

CHAPTER I

INTRODUCTION

1.1 Background of the Study

One of the eight national education standards is the Education Appraisal Standards as outlined in the Regulation of the Minister of National Education (*Permendiknas/no. 20/2007*) which is followed up to *Permendikbud/no. 66/2013* which contains about authentic assessment system.

Authentic assessment in *Permendikbud/no. 66/2013* is a comprehensively measured assessment to assess the learning inputs, processes, and outputs. Mueller (2008) in Nurgiyantoro (2009, p. 224) states that Authentic Assessment is a form of task that requires students to show real world performance in a meaningful way that is the application of the essence of knowledge and skills.

In line, O'Malley and Pierce (1996, p. 4) in Indriani (2017, p. 16) say that authentic assessment is a form of assessment that shows student learning in the form of achievement, motivation, and attitudes-relevant in classroom activities. It can be concluded that authentic assessment provides the learning encouragement that requires students to construct their response and their activity on the higher thinking skills in order to achieve the competencies which have been established.

Based on a study conducted by Muamaraoh, Ph. D (2013) entitled "Improving Indonesian University Students' Spoken English Using Group Work and Cooperative Learning" which English speaking skills of students in

Indonesia are still experiencing difficulties, so the researcher tries to find out the teacher's perceptions of authentic assessment and its implementation to motivate the students' skills.

Teachers are required to apply it in each teaching learning process. Sometimes, this case is very complex when the teachers do not know how to apply the authentic assessment. So, it can appear various perceptions of authentic assessment and its effects to its implementation in the classroom.

According to Chaplin (1993, p.358) perception is an intuitive awareness of direct truth or the immediate belief in something. This means that perception originates from the teacher's awareness of his duty as an educator to carry out a series of assessments of students.

In senior high school level, the material of language skill is absolutely complex. The teachers are required to improve the students' ability in order to achieve the standard competency that established by the school.

SMA Negeri 1 Widodaren is a school which is known as one of the best senior high schools in Ngawi. It consists of most of the excellent students academically. Of course, the teachers of this school are also very qualified in developing the language skill of students. This consideration is also happened in SMK PGRI 6 Ngawi which becomes one of the favourite vocational schools in this district. Both of these schools also apply the 2013 curriculum for educational system orientation. Of course, the teachers must have applied authentic assessment on their teaching implementation to know the quality of

their students. It is very interesting to know what the perception of teachers regarded to authentic assessment and how it applies.

Based on description above, the researcher decides to conduct a research entitled "A Case Study: English Teachers' Perception of Authentic Assessment and Its Implementation of SMA Negeri 1 Widodaren and SMK PGRI 6 Ngawi".

1.2 Limitation of the Study

In this research, the researcher gives the limitation on the scope of data material which is that making fit the data by taking only the English teachers of SMA Negeri 1 Widodaren and SMK PGRI 6 Ngawi who consist of one teacher of each school because she has the limited time and knowledge about the authentic assessment. Moreover, this research just focusses on the teachers' perception of authentic assessment and its implementation which also presents the problem during the implementation and its solution.

1.3 Problem Statement

Based on the background of the study above, the researcher formulates the following questions:

1.3.1 What is the perception of English teachers in SMA Negeri 1 Widodaren and SMK PGRI 6 Ngawi regarding authentic assessment?

1.3.2 How does the implementation of authentic assessment in English in SMA Negeri 1 Widodaren and SMK PGRI 6 Ngawi?

1.3.3 What are the problems faced by the English teachers in SMA Negeri 1 Widodaren and SMK PGRI 6 Ngawi in implementation of authentic assessment?

1.3.4 How do the teachers of SMA Negeri 1 Widodaren and SMK PGRI 6 Ngawi solve the problem related to the implementation of authentic assessment in English?

1.4 The Objectives of the Study

From the problem statements above, it can be formulated as the objectives of the study such as below :

1.4.1 to identify the perception of English teachers in SMA Negeri 1 Widodaren and SMK PGRI 6 Ngawi regarding authentic assessment;

1.4.2 to describe the implementation of authentic assessment in English implemented in SMA Negeri 1 Widodaren and SMK PGRI 6 Ngawi;

1.4.3 to identify the problems faced by the English teachers in SMA Negeri 1 Widodaren and SMK PGRI 6 Ngawi in implementation of authentic assessment; and

1.4.4 to describe the teachers of SMA Negeri 1 Widodaren and SMK PGRI 6 Ngawi solve the problem related to the implementation of authentic assessment in English.

1.5 Significance of the Study

This research hopefully has the following significance:

1.5.1 Theoretical Benefits

Theoretically, the benefits that can be obtained are as follows:

1.5.1.1 This research is expected to be a part of the body of knowledge especially in English learning evaluation.

1.5.1.2 This research can be an early guide of teachers' perceptions of the applying of authentic judgments in English learning.

1.5.2 Practical Benefits

Practically, the benefits that can be achieved as follows:

1.5.2.1 For English Teacher

This research can give an overview of the implementation of the assessment in the implementation of English language learning in high school so that can be used for the development of assessment to achieve better quality assessment.

1.5.2.2 For the Principal

This research gives the useful information about the teachers' perception and the implementation of authentic assessment as the important part of 2013 curriculum which can be a reference to evaluate the teachers' work in school.

1.5.2.3 For Future Researchers

This research is expected to contribute as the beneficial theory concerning in implementation of authentic assessment in curriculum 2013. The future researchers can utilize the findings of this research as information to develop the implementation of authentic assessment.

1.6 Thesis Organization

This research is divided into five chapters which can be elaborated as below:

Chapter I is introduction. This chapter consists of background of the study, limitation of the study, problem statement, objective of the study, significance of the study, and thesis organization.

Chapter II is literature review. It consists of previous study which presents 25 previous studies which have the relation of the issue about teachers' perception and authentic assessment implementation. Then, theoretical review contains theories about perception, curriculum 2013, and authentic assessment. At the last part of this chapter is theoretical framework, it presents the brief of how the research is conducted and it is completed by the graph in order to be easier to understand.

Chapter III is research method. It presents research type, subject and object of research, time and place of research, data and data source, technique of collecting data, data validity, and technique of analyzing data.

Chapter IV presents research finding and discussion based on the problem statement which has been formulated.

Chapter V presents conclusion, educational implication, and suggestion.