CHAPTER I

INTRODUCTION

A. The Background of the Study

It is widely known that every subject at schools needs to be assessed in order to get information about their progress and achievement. Assessment allows teachers to measure, judge and compare students' ability and performance. Effective teachers teach students speaking strategies by using minimal responses, recognizing scripts, and using language to talk about language that they can use to help themselves expand their knowledge of the language and their confidence inusing it. These teachers/lecturershelp students learn to speak so that the students can learn to speak.

English speaking skill is important for primary school students. It requires development alongside with other language skills so that students can use speaking in studying and communicating. Students should be assessed in speaking using a performance instrument that provides students a chance to demonstrate their ability to participate in a conversation. Assessment should be authentic and exist in real life (Bachman and Palmer, 2010). Analytic rating scale should be used for scoring to increase the reliability of the assessment, which can provide clear information with benefits to teaching and learning development.

It is widely known that every subject at schools needs to be assessed in order to get information about their progress and achievement. Assessment allows teachers to measure, judge and compare students' ability and performance. In the past, teaching activity was centered on the teachers: teachers played active roles

and students were passive. A current trend of teaching has moved into communicative language teaching which emphasizes students to do much practice. Students are the center of teaching and learning activities. Students need to practice a lot rather than recalling concept or remembering some formula. This trend inevitably has shifted the way on giving assessment to the students. Test is assumed not the only one way to collect information. Teachers have changed their mindset from conventional assessment to latest one, authentic assessment. This new type of assessment is considered as a solution that can accommodate students' progress and achievement in classroom.

There are several definitions of authentic assessment proposed by experts. Callison (1998:4) states that authentic assessment is an evaluation that consists of various forms of performance measurements reflecting the students' learning, achievement, motivation, and attitudes on instructionally-relevant activities. To evaluate the students, teachers need not only a single form of assessment but also multiple forms of assessments to be used in the classroom. Those forms of performance assessment cover three domains namely cognitive, psychomotor, and affective. Cognitive domain consists of knowledge and development of intellectual skill. Psychomotor motor deals with manual or physical skill. Affective domain deals with attitudes, value, and emotions. Moreover, O'Malley and Pierce (1996:4) define authentic assessment as an evaluation process that involves multiple forms of performance measurement reflecting the student's learning achievement, motivation, and attitudes. Then, Schurr (2002:1) states authentic assessments as a type of students' evaluation that attempts to make testing process more realistic and relevant. This concept tells that evaluation for

students must be matched and linked to students' real life experience as well as students' knowledge level. In the core concept, the assessment should be realistic and relevant to their skills during teaching-learning process.

Assessment has been implemented differently by different teachers. In some cases, assessment in language learning is focused on aspects of language, such as grammar and vocabulary so that most students master the language rather than fluent in communicating using the language. Authentic assessment considers teaching, learning and assessment as an ongoing, interwined and all happening at the same time and that they strongly influence each other. Assessment should be closely related to teaching and learning, and authentic assessments are more widely accepted by students as opposed to standardized tests since authentic assessments become integral parts of the instructional cycle.

