

## CHAPTER I

### INTRODUCTION

#### A. Background of the Study

In growth of the current era, national education standards are the minimum criteria of the educational system which stated in Government Regulation/ no.19/ 2005. One of its standards is the point of Educational Assessment Standards as determined in the Regulation of the Indonesian Minister of National Education (*Permendiknas/ no. 20/2007*) which is followed up to *Permendikbud/ no. 66/ 2013*. From this statement, it means the government puts more attention in education progress through authentic assessment.

Moreover, Nurgiyantoro (2011: 305) describes that authentic assessment emphasizes the assessment of processes and outcomes at once, the whole set of learning activities can be objectively assessed and not solely on the basis of results. It means that the authentic assessment term is not focused on the result of learning, but it also concerns on the learning process which aims to develop the students' capability. There are many of performance that learners are able to learn during the learning process. In English skill, the performance includes reading, listening, speaking, or writing competencies which are complicated than a kind of writing test indicates several short answers which are known as traditional test. In accordance with the statement above, O'Malley and Pierce (1996: 4) defined 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 derived that authentic assessment elaborates the learning motivation that attracts students to build up their response and activity on the higher thinking skills which aimed to achieve the competencies which have been established.

In addition, authentic assessment is a component of the current curriculum design. It is a crucial element on a teaching and learning process. The teachers usually assess the whole of students' learning activity from the beginning until the end during the process. Since the 2013 curriculum released, authentic assessment has been introduced, teachers are instructed to apply it which is very contrasted from the traditional assessment that they usually conduct. A must of applying authentic assessment for teachers has relevancy to the scientific approach in the 2013 curriculum's learning that reflects the improvement of learners' learning and its outcomes. Besides, assessment of this curriculum also requires the students for show the attitude, use the knowledge and skill when they are getting from the teaching learning process in do the task in real context.

The issue of authentic assessment in the 2013 curriculum implementation becomes a challenge for teachers. Its implementation is very complicated when the teachers do not know how apply the authentic assessment, so that it can create various perceptions of authentic assessment for them and of course, it will have effects to its implementation in classroom. According to Slameto (2003: 102), he argues that perception is a process that involves the entry of messages or information into the human

brain. It means that perception is constructed through a sum of experiences and knowledge which produces the new idea then it influences in making decision. Generally, the teachers always have different perceptions towards the implementation of authentic assessment in teaching learning process and it is absolutely influenced for students' progress in learning.

In Junior High School level, the material of English is very complicated for most students that never known it. The teachers need to develop the students' ability in order to achieve the standard competency established by the school. SMP Negeri 5 Ungaran is one of good school in its area. It consists of most of students come from village who have limited knowledge in English because their environment are less supported in creating the English as a habit. Regarding to this condition, the teachers of this school are demanded to develop the English skill of students in order to reach high standard in achievement. One of the instructed ways is applying authentic assessment in teaching learning process. This work is absolutely not easy to do because not all teachers understand authentic assessment well.

This research places teacher's perception as the important thing in authentic assessment implementation. This perception is meant as a belief of authentic assessment knowledge which will influence teachers' performance in teaching application. Their perception is formed based on the experience in gathering knowledge. This consideration is accordance with a research conducted by Muamaroh (2017) which describes that the teachers who have

more teaching experiences have more efficacy as real teachers who work in pleasure than those who have less experience in teaching.

Based on the reasons above, the researcher decides to create a thesis entitled "Teacher's Perception and the Implementation of Authentic Assessment in English Language Teaching (ELT) at SMP Negeri 5 Ungaran in 2018/2019 Academic".

### **B. Limitation of the Study**

In this study, the researcher is quite impossible to take the wider scope in authentic assessment because of limited time and knowledge. Therefore, she limits the scope that focused on the perception of English teachers at seventh and eighth grade towards authentic assessment. Then she just describes the implementation of authentic assessment in class that conducted by those English teachers on odd semester in 2018/2019 academic year.

### **C. Problem Statement**

Based on the background of the study above, the researcher formulates some problem statement that presented as following:

1. How is teachers' perception of authentic assessment in English Language Teaching (ELT) at SMP Negeri 5 Ungaran in 2018/2019 Academic Year?
2. How is the implementation of authentic assessment in English Language Teaching (ELT) at SMP Negeri 5 Ungaran in 2018/2019 Academic Year?
3. What is the disparity between teachers' perception and its enactment of authentic assessment in English Language Teaching (ELT) at SMP Negeri 5 Ungaran in 2018/2019 Academic?

4. What are the problems faced by teachers in applying authentic assessment in English Language Teaching (ELT) at SMP Negeri 5 Ungaran in 2018/2019 Academic?

#### **D. Objective of the Study**

Based on the problem statement above, the researcher formulates several objectives of study that presented as following:

1. to describe teachers' perception of authentic assessment in English Language Teaching (ELT) at SMP Negeri 5 Ungaran in 2018/ 2019 Academic Year,
2. to describe the implementation of authentic assessment in English Language Teaching (ELT) at SMP Negeri 5 Ungaran in 2018/2019 Academic Year,
3. to describe the disparity between teachers' perception and its enactment of authentic assessment in English Language Teaching (ELT) at SMP Negeri 5 Ungaran in 2018/2019 Academic, and
4. to describe the problems faced by teachers in applying authentic assessment in English Language Teaching (ELT) at SMP Negeri 5 Ungaran in 2018/2019 Academic.

#### **E. Benefit of the Study**

This research is expected to have some benefits theoretically and practically.

### 1. Theoretical Benefit

- a. This research is expected to be a part of the body of knowledge especially in English learning assessment.
- b. This research is able to give the insight of the perception of English teachers about authentic assessment.

### 2. Practical Benefit

- a. This research can give the information for language teacher about the implementation of authentic assessment clearly.
- b. The result of this research is expected to give the renewal information of authentic assessment for further researcher in developing the 2013 curriculum implementation in any academic fields.

## **F. Thesis Organization**

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

Chapter II is literature review. It consists of previous study, theoretical review, and theoretical framework.

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.

Chapter V presents conclusion, educational implication, and suggestion.