teaching learning process, teacher needs some aspects and techniques to measure the student's achievement. A test is the part of assessment that has function to measure the student's achievement. Another ways to measure student's achievement, are: portfolio, homework, presentation, observation and project. Brown (2003:384) states that test is a method of measuring a person's ability or knowledge in a given domain. Assessment is the evaluation of learning activities where assessment is done by teachers to measure students' competence. According to Brown (2003:4) assessment isa process ongoing that encompasses a much wider domain. Assessment is the sequence of teaching-learning process including performance assessment, Portofolio, and student self-assessment.

One important principle for assessing a learner's competence is to consider the fallibility of the results of single performance, such as that is produced in a test. A test itself has definition which the process of teaching learning process has ended to measure the student's achievement. Test needs two language forms, they are spoken and written test. In oral test, the student needs accuracy and effectiveness that is the reliability and validity of an oral production test. It consists of speaking and reading skills. The student needs to pay attention to pronunciation, fluency, and diction. Meanwhile, in written

test, it consists of writing and listening skills. Written test consists of objectives and composition. Brown (1996:56) states that to measure the assessment, test commonly uses objective test through one of them using multiple choice. Brown, Cohen, & O' Day, (1991:349) states that composition test is included brainstorming, free writing, questioning, listing and clustering. In language ability, Bachman (1990:67) states that language ability is viewed as a set of finite components-grammar, vocabulary, pronunciation, that realizes four skills. They are: listening, speaking, reading, and writing.

The primary purpose of a language test is to measure interpretation as an indicator of an individual's language ability. The most important consideration in designing a language test is its usefulness. It can be divided into five test qualities; validity, reliability, authenticity, practicality, and washback. To measure some tests, the writer needs objectives test and essay test, it depends on the evidence that is applicable to the particular situation.

Assessment is important for the student regarding its crucial role in measuring the student's grade. The writer wants to use the scores from a language test to make inferences about individuals' language ability, and possibly to make various types of decisions. The writer needs a framework that enables to use the same characteristics to describe what the writer believes is the critical features of both language test performance and non-test language use. When the student chooses assessment strategy that demands

critical thinking or creative problem-solving. The student can realize a higher level of student performance or achievement.

A test should have authentic assessment. Authentic assessment reflects student's learning, achievement, motivation, and attitude on instructionally relevant classroom activities as stated by O'Malley & Valdez (1996:4). Authentic assessment refers to assessment tasks that resemble reading and writing in the real world and at school (Hiebert, Valencia, *et al.* (1994:10); Wiggins (1993:25)). Its aim is to assess many different kinds of literacy abilities in contexts that closely resemble actual situations in which those abilities are used. Two important components in the authentic assessment of writing are the nature of the task and the scoring criteria. It presents some guidelines for constructing writing tasks, and some examples of different types of scoring criteria. Furthermore, it also provides student's development level of writing and the processes the writer uses in it.

In principle authentic assessment, not only when 2013 curriculum become a new topic in education world, but authentic assessment applies in assessing writing composition and speaking skill. Assessing writing and speaking skills need criteria made by the teacher to assess competency of the student's achievement. The development of the 2013 curriculum is based on the theory of standard-based education and competency-based curriculum. Standard-based education implies of the national standard as a quality of citizen that is detailed become content of standard, process of standard, graduate competence of standard, educator standard, and the power of

education. The characteristics of implementing the 2013 curriculum, which is the students should have equilibrium between development religious attitude and social, curious, creativity and team work with intellectual capability and psychomotor. It is related to the aspect of learning that should be covered by the teacher to teach the student achieve standard competence that is definite from decision of the government or school.

The implementation of 2013 curriculum gives effect in education world. The minister policy of education and culture number 68 in 2013 states in framework and curriculum organization at junior high school based on the law decisions, i.e.: law of Indonesia country in 1945, law of education system at number 20 in 2003 about, law of plan the development long of period time at number 32 in 2013, law of education national standard.

