

CHAPTER I

INTRODUCTION

A. Background of the Study

Writing is one of language skills. The students still get difficulties in writing. Brown, (2000: 336) states that writing is a thinking process. Furthermore, he states that writing can be planned and given with an unlimited number of revisions. Writing represents what we think. It means that writing process reflects things, in the mind. The students find difficulties when they start looking for some reasons to write and producing written sentences. Nunan (1991: 88) in Fauziati adds that writing is the mental work of inventing ideas, thinking about how to express ideas and organize them into statements and paragraphs that will be clear for the reader.

Based on preliminary study, the activity of writing is difficult for the students. The student does not has experience about writing. It is confuse of the srudents to determine word that will be choosen to make a good paragraph. The student's problem in writing that is limited vocabulary, limited knowledge to develop paragraph and less exerise from the teacher for the student. The purpose of the learners' writing is "to catch grammar, spelling, and punctuation errors" (Leki, 1996: 173).

The researcher ensures that an assignment to write reflects the classroom instruction sample and provides for students to reach the task. The teacher uses of writing process provide the students a chance to edit and revise as part of writing authentic assessment related to classroom instruction. Writing assessment is conducted as part of assessment for all students. On the other hand, writing assessment can be used to monitor student progress and determine if changes in instruction are required to meet student needs.

The best way in assessing language skill including writing skill is applying authentic assessment. Authentic assessment or another name of alternative assessment is based on activities that represent classroom and real-life. Authentic assessment is correlated to the student learning, motivation,

attitudes, and achievement, on teaching that relevant in classroom activities as stated by O'Malley & Valdez (1996). Authentic assessment is the process of gathering information about the development of teachers and the achievement of learning undertaken by learners through a variety of techniques that are able to reveal, or show exactly prove that the learning objectives have been completely mastered and achieved. An authentic assessment applies written test, portfolio, students' product, and presentation that is assessed through authentic assessment. The result of authentic assessment is report of descriptive qualitative assessment about skills, knowledge and attitude.

The teacher assesses student's writing. It should be appropriate with the ways of authentic assessments. They are: portfolio, performance, and self-assessment. In assessment, the teachers assess the students' task through objective test and essay test. An objective of the test consists of: testing the ability to organize material testing formal grammar and style, and testing the mechanics of writing stated by Harris (1996:71-76). The teacher uses technique of learning assessment through student's composition in teaching-learning process.

Writing task reflects the content of the classroom instruction and sample for students to complete the task. The teachers use writing process through edit and revise the students writing task. It is as a part of writing assessment in order to become authentic regarding classroom instruction.

There are two components in the authentic assessment of writing. They are scoring criteria and the nature of the task. It is used to present some guidelines for building writing assignments, and samples of different types of assessment criteria. Furthermore, it also provides a level of student development in writing and the process that writers use in it.

The types of authentic assessment in writing are classified into three types. They are; O'Malley (1995), Brown (2007), and Lund (1997). O'Malley's types consist of Oral Interview, Story/Text Retelling, Writing Sample, Project/Exhibition, Experiments/Demonstrations, Constructed-Response Items, Teacher Observation, and Portfolio. Brown's type there are: Performance

assessment, Self and Peer Assessment, Portfolio, Journals, and Conference and Interview. Lund's types are Written Essays, Oral Discourse in Physical Education, Exhibition and Event Tasks, and Portfolio. The researcher analyses the types of authentic assessment in writing that is done by teacher in SMA Al Firdaus and SMA N 2 Sukoharjo that uses O'Malley's type of authentic assessment is supported in this research.

Authentic assessment related to 2013 curriculum. The characteristics of 2013 curriculum, the students should have equilibrium between development religious attitude and social, curious, creativity, team work with intellectual capability, affective and psychomotor. Curriculum 2013 applied are; knowledge, skill and attitude. The students should be able to create, evaluate, analyze, apply, and understand materials in teaching-learning process,.

In Curriculum 2013 the teacher uses scientific approach in learning process. The characteristics are compatible with level of competence, as in junior high school apply science thematic integrated, social science and subject. Learning emphasis on the process of inquiring and answer a question as the specific in scientific investigation, namely observing, questions, gather information, association, and communicate. Scientific procedure is called 5M. Learning process focussed on *Project based Learning* and *Discovery Learning*.

In teaching-learning process, the teacher in SMA Al Firdaus used assessment sheet to measure the student assessment. Then the teacher has taken the material also book from 2013 curriculum. While, the teacher in SMA N 2 Sukoharjo mainly tasks are taken from the student handbook. It is used as the exercise book. The students' exercises are provided in their handbook published by *Erlangga*. The considerations of the teacher choose that book, because the student worksheet covers the materials demanded by curriculum. Sometimes the teacher in SMA Al Firdaus and SMA N 2 Sukoharjo gave the instruction for the student to write essay with free topic, and suitable with the material.

