

CHAPTER I

INTRODUCTION

A. Background of the Study

The implementation of the 2013 curriculum gives effect in education world. The policy of the minister of the education and culture number 68 in the 2013 states in predicate 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 length of period time at number 32 in 2013, law of education national standard.

In the 2013 curriculum, the students need to achieve 4 competences, namely; religious, social, knowledge and skill competencies. Those four categories of competences are written explicitly in the core and standard competencies. So, those competencies should be covered by the teacher to assess the standard competencies. In teaching-learning process, the student should be able to create, evaluate, analyze, apply, understand, and remember the material. The rule uses a scientific approach in the teaching-learning process. In scientific approach, there are five principles of learning experiences, they are: (1) Observing, (2) Questioning, (3) Experimenting, (4) Associating, and (5) Communicating. Then, the characteristics that are appropriate with to the levels of the competence, such as: in junior high school apply cohesive thematic science, social science, and subject. Then, learning process focused on the discovery learning and project based-learning.

Assessment is part of evaluation of learning activities and it is used to see whether the teaching and learning process can run as expected and reach the desired objectives. According to Brown (2003:4) assessment is an ongoing process that encompasses a much wider domain. It can be in the form of feedback, comments, questions, confirmations, corrections, quizzes, tests, etc. Assessment is an integral part of teaching and learning process including performance assessment, Portfolio, and student self-assessment. Teachers can measure and assess how far the purpose of the study, that has been planned, is achieved or

applied. It also measures the progress or development of their program.

In *Permendikbud No. 66 tahun 2013* about the educational evaluation standard, it is mentioned that the result of student evaluation based on several principal; objective, coherent, economical, transparent, accountable, and educative. Based on the implementation guidelines of Curriculum 2013, it is implied that authentic assessment is the most suitable technique to use. O'Malley and Pierce (1996: 11-14) states that authentic assessment refers to the multiple forms of assessment that reflect student learning, achievement, motivation, attitudes on instructionally-relevant activities. The term of assessment is the synonym of scoring, measurement, testing, or evaluation; meanwhile the term of authenticity is the synonym of original, real, valid, or reliable.

Authentic assessment has a relevance toward a scientific approach in the 2013 curriculum. It must be able to increase the student achievement. Authentic assessment focuses on complex assignments (contextual) that possible for students to show the student competence that include three aspects of evaluation in the 2013 curriculum, which are attitude, knowledge, and skill. Based on the *Permendikbud No. 104 Tahun 2013*, there are some techniques and instruments that can be used to evaluate from the three aspects, namely: (1) attitude competency, it comes from feeling (like or dislike) that related to response an object. There some methods to evaluate the learner attitude, such as: (a) observation, (b) self-assessment, (c) peer-assessment, and (d) anecdote. (2) knowledge competency, this competency divided into three; (a) written test (the learners choose the answer and supplies the answer), (b) observation in discussing, and (c) giving an assignment. (3) skill competency, this skill can be done using; (a) practice or work show, (b) project, (c) product, (d) portfolio, and (e) written.

The educational evaluation activities in school can be seen from the learner's and teachers' point of view. For the learners, education evaluation will give them guidelines to know their capacity and status. On the other hand, from the teacher's point of view, educational evaluation will give them assurance on how far their efforts bring result, so that, they can decide their future steps that are necessary.

In this research, the researcher wants to describe the ways that used by the teacher about authentic assessment based on the 2013 curriculum in students' language skills through three aspects assessment in the 2013 curriculum and the researcher only describe two aspects of them; knowledge and skills. There are four skills that should be assessed by the teachers; listening, speaking, writing, and reading. But, the researcher only chooses speaking skill.

