CHAPTER I

INTRODUCTION

A. Background of the Study

Assessment is a component of a curriculum design. It is an integral part of the teaching and learning process. Teachers assess students’ learning from the beginning until the end of the teaching process. Assessment is a general term that includes all the ways teachers gather information in their classrooms. Airasian (1994: 5) defines assessment as the process of collecting, synthesizing, and interpreting information to aid in decision making.

Based on its function, assessment can be formative or summative. Brown (2004: 6) states that formative assessment is done in the process of forming students’ competence and skills with the goal of helping them in learning process. For all practical purposes, all kinds of informal assessments are formative in nature. On the other hand, summative assessment aims to measure what a student has learned and occurs at the end of instruction. A summation of what a student has learned implies looking back and taking stock of how well that student has accomplished objectives, but unnecessarily point the way to future progress. Final exams in a course and general proficiency exams are examples of summative assessment.

The change of curriculum is common in education. Curriculum should be evaluated in phases in order to find the needs from various parties consequently. It changes continually. The emergence of new curriculum may include some parties. Teachers may worry whether they will be able to apply it well. Even just to understand it may pose certain challenge. It seems so hard
to understand a new thing. Indonesia has changed its curriculum ten times from 1947 to 2013. Ministry of education and culture of Indonesia has already mandated the curriculum 2013 for Indonesia’s education. The curriculum 2013 is a changed of the previous curriculum that is KTSP. Both of them have some differences. Generally, KTSP has an aim to make the education independently by giving an authority to all institutions and motivate them to develop curriculum. Specifically, KTSP is aimed to improve the quality of education and to increase the coordination between the school and the community in curriculum development.

Meanwhile the Curriculum of 2013 is a form of integrated work between reconstruction of passing grade competence, suitability and adequacy, expansion, advancement of the materials, learning revolution and evaluation reform. This curriculum applies the scientific approach that is implemented through authentic assessment. The authentic assessment of curriculum 2013 is an assessment of learning referring to the situation or context of the “real world”. In a process of learning, authentic assessment measure, monitor and evaluate all aspects of the learning outcomes (which is included in the cognitive domain, affective, and psychomotor) as well as the form of change and development activities and the acquisition of learning during the learning process in the classroom and outside the classroom (Fulcher & Davidson, 2007: 12).

Nowadays authentic assessment has become a crucial issue in the current curriculum in Indonesia. Since the new curriculum was introduced in 2013, consequently teachers started to engage with the authentic assessment.
Exactly the moving of curriculum caused some problems especially in the implementation of assessment faced by teachers or students. Some teachers do not prepare the material well before they teach students so they cannot get the best result as they want. The assessments for students take much time so that it will decrease the attention or focus of students.

Based on the problem above teachers have to be able to make a good strategy in teaching and learning process especially in the assessment. Butler and McMunn (2006: 12) assert that an assessment is a key component of teaching and learning process. It is mentioned in *Permendikbud no 66 tahun 2013*, the curriculum 2013 explicitly suggests authentic assessment to be applied in order to evaluate the students’ competence. In this case, authentic assessment is believed to adequately measure and evaluate the students’ progress and achievement in all domains of competence. Effective learning occurs when correspondence exists between teaching, evaluation, and results (Goodrum, *et al.*, 2001: 23). Therefore, due to its close relation within instruction and learning outcomes, assessment is as a key in learning. These characteristics of assessment build the foundation for the current study involving students’ perceptions on classroom assessment.

Based on the explanation above, the writer was interested in describing students’ perceptions on the authentic assessment in curriculum 2013. The title of this study is “Students’ Perception on The Authentic Assessment in Curriculum 2013 at Twelve Grade in SMA N 3 Purwokerto in Academic Year 2016/2017”. It is expected that results of this study can aid the Indonesian Ministry of Research, Technology and Higher Education,
educational stakeholders, and educators of English to gain better understanding on how to design curricula, syllabuses and pedagogical practices to develop and apply authentic assessment in the English language teaching through an understanding of students’ perception towards authentic assessment. Eventually, it will show clear picture to evaluate the curriculum 2013 implementation especially in the English assessment context.

B. Reason for Choosing the Topic

This research was conducted based on some reasons:

1. Learning outcomes should be assessed validly and reliably.
2. Perception of the ones who are assessed by authentic assessment is quite important to be considered in designing and developing authentic assessment method.

C. Problem of the Research

This research attempted to answer the following question:

“What are the students’ perceptions on the authentic assessment in curriculum 2013?”

D. The Aim of the Research

This research aimed to find out the students’ perception on the authentic assessment in curriculum 2013.
E. The Limitation of the Research

This research only focused on students’ perception on the authentic assessment in curriculum 2013.

F. Clarification of the Terms

1. Perception

Perception is the experience of the object, incident or the relations which comes from conclusion of information and interpretation of the meaning (Raj, 2011: 114).

2. Authentic assessment

Authentic assessment is an assessment requiring students to use the same competences, or combinations of knowledge, skills, and attitudes that they need to apply in the criterion situation in professional life (Gulikers, Bastiaens, & Kirschner, 2004:69).

3. Curriculum 2013

The curriculum 2013 is an instruction that emphasizes the affective aspect or changes in behavior in which the competences to be achieved are balanced competences between attitude, skill and knowledge (Permendikbud, 2013).