

## CHAPTER 1

### INTRODUCTION

#### 1.1 Background of the study

Assessment becomes an integral part of teaching and learning process. Assessment is used by teacher to gather information and evidence of students' achievement. Assessment is not same with test. While testing is formal and often standardized, assessment is based on a collection of information about what students know and what they are able to do. Test is used as one' of tools for teacher to assess students' performance in EFL classroom. Assessment expands time in classroom. Teachers spend from one-quarter to one-third on conducting assessment activities in classroom Stiggins, R. (2007). This issue makes teachers concern how to provide great assessment to really gather students' evidence.

Based on *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 66 Tahun 2013* about assessment standard. One of educational assessment which should be used by teachers is authentic assessment. Authentic assessment is not only recommended but also stipulated. Authentic assessment is assessment which is used by teachers to assess their students comprehensively; starts from input, process and output of learning. Teachers not only consider the result but also the process.

Nevertheless, many teachers find assessment is a great challenge to them. Teachers face the difficulty when conduct assessment in teaching and learning process. The previous Minister of Education and Culture, Muhammad Nuh, stated that assessment is what mostly being complained by teachers in implementing The 2013 National Curriculum (Kompas.com, 2014). Now, teachers are directed not only assess the result of learning process or assess students numerically but also the learning process itself or descriptively. Authentic assessment as one of educational assessment types makes some teachers confuse because they are not familiar with that. Muhammad Nuh also said that authentic assessment is the new concept and method for teachers. (Republika, 2014). Teachers have to conduct the assessment which starts form the process and result.

Another definition said that authentic assessment a form of assessment in which students are asked to perform real world tasks that demonstrate meaningful application of essential knowledge and skills. (Mueller, 2008) So, authentic assessment is a kind of assessments that require students to perform their knowledge into the meaningful real life task. As English teacher, authentic assessment is used to assess students because these types of assessments are designed to measure students' high order thinking and problem solving skills and show the students can apply these skills into real world situation. Authentic assessment refers to assessment which is look like reading and writing activities in real world and in school. (Hiebert, 1994) Authentic assessment requires students to read text that related to real word and also

to write the authentic meaningful topics as natural possible. Unfortunately, teachers are not able to provide meaningful assessment to measure reading and writing skills. So, how do students master in writing for real world while they are not familiar with authentic materials which is included in teacher's authentic writing assessment.

The writer found previous studies related to authentic assessment. The previous study is "A Five-Dimensional Framework for Authentic Assessment" (Judith T. M. Gulikers, Theo J. Bastiaens and Paul A. Kirschner, 2004). This previous study stated five-dimensional framework for authentic assessment related to knowledge, skill and attitude of students. In general, the task, the result or form, and the criteria were rated as most important for the authenticity of the assessment. The social context was clearly considered to be least important for authenticity, and the importance of the physical context was strongly discussed.

Another previous study is "Authentic assessment as a means to develop students' English (A case study at SD Negeri Pisangan Timur 03, Supriatin, Ika, 2008)". The previous research is conducted based on some previous studies which are focus on authentic assessment. Those studies reveal that there are many teachers who don't know what to do in doing assessment because many of them that rely on the paper based test which is only assess students in certain area. So, it is only focus on the result of the students not the process. The previous researcher recommend to the further research on authentic assessment. Teachers in elementary school especially

should try to implement authentic assessment in their classroom not only rely on paper based test because teachers just see the result not the process.

## **1.2 Problem Identification**

The writer found some problems related to purposes, types, and techniques of authentic writing assessment in EFL classroom. Most of teachers are demanded to use authentic assessment as one of assessment types based on *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 66 Tahun 2013* about assessment standard. Nevertheless, How do teachers use authentic assessment appropriately in teaching and learning process if they do not understand the concept of authentic assessment. Moreover, some teachers state they have implemented authentic assessment in teaching and learning process but it does not concurrent in the reality.

## **1.3 Research Question**

To investigate teachers' practice on authentic writing assessment, a main question and three sub-questions are proposed:

What Authentic Writing Assessment practices do Marketing Vocational Teachers employ in their classroom?

1. What purposes do their authentic writing assessment practices serve?

2. What writing assessment types do they choose to serve?
3. What assessment techniques do they choose to serve in their authentic writing assessment?

#### **1.4 Scope of the Study**

In this study, the writer focused on exploring EFL teachers' authentic writing assessment practice in teaching marketing VHS students. She discussed the implementation of teachers dealing with three aspects of authentic writing assessment which are the purpose of their authentic writing assessment practice in the classroom, the authentic writing assessment types they use in the classroom, and the techniques of authentic writing assessment they commonly provide to assess their students in the classroom.

#### **1.5 Significance of the Study**

The result of this study will be beneficial to provide English teachers with more information in using authentic assessment which can enhance their quality of assessment in EFL classroom, eventually their students learning. Hopefully, this study will create awareness to teachers to give authentic assessment as one of their element assessment in classroom. This study also will be used to give some information toward the teachers' practice of authentic assessment on writing skill especially purposes, types, and techniques of authentic assessment in EFL classroom.

For students of English language education study program, this study will be used as reference to help them for their future in planning of teaching English effectively in conducting assessment which can include authentic assessment as their parts while assessing their students.

The writer also hopes this study can contribute and beneficial to those who are working in English Teaching area, especially for English teachers in Vocational High School.