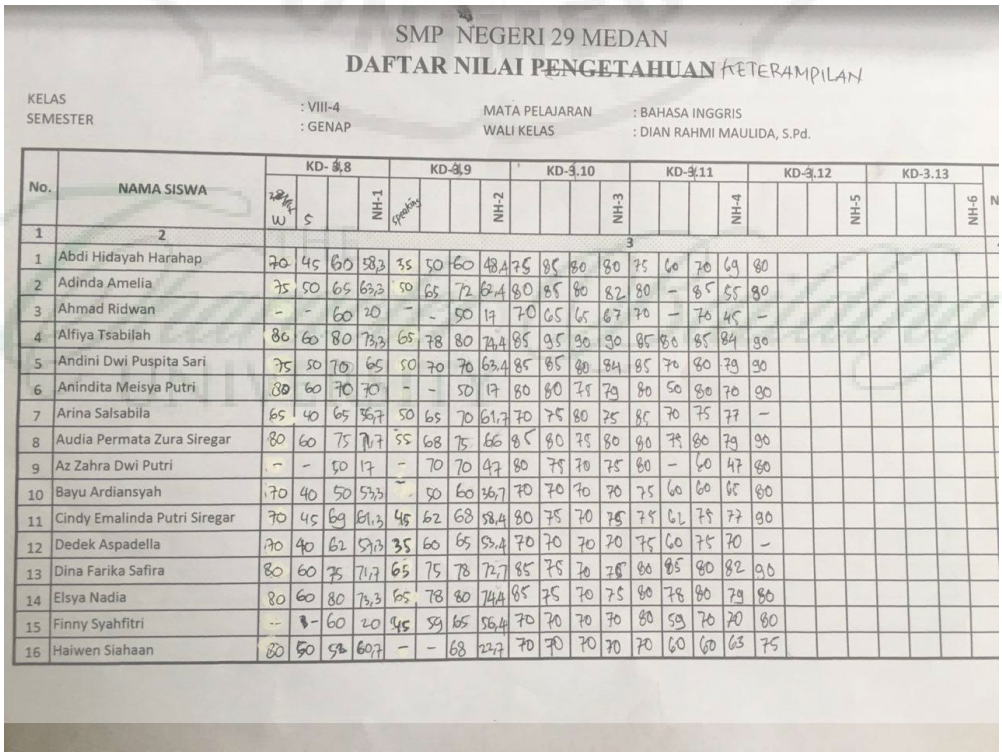
In curriculum 2013, the authentic assessment which measure social, skill, and knowledge competences. Social competence can be observed from student's daily activities during in school. Social competence was done by observing student's activity directly. Curriculum 2013 emphasized in applying scientific approach which including 5M (mengamati, menanya, menalar, mencoba, dan mengkomunikasikan). The appropriate assessment with curriculum 2013 is authentic assessment that refer to the scientific approach (Wijayanti, 2014).

There are some problems in implementing authentic assessment at junior high school in Indonesia. Based on the observation that was conducted on the 27th March 2019 by interviewed the English Teacher at SMP N 29 Medan, English teachers have difficulties in making a proper assessment rubric to assess the oral language skills. Teachers need to develop a good and appropriate assessment

rubric to assess students' speaking skill that provide high-quality information about the students' achievement. There are few opportunities to evaluate students' speaking skills at school because speaking assessment is not administered in any formal exams including the junior high school final exam. This was happened because English learning in junior high schools put a greater emphasis on reading comprehension in order to pass the national examination.

In addition, in *KD (*standard competency) 4.2 of English Subject it is said that," *Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait kemampuan dan kemauan, melakukan suatu tindakan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks."* which means students are considered to be able to create a simple text about their future plan.

Table 1.1. Students' speaking scores below:



SMP NEGERI 29 MEDAN

DAFTAR NILAI ~~PENGETAHUAN~~ KETERAMPILAN

KELAS : VIII-4 MATA PELAJARAN : BAHASA INGGRIS

SEMESTER : GENAP WALI KELAS : DIAN RAHMI MAULIDA, S.Pd.

