

CHAPTER I

INTRODUCTION

This chapter presents and discusses background of the study, statement of the problems, purpose of the study, significance of the study, scope and limitation of the study, and definition of key-terms.

1.1 Background of the Study

Authentic Assessment, also known as performance assessment, alternative assessment and direct assessment, is the systematic recording of developmental observations time-by-time about the earthy occurring competencies of students in day-to-day activities by acquainted and enlightened teacher (Bagnato and Yeoh in Bagnato, 2007: 27). While Bagnato (2007:27-28) states that authentic assessment is a set of plan for studying the natural behavior of pupils. In order to get the data, direct observation and recordings, interviews, rating scales, and observed samples of natural and thematic play and pupil' day-to-day living skills is conducted. Then, in authentic assessment, relevant competencies are demonstrated through a significant, meaningful, and worthy accomplishment (Resnick, et al in Gulikers et al, 2004:69).

Valencia, Hiebert, and Afflerbach in Paris & Ayres (N:7-8) promote some of the principles that underlie this approach on the following

features:

First, authentic assessment is responsive with classroom practices. In practice, assessor asked student to answers questions that has meaningful information and asked student to solve problems that are relevant to their educational experiences.

Second, in authentic assessment, the various evidences of students' learning from multiple activities is gathered. Authentic assessment promotes gathering evidence time-by-time from many different academic activities than believe on single test or narrow samples of students' knowledge (Calfée & Hiebert in Paris & Ayres, N:7).

Third, learning and teaching among the participants is encouraged through authentic assessment. Assessment is functional, practical, and advantageous. Messick in Paris & Ayres (N:8) argues that validity ought to include an account of the consequences of assessment so that it results in the intended effects and has no unintended consequences. Thus, authentic assessment seeks to encourage students' learning and motivation directly and is appraised against that standard.

Last, this assessment reflects local values, standards, and control. The functions of modified authentic assessment, by teacher, are to elicit optimal performance from students and to provide useful information to parents and administrators. What is valued in the community is measured,

and the way of teacher's assessment guarantees that students are providing reliable indicators of their performance.

Next, tasks are commonly defined in terms of language use in language learning contexts. Nunan in Luoma (2004: 30) defines a communicative task as:

. . . a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form. . . . Minimally, a task will consist of some input data and one or more related activities and procedures. Input refers to the data that learners are to work on: it may be linguistic (e.g. a radio broadcast), non-linguistic (e.g. a set of photographs), or 'hybrid' (e.g. a road map). In addition, tasks will have, either explicitly or implicitly (and in most cases these are implicit), goals, roles of teachers and learners and a setting. This definition is helpful for test development as well, because it details the elements that the task designer has to design: input, goals, roles and settings.

Then, it can be perceived that speaking tasks is activities in which involving speakers in using language that aimed to achieve a certain goal in a certain speaking situation (Luoma, 2004:31).

Moreover, it may be useful to differentiate between pedagogic tasks and target tasks in designing speaking tasks. Pedagogic tasks are created specifically for certain types of language use, which is usually enable learning or assessment, while the target tasks are to simulate language use in the real life. Then target tasks replicate the essentials of non-test language use in the assessment context (Nunan in Luoma, 2004: 40).

Moreover, test-takers are put in their professional role in target tasks while the examiners do interaction with the test-takers in the test language in occupational contexts. Examiners can play as customers, patients, guests, or others (Luoma, 2004:40).

Considering the use of performance assessment, including performing oral presentations or speaking, has several qualities.(Lane et al in Johnson, 2009:15-17). They are:

1. Authenticity is test-taker demonstrates his skills pursuant with how the skill would be applied in life.
2. Context, which function is to frame the design of tasks to assess multiple skills within the real-world situations in which the skills will be applied.
3. Cognitive complexity, in which this assessment promotes examinees' use of higher-order cognitive strategies such as structuring a problem or assessment task, formulating a plan to address the problem, implementing information, constructing responses, and explaining the process through which they develop their answers.
4. In-depth coverage, in which this assessment provides the in-depth content coverage of knowledge and skills.
5. Examinees-structured response, in which this assessment

encourages the examinees to construct or structure a response.

6. Credibility, as example, language arts educators considered writing samples, in general performance assessment, to be the most valid method for assessing multiple skills and their professional organization.
7. Cost, in which the expenses involved in the administration and scoring of performance assessments can be considerable.
8. Reform, as example, performance assessments affected change when the even start portfolios brought more focus to program activities (Johnson et al in Johnson, 2009:17).

