CHAPTER I
INTRODUCTION

A. Background of the Research

Assessment is one of the most important aspects in teaching and learning process. Harris and Mc Cann (1994:2); Gulikers, Bastiaens, & Kirschner (2006) as cited in Villaranssi (2015) stated that assessment is an important aspect in learning process as the most valuable source of information about what is happening in learning environment. Thus, through an assessment, teachers will be able to identify their students’ competencies and find out the problems of the students. Furthermore, an assessment gives the teachers ease to compose a plan for helping their students to achieve the learning goals.

In addition, in order to achieve the students’ learning goals, educational institutions also has a contribution. They try to always modify and evaluate curricula to make it closer to the real world demands (Frey, 2013) as cited in Dewi (2015). Indonesia National Assessment Standard Policy No. 66/2013 stipulated explicitly authentic assessment as one of the educational assessment types standard. This view is supported by O’Maley & Pierce...
(1996); Wiggins (1993); Gulikers, Bastiaens, & Krischner, (2004); Mueller (2005); Frey (2013) as cited in Rahmawati (2015) who stated that authentic assessment is a form of assessment that has realistic and essential value of knowledge and skills that reflect students’ progress of learning, achievement, motivation and attitude in the instructional process.

Authentic assessment as a part of teachers’ instruction is developed by teachers (Dewi, 2015). However, Indonesian Minister of Education and Culture stated that many teachers have reported that authentic assessment is difficult to conduct (Republika Online, 2014 in Nurcahyanti, 2015). The Ministry of Education also added that many Indonesian EFL teachers have been reported to have problem in implementing the assessment since they have not experienced adequate assessment training (Republika Online, 2014 and Kompas, 2014 as cited in Dewi, 2015). Therefore, the problems led the researcher to conduct a research about authentic assessment. The researcher was curious to know EFL teachers’ perception toward the concept of authentic assessment in terms of its characteristics, kinds, techniques, strengths, and weaknesses and to find out EFL teachers’ problems in performing authentic assessment in English language teaching (ELT).

Regarding the problems mentioned above, this study drew questions as follows:

1. What are English teachers’ perceptions toward the concept of authentic assessment?”.
2. What are English teachers’ difficulties in implementing authentic assessment in EFL classroom?

B. Reason for Choosing the Topic

There are some reasons why the researcher was interested in choosing the topic. The reasons are as follows:

1. Assessment is an important aspect in teaching and learning process as the most valuable source of information about what is happening in learning environment (Harris and McCann, 1994:2; Gulikers, Bastiaens, & Kirschner, 2006 in Villaransi, 2015).

2. Authentic assessment is an assessment suggested by Ministry of Education as it can be seen in Permendiknas No. 66/2013; however in reality teachers have difficulty in performing it.

3. The researcher is an English teacher candidate, therefore a study about assessment is considered important for him.

C. Problem of the Research

Regarding the reasons mentioned above, the problems which would be investigated were as follows:

1. What are EFL teachers’ perception towards the concept of authentic assessment in terms of its characteristics, kinds, techniques, strengths, and weaknesses?
2. What are English teachers’ difficulties in performing authentic assessment in EFL classroom?

D. Aim of the Research

This research was aimed at:

1. Finding out EFL teachers’ perception of authentic assessment in terms of its characteristics, kinds, techniques, strengths, and weaknesses.

2. Finding out English teachers’ difficulties in performing authentic assessment in EFL classroom.

E. Contribution of the Research

This research is expected to give the contribution to:

1. Ministry of education and Educational institutions

   The result of this study can be used as a reflection for the government and all educational institutions about how well EFL teachers implemented authentic assessment all this time. The result could be used for a consideration in modifying a new curricula.

2. Teacher

   By reading this research, the EFL teachers would be aware of the important of authentic assessment in teaching and learning process. Thus, they are expected to improve their ability in applying an authentic assessment in EFL teaching.
3. Researcher

By doing this research, the researcher could improve his knowledge about the implementation of authentic assessment and also adding a new profitable experience.

F. Clarification of Terms

There are some terms that should be clarified here.

1. Perception

   Perception is a process of human thinking about certain phenomenon.

2. Authentic Assessment

   Authentic assessment is an assessment used to measure all competencies of students; there are attitudes, skills, and knowledge according to the processes and the outcomes (Hidayat, 2013: 129).