

# CHAPTER I

## INTRODUCTION

### A. Background of the Study

Not many centuries ago, writing was skill that was the exclusive domain of scribes and scholars in educational or religious institutions. Almost every aspect of everyday life for “common” people was carried out orally. Business transaction, records, legal documents, political and military agreements all were written by specialists whose vocation it was render language into the written word. Today, the ability to write has become an indispensable skill in our global literate community. Writing skill, at least at rudimentary levels, is a necessary condition for achieving employment in many walks of life and is simply taken for granted in literate cultures [1].

In the field of second language teaching, only a half century ago experts were saying that writing was primarily a convention for recording speech and for reinforcing grammatical and lexical features of language. We also fully understand the difficulty of learning to write “well” in any language, even in our native language. The idea that texts function contextually carries important ideological implications, embodying the mechanistic view that human communication works by transferring ideas from one mind to another via language (Shannon and Weaver in Hyland, 2002: 7) [2] Writing is embodied. It is removed from context and the personal experience of the writer because meanings can be encoded in texts and recovered by anyone with the right decoding skills. There can be neither conflict of interpretations

nor plurality of understandings because all writers and readers strictly conform to homogeny practices [1].

Writing is therefore treated like an object, and its rules impose passive users. This view of writing alive and kicking in much teaching of business writing and, indeed, is implicit in some notions of learning in western education system. In many schools writing is principally conducted to demonstrate knowledge of decontextualized facts with little awareness of a reader beyond teacher-examiner. Factual display and clear exposition are often the main criteria of good writing in these contexts [1].

Based on earliest study, writing is a difficult activity for some students. It is because they did not acquire well experience in writing. The students obtain confusion in choosing the words to be written on the text, the limitation of knowledge in improving paragraph and less exercise from the teacher for students. The purpose of the learners' writing is to fastening grammar, spelling, and errors of punctuation [3].

Students' mastery in writing is commonly overlooked from their competence in constructing sentence. In relation to L2 writing, the common approach implemented by teacher is grammatical construction or words-by-words. Then, the result of student's writing is assessed on the fulfillment of several criteria such as grammar, coherency and cohesiveness indicating constructing sentences capability. In sequence, mastering writing competency is achieved when student's sentence constructions satisfy teacher's expectation.

Authentic assessment describes the multiple forms of assessment that reflects students learning, achievement, motivation, and attitudes on

instructionally relevant classroom activities [4]. The example of authentic assessment include performance assessment, portfolios, and students self-assessment [4].

There are two components of the authenticity of writing assessment. Namely, scoring criteria and the nature of the task. It is used to extant some guidelines to build writing assignments, samples of different types of assessment criteria. Furthermore, it also affords a level of student progress in writing and the process that writers use in it.

The types of authentic assessment in writing are categorized into three types. They are; O'Malley and Pierce (1996) [4], Brown (2007) [1], and Lund (1997) [5]. O'Malley's types consist of Oral Interview, Story/Text Retelling, Writing Sample, Project/ Exhibition, Experiments/ Demonstration, Constructed-Response Items, Teacher Observation, and Portfolio. Brown's types are: Performance assessment, Self and Peer Assessment, Portfolio, Journals, Conference, and Interviews. 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 the lecturers in English Education Department in IAIN Surakarta.

In teaching learning process, the writing lecturers of English Education Department in IAIN Surakarta used assessment sheet to measure the students' assessment. The lecturers use syllabus as the reference of the material. The lecturers assess their students by giving them a project of writing essay appropriately.

The researcher's consideration English Education Department in IAIN Surakarta is because the writing skills are thought until third semester and it is

related to academic writing. Besides, the writing integrated into four skills, those are speaking, listening, reading and writing. One of the skills needed to be assessed authentically is writing. Assessing writing in a level of university needs criteria made by lecturer to assess student's achievement competency based on the principle of writing authentic assessment.

In this research, the researcher is interested in conducting an analysis of the authenticity result of writing class of English Education Department in IAIN Surakarta. Considering the thing above, the researcher conducted a research entitled "*THE AUTHENTICITY OF ASSESSMENT USED IN ENGLISH WRITING CLASS OF ENGLISH EDUCATION DEPARTMENT IN IAIN SURAKARTA ACADEMIC YEAR 2018/2020*"

#### **B. The limitation of the Study**

This study focuses on the authenticity of assessment of writing class in the first and third semester of English Education Department in IAIN Surakarta. There are four skills in English namely, listening, speaking, reading, and writing. In this research, the researcher establishes the limitation of the study and focuses in writing assessment. The intention of limitation is to minimize time in doing the research. The writer also makes limitation because of the object and the subject of the research. The research object is the assessment of writing skill of the English Department students IAIN Surakarta academic year 2018/2020. While, the subjects of the research are the English lecturers of writing class at the first and third semester of English Education Department in IAIN Surakarta academic year 2018/2020.

#### **C. Problem Statements**

In this study, the problem statements are:

1. What are types of authentic assessment used in English writing class of English Education Department in IAIN Surakarta?
2. How is the authenticity of assessment used by the lecturer in English writing class of English Education Department?
3. What are the problems faced by lecturer of English writing class of English Education Department in IAIN Surakarta in applying authentic assessment for writing?

#### **D. Objectives of the Study**

1. To describe types authentic of assessment used in writing class of English Education Department in IAIN Surakarta
2. To describe the authenticity of assessment used by the lecturer in writing class of English Education Department in IAIN Surakarta
3. To find out what problems faced by the lecturer in applying authentic assessment for writing skill.

#### **E. Benefits of the Study**

There are two benefits of the study: (1) theoretical (2) Practical.

1. Theoretical benefit
  - a. This research provides new finding of the study about the authenticity of writing assessment in a level of university.
  - b. This research broader knowledge about language testing subject.
2. Practical Benefit
  - a. This research affords for students who are studying in a second semester of post graduate study of Muhammadiyah University of Surakarta.
  - b. This research becomes a reference for those who need to conduct a research of the assessment of language.