

CHAPTER I

INTRODUCTION

A. The Background of the Study

One of the most crucial problem in education is pointed out from the quality of education itself. The effort in how to progress the quality of education has been applied systematically. The renewal in education seems as the conscious effort to improve the education practice seriously. The conscious effort which is granted by government is in creating new Curriculum to enhance students' potential. In case, the government needs to recreate Curriculum formulation which is oriented to gain the goal of National Education Standard. Based on the goal of National Education Standard is to produce the qualified national education, the government, then create the new innovation in Curriculum.

Curriculum is a fundamental part of educational program. It provides educators planned and structured framework of an instructional design to achieve particular educational goals. Glutton (2004) states, Curriculum is the plans made for guiding learning in schools, usually represented in retrievable documents of several levels of generality, and the implementation of those plans in the classroom; those experiences take place in a learning environment that also influences what is learned. In 2013, the Ministry of Education and Culture published the 2013 Curriculum to replace the implementation of School-Based Curriculum. As the renewal curriculum, the 2013 Curriculum used to improve religious tolerance as education should not only make people smart but also to

train Indonesian to be mentally tough, physically healthy, tolerant and willing to live in harmony with others with different religions, race and tribes.

In 2013 Curriculum, teachers in teaching have some job descriptions, there are: to arrange lesson plan, to do teaching and learning activity and to evaluate the outcomes of learning activity (Majid, 2011:3). In case, the successful of implementing 2013 Curriculum is influenced by teacher's competence in applying and actualizing this Curriculum. On the other hand, the failure of implementation 2013 Curriculum is also based on the teacher's affective, cognitive and psychomotor competence. It shows that the function of Curriculum is based on the implementation in school, especially in teaching and learning activity.

The 2013 Curriculum is a curriculum which pointed out the character building or the other words from the implementation of 2013 Curriculum in teaching and learning activity aim student to apply it in daily life. The implementation of 2013 Curriculum should be with pure and continuous assessment to apply some aspects are needed in making decision. Assessment is also focused on learning process because learning is the main part in implementing Curriculum (Mulyasa: 2013: 135).

Assessment, indeed, is inherent process of teaching and learning activities.

Walvoord (2010) states, assessment is the systematic collection, review and use of information about educational programs undertaken the purpose of improving student learning and development. The information gathered from assessment is needed by administrators, teachers, staff developers, students and parents to assist in determining instructional activities as well as monitoring student's progress.

Accurate and effective assessment is essential to ensure that the learning instruction has successfully applied in which the students achieve the learning goals (O'Malley & Pierce, 1996).

One of the significant alterations in 2013 Curriculum is the use of new method in assessment. Based on the regulation of the Minister of Education and Culture Number 81a, year 2013 about the implementation of 2013 Curriculum, assessment which is used in this Curriculum named as Authentic Assessment. Authentic assessment is a process of gathering information by teacher about the students' development and achievement of learning through various techniques to be able to express, prove, or show precisely that learning goals and abilities (competency) has been truly mastered and achieved. Teachers are required to implement authentic assessment as the method of assessing the students' competence. Moreover, in the regulation of the Minister of Education and Culture Number 23, year 2016 about the Education Assessment Standard, assessment is the process of gathering and processing information to measure the achievement of students' learning outcomes. In this regulation decides there are three aspects in authentic assessment to be assessed, affective, cognitive and psychomotor.

Authentic assessment is the multiple forms of assessment, which reflects students' learning motivation and attitudes on instructionally-relevant classroom activities (O'Malley and Pierce, 1996). Further, Wiggins (1990) claims that authentic assessment can "directly examine the students performance on worthy intellectual tasks, present students with the task found in the best instructional

activities and real life and determine whether the students can craft polished, thorough and justifiable answers, performance and product.”

Authentic assessment is being very crucial to be applied through teacher, not only in case to have the students' outcomes but also to apply it in teaching and learning process. However, in fact many teachers are still not be able to apply authentic assessment in classroom. Some investigations on the implementation of authentic asesment have been conducted by previous researchers. Trisanti (2014) conducted a research on the teacher's perspective on the implentation of authentic assessment of 2013 Curriculum. It was described in details that teacher still had limited understanding about 2013 Curriculum. Teacher also thought that the implementation of authentic assessment did not run effectively because of the complex procedure and the class condition.

Therefore, the researcher is highly intended to investigate about the implementation of authentic assessment doing by English teacher in classroom based on 2013 Curriculum. The researcher had done the observation at SMP Muhammadiyah 1 Medan on July, 31 2018. She interviewed some English teachers to get preliminary data about teacher's authentic assessment based on 2013 Curriculum. Here are the interviews.

