

# **CHAPTER I**

## **INTRODUCTION**

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

Assessment becomes very important issue in education because in the learning process, assessing is needed by the lecturer to evaluate the development, ability and responsibility of the students. There is a massive progress in assessment of education. The usual assessing technique is in the form of multiple-choice test. When multiple choice is considered not appropriate to achieve the objective of the learning then lecturer will try to find another alternative. Afterwards, the lecturer will focus on the activity done in the classroom. Alternative assessment encompasses amount of methods to find what students know to show progress and information as the learning and teaching quality. One of the alternative assessment is authentic assessment.

The essence of assessment in educational stage based on authentic assessment concept is a process of collecting data which can give an overview of students' progress. Lecturer could know the students progress in learning process in the classroom. If the data collected by lecturer indicate that students are facing problem in learning, lecturer soon takes the right action. This description of the learning progress is very much needed along the learning process.

Authentic assessment monitor and measure the capability of students in many kinds of possibilities of solving problems that they face in real world. In learning process, authentic assessment measures, monitors and assesses all aspects of student learning result. Authentic assessment process states how students work and learn in the classroom. In other words, students are demanded to work cooperatively with other students. Students are involved in interesting, important and beneficial tasks, and students are also demanded to be creative and think critically.

An assessment is considered to be important in learning process, so lecturer would know how far the capability of students in mastering the lesson.

When implementing the authentic assessment to check the result achieved from each student, lecturer implements the related criteria: construction of knowledge, activity of observing and experimenting, and also achievement outside of school. In authentic assessment, involving students is the most important thing. In assumption, students can do learning activities better when they know how to be assessed. Through authentic assessment, students are involved in thinking critically to develop ideas and their knowledge. Students are not only assessed by their own prior knowledge, but also by skills and daily activity. Students who are clever in terms of academic references might not have skills and good behaviour in daily life and vice versa. That is why authentic assessment is urgent to be implemented to guide students not to have knowledge only but also high skills and good behaviour.

Authentic assessments may include individual as well as group tasks. Authentic assessment focuses on meaningful goals, so the students learn to use their minds well. The scoring of authentic assessment is not easy, the lecturer must listen and see the students' project. In English subject, authentic assessment should also be implemented in the speaking skills.

Speaking is one of four skills in language learning that is very important. Through the speaking activity, people can communicate with the other people. Meanwhile, it is not an easy way to make students master in this skill. Hornby (1995:37) states that through speaking language learners will be judged upon most in real life situation. Fauziati (2010:15) points out that "mastering the art of speaking is the single most important aspect of learning a second or foreign language and success is measured in terms of ability to carry out a conversation in the language". In oral test, the student needs accuracy and effectiveness that is the reliability and validity of an oral production test. An oral production test consists of speaking and reading skills. The students need to pay attention to pronunciation, fluency, and diction.

Fauziati (2010:15) states that the goal of teaching speaking skills is to enable learners to communicate efficiently depends on situation. Indeed, most people use language for communication. Speaking is the communication

between two other peoples or more, so the learners can develop their speaking ability and learn how to use a language. The goal of foreign language teaching is to develop communicative competence, both a focus on form (accuracy) and meaning (fluency) should be balanced so that students can use language naturally. According to Lazaraton in Celce-Murcia (2002: 103) in Fauziati (2010:17) speaking is “ an activity requiring the integration of many subsystems and all these factors combine to make speaking a second or foreign language a formidable task for language learners”.

In speaking aspect, the lecturer assesses student’s speaking appropriate with the principles of authentic assessment. The lecturer uses authentic assessment to assessing students speaking skills such as oral interview, project, portfolio, experiment and etc.

In other words, authentic assessment focuses on the ideas and answers directly from the mind while non authentic assessment focuses on test, examination and tasks. Example of authentic assessment techniques include performance assessment, portfolio and self assessment.

In this research, the researcher is interested in conducting a research on the result of the student’s speaking class for second semester students at Muhammadiyah University of Surakarta. In this research the researcher want to know the students’ ability in authentic assessment in teaching speaking. Considering the thing above, the researchers wants to conduct a research entitled **THE IMPLEMENTATION OF AUTHENTIC ASSESSMENT OF SPEAKING CLASS FOR THE SECOND SEMESTER STUDENTS AT MUHAMMADIYAH UNIVERSITY OF SURAKARTA 2016/2017 ACADEMIC YEAR.**

**B. Scope of the Study**

This research only deals with the authentic assessment in speaking skill. Thus, the researcher describes the implementation of authentic assessment on speaking class. Hindering the misunderstanding, the researcher gives limitation for this research, as follows:

1. The researcher limits the problem on the implementation of authentic assessment of the students speaking class at Muhammadiyah University of Surakarta.
2. The implementation of authentic assessment are limited in techniques to asses speaking class for the second semester in learning English at Muhammadiyah University of Surakarta.

**C. Problem Statement**

The problem that is discussed in this research paper is stated as follows:

1. How is the techniques authentic assessment implemented in speaking class?
2. What are the problems faced by the lecturer in assessing speaking while implementing of authentic assessment for assessing the students in speaking class to the second semester of English Department in Muhammadiyah University of Surakarta in 2016/2017 academic year?

**D. Objectives of the Study**

Based on the problem of the study above, the researcher has objectives of the study are to:

1. Describe the techniques of authentic assessment implemented in speaking class.
2. To reveal the problems faced by the lecturer in assessing speaking while implementing of authentic assessment for assessing the students in speaking class to the second semester of English Department in Muhammadiyah University of Surakarta in 2016/2017 academic year.

## **E. Significant of the study**

### 1. Theoretical Significance

- a. The researcher hope the result of this research gives the new knowledge of study about authentic assessment.
- b. The result of this reseacrch can be used as the reference for those who want to conduct a research in second language acquisition study.

### 2. Practical Significance

- a. For the lecturer

The researcher hopes that this research can be the source of improving the assessment techniques.

- b. For the students

This research can be useful for the students because this research can motivate to the student to improve their speaking class, so that they will have a good quality in speaking.

## **F. Research Paper Organization**

The research paper organization is given to help the readers understand the content of the research paper written by researcher. In this research paper, the researcher gives the outline as follows:

Chapter I is introductions. It consists of background of the study, scope of the study, problem statement, objectives of the study, significant of the study and research paper organization.

Chapter II is review of related literature. It contains review of previous study, teaching speaking, the notion of speaking skills, component of speaking, principle of teaching speaking, activities in teaching speaking, notion of assessment, notion of authentic assessment, designing authentic assessment and techniques of authentic assessment.

Chapter III is research method. This chapter consist of six points. The researcher present type of research paper, object of research, subject of research, data and data source, method of collecting data and technique for analyzing data.

Chapter IV is analysis and discussion. In this chapter the researcher shows the techniques of authentic assessment used by the lecturer, the implementation of authentic assessment of speaking class of second semester students at Muhammadiyah University of Surakarta 2016/2017 Academic Year and the problem faced by the lecturer in assessing speaking while implementing of authentic assessment. In this chapter, the researcher also will discuss the finding of the research.

Chapter V is conclusion and suggesstion. The researcher in this chapter draws conclusion and proposes the suggestion taken from the research result.