No.	NAMA SISWA	KD-3.8				KD-3.9				KD-3.10				KD-3.11				KD-3.12				KD-3.13				
		W	S		NH-1	Speaking			NH-2				NH-3				NH-4				NH-5				NH-6	N
1	2	3																								
1	Abdi Hidayah Harahap	70	45	60	58,3	35	50	60	48,4	75	85	80	80	75	60	70	69	80								
2	Adinda Amelia	75	50	65	63,3	50	65	72	62,4	80	85	80	82	80	–	85	55	80								
3	Ahmad Ridwan	–	–	60	20	–	–	50	17	70	65	65	67	70	–	70	45	–								
4	Alfiya Tsabilah	80	60	80	73,3	65	78	80	74,4	85	95	90	90	85	80	85	84	90								
5	Andini Dwi Puspita Sari	75	50	70	65	50	70	70	63,4	85	85	80	84	85	70	80	79	90								
6	Anindita Meisya Putri	80	60	70	70	–	–	50	17	80	80	75	79	80	50	80	70	90								
7	Arina Salsabila	65	40	65	56,7	50	65	70	61,7	70	75	80	75	85	70	75	77	–								
8	Audia Permata Zura Siregar	80	60	75	71,7	55	68	75	66	85	80	75	80	90	79	80	79	90								
9	Az Zahra Dwi Putri	–	–	50	17	–	70	70	47	80	75	70	75	80	–	60	47	80								
10	Bayu Ardiansyah	70	40	50	53,3	–	50	60	36,7	70	70	70	70	75	60	60	65	80								
11	Cindy Emalinda Putri Siregar	70	45	69	61,3	45	62	68	58,4	80	75	70	75	75	62	75	77	90								
12	Dedek Aspadella	70	40	62	57,3	35	60	65	53,4	70	70	70	70	75	60	75	70	–								
13	Dina Farika Safira	80	60	75	71,7	65	75	78	72,7	85	75	70	78	80	85	80	82	90								
14	Elsya Nadia	80	60	80	73,3	65	78	80	74,4	85	75	70	75	80	78	80	79	80								
15	Finny Syahfitri	--	–	60	20	45	59	65	56,4	70	70	70	70	80	59	70	70	80								
16	Haiwen Siahaan	80	50	52	60,7	–	–	68	22,7	70	70	70	70	70	60	60	65	75								

The teacher said that the Minimal Completeness Criterion, the teacher told KKM of the school in English lesson is 71. The teacher stated the score of the students actually is still below KKM about 55% of the students. Based on data above, the researcher wants to find out why students are difficult studying English especially speaking skill and how to developed authentic assessment in assessing speaking skill in SMP N 29 Medan.

B. The Identification of the Problem

Based on the researcher observation which the researcher did in SMP N 29 Medan, it was known that many students had difficulties learning English, especially for English speaking. Some English teachers still use traditional assessment instead of using authentic assessment in assessing speaking skill even though the assessment is the one recommended in the school based curriculum. Other teachers use authentic assessment, however they do not implement the whole characteristics of good authentic assessment. Moreover, the teachers also tend to use unclear scoring rubrics of speaking skills. The teachers do not tell to the students in what aspects of skills they will be assessed.

Ideally, a teacher should apply more types of authentic assessment in assessing students' speaking for instance: role play, oral interview, information gap, storytelling and other type of authentic assessments. Teachers should also use appropriate scoring rubric for every assessment given. Based on these phenomena, the lack types of authentic assessment and scoring rubrics, researcher proposes alternative solution by developing authentic assessment model for speaking since available authentic assessment did not meet with students' needs.

Based on the identification of problem above, in this research the researcher tries to investigate "Developing Authentic Assessment In Assessing Speaking Skill In SMP N 29 Medan".

C. The Problem of the Study

Based on the background above, the problem of the study is "How is authentic assessment develop in assessing speaking skill in SMP N 29 Medan?"

D. The Objective of the Study

The objective of this study is to develop authentic assessment in assessing speaking skill in SMP N 29 Medan that appropriate for students' needs.

E. The Scope of the Study

The scope of the study focus on the authentic assessment in assessing speaking skill. It will be applied at eight grade at SMP Negeri 29 Medan to develop the students' speaking assessment. The skill that will be concerned is speaking competence, especially in transactional speaking (dialogue) in odd semester term for the students because using dialogue either short or long in teaching speaking can boost students' motivation and self-confident to speak English.

F. The Significance of the Study

Findings of the study will expected to provide information which may have theoretical as well practical values or significance. Theoretically, this study is expected to enrich information about the way of develop assessment in assessing speaking skill in SMP N 29 Medan, especially authentic assessment.

Practically significances of this study are expected to contribute

1) Students, as a source of information and references to widen their horizon about the topics discussed in the research.

2) English teacher, as a source of information and references in order to enrich their knowladge and horizon about this topic discussed.

3) Other researchers, as references to conduct similar research.

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