CHAPTER I

INTRODUCTION

A. **The Background of the Study**

As part of the evaluation of learning activities, assessment is used to see whether the teaching and learning process is able to run as expected and reach the desired objectives. According to Brown (2003: 4) assessment is an ongoing process that encompasses a much wider domain. It can be in the form of feedback, comments, questions, confirmations, corrections, quizzes, tests, etc. Assessment is an integral part of teaching and learning process including performance assessment, Portfolio, and student self-assessment. Teachers are able to measure and assess how far the purpose of the study that has been planned is achieved or applied. It also measures the progress or development of their program.

Students competence is measured with assessment as stated in the curriculum. Which means that our assessment is expected to be able to measure the students' religious or moral values, their social attitude, their knowledge, and their skills. Knowledge can easily be measured using tests or traditional assessment, such as multiple-choice tests, matching, completion, short answer, etc. Skills can be measured using performance assessment, such as oral performance. But it is too hard to measure social attitude or moral values. This certainly needs other types of assessment or an alternative way to assess those competences. Brown (2004: 251) states that alternative in assessment gained its popularity when there was a

rebellion against the notion that all people and all skills could be measured by traditional tests. Teachers and students were becoming aware of the shortcomings of traditional standardized tests. They proposed to assemble additional measures of students, such as portfolios, journals, observations, self-assessments, peer assessments, and etc.

In 2013, the Indonesian Ministry of Education and Culture published the 2013 Curriculum to replace the implementation of School-Based Curriculum. One of the significant changes in 2013 Curriculum is the use of new method of assessment. Based on the regulation of Permendikbud No. 81a tahun 2013 about the implementation of 2013 Curriculum, teachers are required to implement authentic assessments as the method of assessing the students' competence. Moreover, according to the regulation of Permendikbud No.104 tahun 2014 on assessment system, teachers are expected to assess students' skills using performance, project, and portfolio assessments.

In Permendikbud No.66 tahun 2013 about the educational evaluation standard, it is mentioned that the result of student evaluation based on several principal; objective, coherent, economical, transparent, accountable, and educative. Based on the implementation guidelines of Curriculum 2013, it is implied that authentic assessment is the most suitable technique to use. O'Malley and Pierce (1996: 11-14) states that authentic assessment refers to the multiple forms of assessment that reflect student learning, achievement, motivation, attitudes on instructionally-relevant activities. The term of assessment is the synonym of scoring, measurement,

testing, or evaluation; meanwhile the term of authenticity is the synonym of original, real, valid, or reliable.

Authentic assessment has a relevance toward a scientific approach in the 2013 curriculum. It must be able to increase the student achievement. Authentic assessment focuses on complex assignments (contextual) that possible for students to show the student competence that include three aspects of evaluation in the 2013 curriculum, which are attitude, knowledge, and skill. Based on the Permendikbud No. 104 Tahun 2013, there are some techniques and instruments that can be used to evaluate from the three aspects, namely: (1) attitude competency. There some methods to evaluate the learner attitude, such as: (a) observation, (b) self assessment, (c) peer-assessment, and (d) anecdote. (2) knowledge competency, this competency divided into three; (a) written test (the learners choose the answer and supplies the answer), (b) Observation in discussing, and (c) Giving an assignment. (3) Skill competency, this skill can be done using; (a) Practice or work show, (b) project, (c) product, (d) portfolio, and (e) written.

Speaking is one of the four skill in language learning that is very important to learn. People can communicate with others through speaking activity. Meanwhile, it is not easy to make the students mastering this skill. Fauziati (2010: 15) points out that "mastering the art of speaking is the single most important aspects of learning a second or foreign language and success is measure in term of ability to carry out a conversation in the language". In oral test, the student needs accuracy and effectiveness that is

the reliability and validity of an oral production test. An oral production test consists of speaking and reading skills.

The students need to pay attention to pronunciation, fluency, and diction. The teacher assesses a student's ability in speaking. It should be appropriate with the ways of authentic assessment. There are performance, portfolio, and self-assessment. Which in assessing speaking the teacher should assess the ability of the student to communicate informally on everyday subjects.

The speaking activity is not easy for most of the students. The students have difficulties when they have to spoke a fluent English by their teachers. Because most of the students does not have same experiences about spoken English before. It makes them difficult to determine word, grammar, pronunciation, fluency that used to make a good speaking.

In addition, the authentic assessment by itself should be meticulously planned and conducted properly to promote the advantages hence some teachers may find it difficult to implement in their class. Its shown by the result of preliminary study which conducted by the researcher's doing interview with one of the English teachers at SMA Negeri 2 Percut Sei Tuan on preliminary observation, the researcher point out some of the problem as below.

- Teacher are commonly found out that their students are not really interested with English speaking activities making the class passive and only listen to the teacher without making any significant feedback.

- Because of the lack interest in English speaking activity most of the student in class are only gain an average score while only 1-2 students have a noticeable high score in those classes

- The students poor skills in English making it difficult for the teacher to fairly score each of every students and deliver material that is easy to understand for the students.

Based on the problem pointed out above, these barriers are expected to have impact on teachers implementation of authentic assessment. Therefore, the researchers is intrigued to investigate a research entitled THE IMPLEMENTATION OF AUTHENTIC ASSESSMENT IN ENGLISH SPEAKING SKILL AT SMA NEGERI 2 PERCUT SEI TUAN

B. The Problems of the Study

Based on the background of study above, the research questions of this research are formulated as follows:

1. How is the implementation of authentic assessment in teaching English speaking skill at SMA Negeri 2 Percut Sei Tuan?

2. What are the problems faced by teacher in implementing authentic assessment in teaching English speaking skill at SMA Negeri 2 Percut Sei Tuan?

C. The Objectives of the Study

Based on the problem of the research question above, the objective of this study are:

1. To describe the implementation of authentic assessment in teaching English speaking skill at SMA Negeri 2 Percut Sei Tuan.

2. To reveal the problems faced by teacher in implementing authentic assessment in teaching English speaking skill at SMA Negeri 2 Percut Sei Tuan.

D. The Scope of the Study

This study mainly will be focus on the teacher authentic assessment in speaking skill. There are many types of authentic assessment that are currently used worldwide. But the Curriculum 2013 demands teacher to use only three types authentic assessment on their student. Those are performance assessment, portfolio assessment, and project assessment. In this research, the researchers only concern on the performance based assessment that are implemented by the English teachers on their students in English speaking skill

E. The Significance of the Study

The researcher expects that this research will give some significance to some parties such as English teachers and to other researchers.

1. To the English Teachers

The provided result of this research can inform other English teachers about the strategy that can be used to improve students ability in speaking skill. and also to provide an insight to the English teachers that Authentic Assessment as one of the best way to assess student in speaking skill especially in performance.

2. To Further Researchers

The result can be used as a reference for other researchers in the implementation of authentic assessment in English speaking skill.