Based on the characteristics of the competence curriculum 2013, several intellectuals argue that application of the 2013 curriculum needs aspects; attitude, skill and knowledge. In teaching-learning process, the students should be able to create, evaluate, analyze, apply, understand and remember the material. The teacher uses scientific approach in learning process, and then the characteristics that are appropriate with level of the competence, such as: in junior high school apply cohesive thematic science, social science and subject. Then, learning process focussed on the *Discovery Learning* and *Project based Learning*.

Authentic assessments apply test and non-test (portofolio) that is assessed through authentic assessment. The result of authentic assessment is

report that includes qualitative assessment about knowledge and descriptive qualitative about attitude and skills.

The teacher assesses student's writing. It should be appropriate with the ways of authentic assessments. There are: performance, portfolio, and self-assessment, which in assessing writing the teacher should assess objective test and essay test. Harris (1996:71-76) states that objectives test consists of: testing formal grammar and style, testing the ability to organize material and testing the mechanics of writing. In teaching-learning process, the teacher uses technique of learning assessment through student's composition, short-answer and essay. Teacher implies the aspects of assessing writing such as: micro skills (grammatical correct) and macro skills (organization of paragraph).

In assessing writing, the teacher needs some criteria to assess the student's writing task. It is point of view by Brown (1991:356) who states that criteria of assessing writing are: content, discourse, syntax, vocabulary and mechanics. From those criteria, the result of the writing task still needs rubric score to assess a writing task. In scoring writing, Cohen (1994:142) defines three types of rating scales in extensive and intensive writing assessment commonly used holistic, primary trait, and analytic scoring.

The writer ensures that writing task reflects the content of the classroom instruction and provides sample for students to accomplish the task. Teachers who use writing process provide the students a chance to edit and revise as a

part of writing assessment in order to be authentic regarding the classroom instruction.

The activity of writing is not easy for the students. The students have difficulty when they should write a good paragraph. Because every student does not have experience about writing. It makes them has confused determine word that will be choosen to make a good paragraph. The main purpose the learners' writing activity is "to catch grammar, spelling, and punctuation errors" (Leki, 1996: 173). Student will get good score when in the texts are free from errors.

In this research, the writer is interested in conducting analysis on the result of the student's writing task made by the students of SMP N 1 Surakarta. The writer divides into three elements of the authentic assessment to score writing tasks which are: learning assessment, techniques of learning assessment, and writing assessment. Considering the thing above, the writer wants to conduct a research entitled *"THE IMPLEMENTATION OF AUTHENTIC ASSESSMENT IN SCORING WRITING TASK FOR THE STUDENT OF 8<sup>th</sup> GRADE AT SMP N 1 SURAKARTA"*.

## **B. Problem Statement**

In this research, the problem statements are:

1. How is authentic assessment implemented in writing skill?
2. What are the techniques of writing assessment used by teacher to score student's task?

### **C. Objective of the Study**

Based on the problem statements above, the researcher has objectives of the study as follows:

1. To describe the ways the authentic assessment are implemented for writing skill in SMP N 1 Surakarta.
2. To describe the techniques the teacher used to score students' writing.

### **D. Significance of the Study**

The significance of the study consists of two: they are theoretical and practical.

1. Theoretical Significance
  - a. The writer hopes the result of this research gives the new knowledge of study about writing assessment
  - b. The result of this research can be used as the reference for those who want to conduct a research in second language acquisition study.
2. Practical Significance
  - a. This research provides students a better way for the subject of language testing at 5<sup>th</sup> Semester in Muhammadiyah University of Surakarta.
  - b. The result increases the knowledge of the subject of language testing.

## **E. Research Paper Organization**

In conducting her research paper, the writer organizes it in order to give a clear guidance to the reader to be able to understand the content of the study. The writer conducts her study into five chapters as follows:

Chapter I is introduction, dealing with background of the study, problem statements, objectives of the study, significance of the study, and research paper organization.

Chapter II is review of related literature, including previous study, learning assessment, quality of assessment, and writing assessment.

Chapter III is research method, concerning to type of the research, object of the study, data and data source, method of collecting data and technique for analysing data.

Chapter IV is research finding and discussion it presents the analysis of the result of student writing task.

Chapter V is conclusion and suggestion based on the analysis and discussion of the research findings.