

CHAPTER I

INTRODUCTION

A. Background of the Study

Curriculum and teaching methods continue to change (Bagley, 1995:220). The educational regulation in Indonesia, as stated in *Peraturan Pemerintah Republik Indonesia Nomor 32 tahun 2013*, about the change of the National Educational Standard states that the curriculum needs to be reconstructed to improve the quality and competitiveness of the nation. It is also aimed to keep in pace with the development of society either local or global.

The Laws of Educational in Indonesia, UU No . 20 Tahun 2003, concerning with the National Education System, states that National Education Standard comprises the Standard of Content (*Standar Isi*), Process (*Standar Proses*), Output Competency (*Standar Kompetensi Lulusan*), Educators (*Standar Tenaga Pendidik dan Kependidikan*), Physical Facilities (*Standar Sarana dan Prasarana*), Management (*Standar Pengelolaan*), Finance (*Standar Pembiayaan*) and Assessment (*Standar Penilaian*). The standards are then used as reference for developing curriculum, human resources, facilities , management and finance. The National Standard of Education, which is the so called 8 SNP (*8 Standar Nasional Pendidikan*), must be improved periodically. The new regulation in curriculum involved the changes in four elements of the standards, they are,

Standard of Content (*Standar Isi*), Process (*Standar Proses*), Output Competency (*Standar Kompetensi Lulusan*), Assessment (*Standar Penilaian*).

The great changes in the National Education Standards bring about new atmosphere in the teaching learning process and learning assessment in all level of education from elementary to high school level. Vocational School which is the so called SMK (*Sekolah Menengah Kejuruan*) as a level of senior high school specialized in vocational education, also apply the changes. Authentic Assessment is the approach whis is recommended in the decree of the Minister of Education and Culture Number 104 of the year 2014 (*Peraturan Menteri Pendidikan dan Kebudayaan Nomor 104 Tahun 2014 tentang Penilaian Hasil Belajar oleh Pendidik pada Pendidikan Dasar dan Pendidikan Menengah*). Curriculum 2013 requires the implementation of authentic assessment . Paradigmatically the realization of authentic assessment needs an authentic learning authentic instruction and authentic learning. It is believed that authentic assessment is to provide information ability of learners holistically and valid. The Ministry of Education and Culture also stresses that assessment by teachers are intended to monitor the process and the progress of the achievement of learning outcomes. It also monitors the improvements of the learning outcomes (Permendikbud RI, 2014).

This is in line with the views of education practitioners that standardized tests is considered no longer adequate to measure a student's. Although it is usefull in some cases, standardized tests are often critized because it doesn't inform instructions adequately. It can not be used to measure tasks and behaviours in

classroom settings. Consequently teacher-made assessments are more applicable in classroom assessment achievement (Bagley, 1995:220)

The need for alternatives to traditional assessment instruments is growing. Alternative assessment consists of any method of finding out what a student knows or can do that is intended to show growth and inform instruction and is an alternative to traditional forms of testing, namely, multiple choice test. (Stiggins 1991 in O'Malley and Pierce, 1996:1). This alternative assessments are typically authentic assessment because it represents classroom and real life settings.

SMK Negeri 4 Surakarta is one of the schools which has been applying the new curriculum since 2013. The school is assigned to be a pilot for other vocational schools in Surakarta regarding the implementation of Curriculum 2013. Many teachers have been sent to join the trainings or workshops of the new curriculum. However, in the implementation they still have to work hard to adapt and switch to the new practice. That is why the writer choose SMK Negeri 4 Surakarta to be the setting for the research. The other reason is that the school majors in tourism, and English is a very important subject for the students to master for getting good jobs.

One more thing which must be taken into consideration is that the latest English syllabus for senior high school based on Curriculum 2013 consists of Core Competencies (*Kompetensi Inti/KI*) and Basic Competencies (*Kompetensi Dasar/ KD*). It is clearly stated in the syllabus that the learning of English is directed for international communication. It is also directed for interpersonal,

transactional and functional communication. Consequently, assessing the mastery of English as integrated skills for communication become the priority.

Based on the facts which was previously described above, the writer is eager to conduct a research regarding the implementation of authentic assessment in English language teaching. The research investigates what the teachers plan and do to assess the integrated English language skills, and whether or not the practice of assessment at school is in line with what the government has intended.

B. Limitation of the Study

This study focuses on the authentic assessment which is used in assessing integrated English language skill as it is implemented in vocational high school. The implementation of authentic assessment in vocational school is based on the Guidelines of Curriculum 2013 Implementation issued by the Ministry of Education and Culture in Indonesia.

C. Problem Statements

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

1. What types of assessment are used by the teachers in English Language Assessment?
2. How is the authenticity of the assessments used by the teacher ?
3. How do teachers use the assesment to score the students' learning outcome?

4. What problems are encountered by the teachers in applying authentic assessment for English language ?

D. Objective of the Study

The objectives of this study are as follows :

1. to describe what types of assessment are used by the teachers in English language assessment,
2. to know how the authenticity of the assessments used by the teacher is,
3. to know how teachers use the assesment to score the students' learning outcome,
4. to identify the problems encountered during the application of the authentic assessment and the solution.

E. Benefits of the Study

1. Theoretical Benefit

The finding of this study can be used as profound study to explore more about the implementation authentic assessment to assess different language skill

2. Practical Benefit

The findings of this research are expected to be useful :

- a. for teachers : it provides reference about the types of authentic assessment and its implementation based on curriculum 2013.

- b. for other researchers : it provides reference to conduct further research on authentic assesment in English Language Assesment. The findings of this research can be developed into a deeper and more intensive research dealing with specific language skill, so that the implementation of authentic assessment can be continually improved.

F. Research Paper Organization

Overall, this research in this thesis consists of five chapters. They can be outlined in the stages below:

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

Chapter II, the underlying theories that contains : (1) previous study consisting researches which deal with authentic assessment, the similarity and differences with the current research (2) theoretical review that contains the concept of authentic assessment covering self and peer assessment; performance assessment; portfolio assessment; product-based assessment; project-based assessment, assessing speaking skill covering intensive speaking; responsive speaking; interactive speaking; extensive speaking, rubrics scoring, grading and scoring system, and authentic assessment as recommended by the National Standard of Education in Indonesia and (3) theoretical framework.

Chapter III is an overview of research methodology which is used this study containing several things: (1) type of research (2) object of research which focuses on the authentic assessment of speaking skill implemented by the teacher of SMK Negeri 4 Surakarta for the tenth graders (3) subject of research here are the informants from whom data are obtained comprising the students and the English teachers of the ten grade, the vice principle of curriculum division (4) data in the form of field notes, recorded and transcript of interview, photographs of classroom activity and data source containing curriculum documents and informants (5) technique of collecting the data comprising observation, interview, documentation (6) data validity and (7) technique of analyzing the data.

Chapter IV tells about the research findings and discussion that contains the results of research and analysis to answer the problem formulation (1) the assessment design made by the English teachers to assess speaking skill for the tenth graders of SMK Negeri 4 Surakarta academic year of 2015/2016 (2) the techniques used by the teacher in the assessment (3) the instruments of assessment made by the teacher (4) the grading and scoring system used (5) the problem encountered by the teachers (6) the problem encountered by the students and (7) the efforts done to solve the problem.

Chapter V Conclusion, which draws conclusions and suggestions. This chapter contains the conclusions of the discussion of the results and suggestions related to research at SMK Negeri 4 Surakarta.