While Mueller (2014:1) states that authentic assessment, including assess speaking, tends to get direct measure, captures constructive nature of learning, integrates teaching, learning and assessment, and provides multiple paths to demonstration.

Moreover, Mueller (2014:1) states measuring student performance directly is checking students' ability to implement by asking them to use what they have learned in some meaningful way. Next, constructing nature of learning means the ability of using information we have gathered and were taught and our own experiences with the world. Then, integrating teaching, learning and assessment means authentic task used to measure the students' ability to apply the knowledge or skills is used as a vehicle for

student learning. For example, when students presented with a real-world problem to solve, they are learning in the process of constructing a solution, teachers are assisting on the process, and the students' solutions to the problem becomes an assessment of how well the students can significantly apply the concepts. Last, providing multiple paths to demonstration mean authentic tasks tend to give the students more freedom in the way they will present what they have acquired.

Then the face of administering authentic assessment, including assessing speaking authentically, are assessor have to assess students' performance time-by-time and students have to construct new knowledge (Marzano, 1993:26).

We can conclude based on several opinions above that authentic assessment is useful to assessing language skills, including assessing speaking ability and administering this assessment is important to keep it on the track. Based on the above phenomena and based on preliminary observation that uses authentic assessment to assess speaking skill, the researcher tried to investigate about the implementation of authentic assessment in assessing speaking at seventh B grade students of MTsM 1 Taman, Sidoarjo.

1.2 Statement of the Problems

Research problems are the educational issues, controversies, or concerns that guide the need for conducting a study (Creswell 2012:59). In this study, related to the background of the problems above, the researcher formulated the research problems as follows:

1. How is the authentic assessment implemented in assessing speaking at the seventh B grade students of MTsM 1 Taman, Sidoarjo?
2. What are the problems that occur in the implementation of the authentic assessment in assessing speaking at the seventh B grade students of MTsM 1 Taman, Sidoarjo?

1.3 Purpose of the Study

Purpose statement is a statement that advances the overall direction or focus for the study (Creswell, 2012:18). Based on the statement of the problems above, this study is meant:

1. To find out how the authentic assessment is implemented in assessing speaking at the seventh B grade student of MTsM 1 Taman, Sidoarjo.
2. To find out the problems that occurs in the implementation of the authentic assessment in assessing speaking at the seventh B

grade student of MTsM 1 Taman, Sidoarjo.

1.4 Significance of the Study

This study is expected to be able to help the teacher to understand the implementation of authentic assessment in assessing speaking skill. Theoretically, the result of this study is expected to contribute some concepts of authentic assessment in assessing English especially in assessing speaking skill while practically, the finding of this research is expected to give practical ideas about the implementation of authentic assessment in assessing English especially in assessing speaking skill.

1.5 Scope and Limitation of the Study

Scope is to address how the study will be narrowed while limitation is to identify potential weaknesses of the study (Creswell, 1994:110). In this study, the scope discussed how the authentic assessment is implemented in assessing speaking skill and what are the problems that occur in the implementation of the authentic assessment in assessing speaking at the seventh B grade students of MTsM 1 Taman, Sidoarjo on 2013-2014 academic years. Due to the implementation authentic assessment in assessing speaking skill and what are the problems of implementing authentic assessment in assessing speaking only conducted at the seventh B grade students of MTsM 1 Taman, Sidoarjo on 2013-2014

years, the limitation was the result of the study cannot be generalized to other schools.

1.6 Definition of Key Terms

In this research, in order to avoid misunderstanding about concept of the terms used, the researcher provides some key terms as follows:

- 1.6.1 Assessment is authentic when we directly examine student performance on worthy intellectual tasks (Wiggins, 1990:1).
- 1.6.2 Assessing speaking is giving opportunities to the examinees to perform talk by the tasks that we give them (Luoma, 2004:29).
- 1.6.3 Authentic speaking assessment, in other word is assessing speaking authentically, is giving opportunities to the examinees to perform worthy intellectual talk (Wiggins, 1990; Luoma, 2004). In this study, the authentic speaking assessment conducted at MtsM 1 Taman Sidoarjo is a performance assessment, in which examinees demonstrate their knowledge and skills by engaging in a process or constructing a product (Johnson et al, 2009:2). In this performance assessment, students are asked to plan sporting event. In this planning sporting event, students are asked to think about and generate already-known sports vocabulary. Then, students are asked to elicit the names of more sports.