(Interviewer) : *“What rubric do (Mam) use to assess students in this curriculum?”*

(Teacher 1) : *“The rubric based on 2013 curriculum contains of affective, cognitive and psychomotor. But, I never apply to use rubric in teaching English classroom and still now I don't have the rubric.”*

(T2) : *“The rubric from the regulation of 2013 curriculum but actually I have incomplete rubric and when I try to assess the students dominantly not by using the rubric.”*

- (T3) : *“The rubric is based on 2013 curriculum and it contains of affective, cognitive and psychomotor assessment aspects.”*
- (I) : *“Do (Mam) apply the rubric of authentic assessment to all students in the classroom?”*
- (T1) : *“No, I don’t”*
- (T2) : *“I apply it rarely. Mostly, I just assess all students by remembering who students have High-Medium-Low competence in teaching and learning activities.”*
- (T3) : *“Personally I’d love to apply but sometimes seems difficult cause a lot of students should be assessed.”*
- (I) : *“Are there any lesson plan and rubric of Short Functional Text (Greeting Card) on writing?”*
- (T3) : *“Yes. The topic of Greeting Card is for the eighth grade. In the eighth grade students, they will learn how to write Greeting Card.”*
- (I) : *“Does every teacher have syllabus in the eighth grade?”*
- (T3) : *“Yes, it’s a must.”*

Based on the researcher observation of teacher’s authentic assessment based on 2013 Curriculum from 3 different teachers at SMP Muhammadiyah 1 Medan, the researcher found that from the first teacher (T1), she doesn’t have any rubrics which are used to implement authentic assessment in English classroom and she doesn’t apply the rubric in English classroom. While the second teacher (T2) said, she has incomplete rubric and when she tries to assess the students mostly not by using the rubric but she just assesses all students by remembering who students have High-Medium-Low competence in teaching and learning activities. The third teacher (T3) said, personally she would love to apply the rubric of authentic assessment but sometimes seems difficult cause a lot of students should be assessed. The teachers are still difficult to apply or implement authentic assessment in English teaching classroom. Another case, the researcher found the

first teacher does not have any rubric in case there is no implementation of teacher's authentic assessment. But from the second and the third teacher, the researcher found the teachers are still difficult to apply or implement authentic assessment in English teaching classroom. Moreover, from the third teacher, the researcher tends to analyze how the third teacher tries to apply authentic assessment in English classroom.

The other investigations of the implementation of teacher's authentic assessment have been conducted by many researchers. The dominant research findings show the implementation of authentic assessment based on 2013 Curriculum has not been implemented optimally. Suarimbawa (2017) conducted a research the conformity of authentic assessment implementation by teachers is in sufficient category and the obstacles experienced by teachers are in terms of students' number and lack of time in the authentic assessment implementation. Another research was conducted by Merta (2015) concludes the authentic assessment based on 2013 Curriculum for fourth grade of elementary school has been implemented but the teacher obstacles in the implementation of authentic assessment is the large number of students, number of assessment to be done, and the availability of time to do the assessment.

Based on the researches above, the main factor of the implementation of authentic assessment based on 2013 Curriculum is the lack of teachers' training in understanding the implementation of authentic assessment. From another background of study case will influence another obstacle. The implementation of authentic assessment based on 2013 Curriculum should be applied in case to know

how teachers implement authentic assessment in a classroom and what supporting factors and obstacle factors of the implementation of authentic assessment. Based on the reasons stated above, the researcher will conduct a research.

B. The Problems of the Study

Based on the research background, the researcher formulates the problem as bellow:

1. How do teachers implement authentic assessment based on 2013 Curriculum at SMP Muhammadiyah 1 Medan?
2. What are the supporting factors and obstacle factors in implementing teacher's authentic assessment based on 2013 Curriculum at SMP Muhammadiyah 1 Medan?

C. The Objectives of the Study

Based on the problems of the study above, the objectives of the study are:

1. to analyze the implementation of teacher's authentic assessment based on 2013 Curriculum at SMP Muhammadiyah 1 Medan.
2. to discover the supporting factor and obstacle factor in implementing teacher's authentic assessment based on 2013 Curriculum at SMP Muhammadiyah 1 Medan.

D. The Scopes of the Study

The scopes in this study are the English teachers at SMP Muhammadiyah 1 Medan. In this study the researcher will observe how the teacher implements authentic assessment in the eighth grade students. The study will limit and focus on the how teacher implements authentic assessment on writing Greeting Card based on 2013 Curriculum at SMP Muhammadiyah 1 Medan.

E. The Significances of the Study

This research is expected to give a meaningful contribution to some parties:

- a. For the English teachers, this research hopefully can give some information about how far teacher's authentic assessment has been implemented based on 2013 Curriculum and what the supporting factor and obstacle factor are.
- b. For the students, it helps to show the evaluation of students' outcomes in learning activities and motivate them after knowing the learning outcomes.