Speaking is one of four skill in language learning that is very important. People can communicate with other through speaking activity. Meanwhile, it is not easy to make the students mastering this skill. Fauziati (2010: 15) points out that "mastering the art of speaking is the single most important aspects of learning a second or foreign language and success is measure in term of ability to carry out a conversation in the language." In oral test, the student needs accuracy and effectiveness that is the reability 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 efficiency depends on situation. Indeed, most people use language for communication. Speaking is the communication between two people or more, so the learner can learn how to use a language and they can develop their speaking ability. In developing communicative competence of the students, the form (accuracy) and meaning (fluency) should be balanced so that students can use language naturally.

The teacher assesses a student's ability in speaking. It should be appropriate with the ways of authentic assessment. There are performance, portfolio, and self-assessment. Which in assessing speaking the teacher should assess the ability of the student to communicate informally on everyday subjects. Harris (1996: 82-89) states that component-grammatical structure, vocabulary, and auditory comprehension being tested by reliable and relatively simple objective techniques in speech through the oral production. In teaching-learning process, the teacher uses techniques of learning assessment through classroom activities. Teacher implies the aspects of assessing speaking such as: micro skills

(forms of language and functions of language) and macro skills (organization speech).

In assessing speaking, the teacher needs some criteria to assess the student's ability in spoken. It is a point of view of Brown (2003: 157) states that criteria of assessing speaking are: grammar, vocabulary, comprehension, fluency, pronunciation, and task.

The activity of speaking is not easy for the students. The student have difficulty when they should spoken a good speaker. Because every student has not experiences about spoken English before. It makes them difficult to determine word, grammar, pronunciation, fluency that used to make a good speaking.

In this research, the researcher is interested in conducting analysis on the result of authentic assessment based on curriculum 2013 for the student of SMP N 3 Colomadu. The researcher chooses SMP N 3 Colomadu because this school has implemented of the 2013 curriculum since 2013 and in the 2013 curriculum, authentic assessment must be applied to assess the student competencies.

Based on the explanation above, the researcher wants to conduct a research entitled **“THE IMPLEMENTATION OF AUTHENTIC ASSESSMENT BASED ON THE 2013 CURRICULUM FOR THE STUDENT OF 8TH GRADE AT SMP N 3 COLOMADU”**.

B. Limitation of the Study

Although there are 4 competences in the 2013 curriculum, the researcher limits only on knowledge and skill competencies in speaking. This research paper focuses on the types and procedures of implementation of authentic assessment based on curriculum the 2013 for the student at SMP N 3 Colomadu. The subject of the study is limited to student's of SMP N 3 Colomadu in the 8th grade, especially in D class proposed as English teaching.

C. Problem Statement

In this research, the problem statement is how authentic assessment is implemented on speaking of the 8th grade at SMP Negeri 3 Colomadu.

D. Objective of the Study

Based on the problem statement above, the objective of the study is to describe the implementation of authentic assessment on speaking for knowledge and skill of the 8th grade at SMP Negeri 3 Colomadu.

E. Significance of the Study

The significance of the study consists of two main significance, they are:

1. Theoretical Significance

The result of this research may enrich the study about speaking assessment and it can be used as reference to the next researcher.

2. Practical Significance

- a. The result increases the knowledge of the subject of language testing.
- b. This research provides students a better way for the subject of language testing at 5th Semester at English Department in Muhammadiyah University of Surakarta.

F. Organization of the Study

The researcher organizes this paper in order to make it easier for the reader to be able to understand the content of the study; the researcher conducts her study into five chapters as follows:

Chapter I is introduction, this chapter consists of background of the study, problem statements, objectives of the study, benefit of the study, and research paper organization.

Chapter II is review of related literature. It is consists of previous study the differences between test, assessment and evaluation, learning assessment, technique of learning authentic assessment, qualities of assessment, language skills assessment, and English subject assesment in the 2013curriculum.

Chapter III is research method. It is consists of type of the research, object of the study, data and data source, method of collecting data, credibility of the data, and technique for analyzing data.

Chapter IV is the result of the study. It presents the analysis of the result of english subject assesment.

Chapter V is conclusion and suggestion. It is consists of conclusion of the research completes by suggesion to make the research better.