The students' handbook consists of four skills separately. In generally, writing, writing task was found in the last activity after listening, speaking, and

reading. The part of students' worksheet, the competence consists of reading, speaking, listening and writing. The teacher gave sample of writing a text. After that, the students were asked to write a text which is suitable with the generic structure, language feature and social function that have been discussed. The students are given a writing task to develop topic to become a good paragraph.

The teachers confirmed the syllabus with the student handbook, and they choose the exercises in the worksheet matching with the syllabus. The teacher developed the syllabus based on the content standard released by the Institution of National Standard of Education of Indonesia (BSNP). The syllabus of writing skill found the competencies that should have been achieved by the students. They are: the students have ability to express meaning in the written functional text and simple short essay of biography, procedure text, recount text and personal letter to communicate with surrounding and in the context of academic.

The teacher needs criteria to assess the students' writing task. Criteria of assessing writing are vocabulary, content, discourse, syntax and mechanics stated by Brown (1991:356). The criteria above, the result of the students writing task, the teachers need rubric score to assess it. Rubric related to score. In scoring writing, there are two types how to score according to Cohen (1994) and Glencoe. Cohen (1994: 142) states three types of rating scales in extensive and intensive generally used in scoring writing. They are primary trait, holistic, and analytic scoring. The same with cohen's theory, Gleecoe's Type (2010) states that the method to score writing assessment use analytic score, holistic score, and primary trait score.

The consideration of the researcher chosen the 11th grade as the subject of the study because the researcher was really sure authentic assessment was applied in assessing of writing composition and speaking skill. Assessing writing and speaking skills need criteria made by the teacher to assess competency of the student's achievement. It was appropriate with the principle of authentic assessment of writing skill. The students wrote by using

impromptu spontaneously. It was used to guarantee the originality of the student's writing.

In this research, the researcher interested in conducting analysis on the result of the authentic assessment in is writing class in SMA Al Firdaus and SMA N 2 Sukoharjo. Considering the thing above, the writer wants to conduct a research entitled ***“AUTHENTIC ASSESSMENT IN WRITING CLASS FOR THE STUDENT OF 11th GRADE IN SMA AL FIRDAUS AND SMA N 2 SUKOHARJO”***.

B. Limitation of the Study

This study focuses on authentic assessment in writing class for the student of 11th grade in SMA Al Firdaus and SMA N 2 Sukoharjo. The data takes from the students writing. This research discusses about the types of the authentic assessment in SMA Al Firdaus, the types of authentic assessment in SMA N 2 Sukoharjo, the similarity and differences authentic assessment in writing in SMA Al Firdaus and SMA N 2 Sukoharjo, the ways teacher's assess of authentic assessment in writing and the teacher problems and solutions using authentic assessment in writing.

C. Problem Statements

1. What are types of authentic assessment in writing used by the teacher in SMA Al Firdaus?
2. What are types of authentic assessment in writing used by the teacher in SMA N 2 Sukoharjo?
3. What are the similarity and differencies authentic assessment in writing in SMA Al Firdaus and SMA N 2 Sukoharjo?
4. How the ways teacher's assesses of authentic assessment in writing?
5. What problems and solutions are encountered by teacher in applying authentic assessment in writing class?

D. Objectives of the Study

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

1. To describe the are types of authentic assessment in writing used by the teacher in SMA Al Firdaus.
2. To describe the types of authentic assessment in writing used by the teacher in SMA N 2 Sukoharjo.
3. To describe the similarity and differencies authentic assessment in writing in SMA Al Firdaus and SMA N 2 Sukoharjo.
4. To describe the ways teacher's assesses of authentic assessment in writing
5. To explore the problems and solutions are encountered by teacher in applying authentic assessment in writing class.

E. Significance of the Study

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

1. Theoretical Significance
 - a. This research gives new finding of study about writing assessment
 - b. This research as the reference for those who want to conduct a research in language assessment.
2. Practical Significance
 - a. This research provides for students the subject of language testing at 2th Semester in post graduate study of University of Muhammadiyah Surakarta.
 - b. This research increases knowledge about the subject of language testing.

F. Thesis 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 thesis organization.

Chapter II is review of related literature, including previous study, theoretical review consist of assessment, authentic assessment, types of authentic assessment, designing authentic assessment, writing skill, writing assessment, scoring writing and problem face in authentic assessment in writing.

Chapter III is research method, concerning to type of the research, subject of the research, setting of the research, data and data source, technique of collecting data, data validity, and technique for analyzing data.

Chapter IV is research finding and discussion; it presents the analysis of the result compare with previews study and compare with underlying theory about authentic assessment in writing.

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