CHAPTER I

INTRODUCTION

A. Background of the Study

"Authentic assessment is the multiple forms of assessment that reflect student learning, achievement, motivation and attitudes on instructionally relevant classroom activities" (O' Malley, 1996:4).There are some skills in language authentic assessment; one of them is authentic assessment of oral language. O' Malley(1996:63) states that oral language assessment of English language learners in school aims to capture a student's ability to communicate for both basic communicative and academic purposes. Speaking is one of language skills. In this era the ability to speak English is very important. Many people, schools, institutions, and courses provide and do the speaking activities.

Thornbury (2002: 1) states that speaking is an activity that has become a habit that is done every day. Almost everyone produce a lot of words every day, or even more. So speaking is a natural ability that people can learn and struggle to speak. By the time people have to learn in a foreign language. From the explanation above English speaking is a skill which deserves attention of a literary skill in both the first language and the second language and also needs rehearsal opportunities, gets feedback and gets successful meaning from the conversation. In addition to the purpose of learning, a language is usually

enabling people to take part in exchanges of information: sharing with others, reading the instruction on a packet of food, understanding directions, writing a note to a colleague, etc. (Scrivener, Jim: 32).

Based on the preliminary study, although the English subject is familiar to the students, most of them feel that speaking English is difficult. It is reflected by the fact that many students only speak English or studying English when they are in the English lesson or have homework only. They do not know what they should do about the English subject. The students have less motivation from the environment also to learn the English language. On the other hands, the first language of the students and the second language are different. Their first language is Indonesia, while the second language is English. They also have less confidence and fluency to pronounce English language. There are not further reflections after the students learn in the class. English has not been considered important because the students have not fully realized that in the future English is very useful. Such as working in a company, people will have a plus value, if people can master English skills. For the other reasons such as being a presenter in international seminars, people really need the ability of English, in everyday terms to read directions in food products, tools, etc. But, students don't practice English in other situations.

The researcher chooses authentic assessment because it is based on several facts on the field that often appear. The researcher do pre-research by do interview to some students in general. There are many cases of passive students in class, but their writing scores are good. Furthermore, the active students feel unfair, because they get lower score than passive students. The researcher assumes that authentic assessment is very useful to reveal students' competencies in the form of skills or performance that cannot be measured through written tests. Authentic assessment can encourage the responsibility between the lecturers and students. In this part, lecturers as assignors, supervisors, and determinants of students' score. Therefore the student will be more responsible because they have to go through several steps to reach the goals of the tasks that have been determined by the lecturers.

The researcher conducts this research in IAIN Surakarta because in IAIN Surakarta there are 2 departments which have speaking class. The first is English Education Department and the second one is English Letters Department. So the researcher wants to know the activities and tasks in speaking class given by the lecturer who teaches in the speaking class from a different department which has the same purpose in authentic assessment. The researcher conducts the observation in speaking skills, because speaking always needs almost in all sectors, so it is really important to learn. The students should prepare before they perform and will be scored by the lecturer. The students should prepare a suitable vocabulary related to the theme that they will present. The students also should understand the other components in the speaking skill, such as how to pronounce the word, the expression, the

correct grammar, intonation, etc. Speaking assessment is conducted as part of an assessment for all students. On the other hand, speaking assessment can be used to oversee the students' process and progress to speak English step by step until the students speak fluently or achieve advanced level.

The material of English Education class in the third semester includes drill the expressions used in interview and act out dialogues of interview, analyze information in graphs, tables, and perform a monologue of describing graphs and tables, identify important issues in an article and discuss the selected issues, and present an academic paper. Furthermore the materials of English Letters are impromptu speech, moderator, news anchor, agreeing and disagreeing, retelling story, job interview, guiding, and debate.

There are many kinds of strategies to give an assessment in language skill. In this research the researcher will use the authentic assessment for analysis. Authentic assessment has the other names such as alternative assessment; performance assessment and direct assessment of which the students are asked to perform real world tasks. Authentic assessment refers to an assessment that tests a particular skill or knowledge set as close to real-life application as possible (Ashley, 2016). In addition, authentic assessment is an assessment that includes gathering and interpreting information about a student's performance to determine the students' mastery toward predetermined learning objectives or standards (Jeremy, 2001).

The teaching and learning process in the English Language Education Department and the English Literature Department of IAIN Surakarta uses material from the syllabus and is developed by the lecturers. In this study, the

researcher conducts an analysis of the results of authentic assessments in speaking classes in the Department of English Education and the English Department of the IAIN Surakarta. Considering the explanation above: the writer conducts a research entitled *"AUTHENTIC ASSESSMENT USED BY ENGLISH SPEAKING LECTURERS IN ENGLISH EDUCATION AND ENGLISH LETTERS DEPARTMENT OF IAIN SURAKARTA IN ACADEMIC YEAR 2018/2019".*

B. Problem Statements

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

1. What are the types of authentic assessment in speaking used by the lecturers of English Education Department?

2. What are the types of authentic assessment in speaking used by lecturers of English Letters Department in IAIN Surakarta?

3. What are the strengths and the weaknesses of authentic assessment in speaking class of English Education Department and English Letters Department in IAIN Surakarta?

D. Objectives of the Study

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

1. to describe the types of authentic assessment in speaking class used by the lecturers of English Education Department in IAIN Surakarta,

2. to describe the types of authentic assessment in speaking class used by the lecturers of English Letters Department in IAIN Surakarta, and

3. to find out the strengths and the weaknesses of authentic assessment in speaking class of English Education Department and English Letters Department in IAIN Surakarta.

E. The Benefit of the Study

The benefits of the study consist of two, namely: the theoretical benefit and practical benefits.

1. Theoretical Benefit

    a. This research gives new findings of study about speaking in authentic assessment.

    b. The theoretical benefit of this research is giving information as the reference for the other researchers that conduct research in language assessment.

2. Practical Benefit

    a. For Teacher of English

    The result of this research can give the information and the suggestion to develop teaching learning process in order to get the goal of learning.

    b. For other researchers

    This study can be used as the reference and information to develop the further studies.