

# CHAPTER I

## INTRODUCTION

This chapter presents background of the research, problem of the research, focus of the research, objective of the research, significance of the research, research assumptions, scope of the research, and operational definition of terms.

### 1.1 Background of the Research

Curriculum is a foundation for achieving better education, this is supported by Indonesian Law No. 20/2003 on Indonesian national education, that the curriculum as an educational response to the needs of the nation and its people is related to the development of human resource standards. In the 2013 learning curriculum there is a number of things that changed greatly like the evaluation system. In carrying out learning, the most important thing that is for the teacher to do is to evaluate. Evaluation needs to be done to find out whether the learning objectives are achieved, provide value to students and improve the learning process. According to Stufflebeam et al (in Daryanto, 2005, p. 2) educational evaluation is a process of describing, obtaining, and presenting information that is useful for assessing alternative decisions.

Assessment skills in English lessons include listening, speaking, reading and writing skills. This research focuses on the assessment of writing skills. Writing is the language skill most students consider to be the most useless or

unnecessary for them to master. Meanwhile writing, one can communicate various messages to readers who are near or far, known or unknown. The ability to write students can be seen if the assessment techniques used by educators are also appropriate.

Assessment in the 2013 curriculum refers to Permendikbud No. 104/2014 concerning learning outcomes evaluation by educators. The 2013 curriculum suggests the use of authentic assessment. In authentic assessment students are asked to apply concepts or theories to the real world. Authentic means the actual state, namely the ability or skills possessed by students. This is in line with the opinion of Palm (2008, p. 9) which states, "Authentic assessment is often associated with assessing emulating real life task situations, but also possessing meaningful as assessment aligned with curriculum and assessment that effectively supports learning". According to Hailay Tesfay (2017), there are two types of assessment in assessing students' writing abilities, namely traditional assessment, and alternative forms of assessment. For traditional forms of writing assessment, indirect and direct assessments are included (Mass, 1997; Fulture and Davidson, 2007). Whereas, according to Hamayan (1995), alternative assessments are procedures and techniques in the context of teaching, and can be easily incorporated into daily classroom activities. In this case, alternative assessments are not much similar to previous ones, traditional state assessments, but are used to measure teacher success, evaluation, and retention.

However, so far many teachers assume that assessment is the same as or is a synonym of tests or examinations, which are carried out after the completion of the learning process. The purpose is nothing but to give a grade. From this

description, of course, this view is inaccurate and needs to be further explained about the assessment technique evaluation system. So, the researcher wants to find out more about the evaluation system of teacher's assessment in the writing skill of eighth grade students who are applied or used. This research will be located at SMP Muhammadiyah 1 Jember in 2019/2020.

The previous research finding was conducted by Rukmini (2017). It focused on The Authentic Assessment to Measure Students English Productive Skill Based on 2013 Curriculum. As a result, English teachers have applied authentic assessments to measure students' productive English skills, but they have not been done correctly in designing authentic, implementation authentic assessment and in student assessment products as well as in providing student feedback. Another research was conducted by Zaim, & Refnaldi (2019). "Evaluation of Authentic Assessment for Writing Skill at Junior High Schools in West Sumatera". Based on the results, it can be said it needs some revisions in order to improve the quality of the products of authentic assessment for assessing students' writing skill.

As explained in the results of previous researches that not all teachers understand and know how to implement teacher assessment systems appropriately, researcher was interested in conducting a research entitled "The Evaluation System of Teacher's Assessment in students writing skill based on 2013 curriculum". The difference between this research and previous research is that in this research using qualitative research, the data taken from eighth grade teachers in one school and this research focuses on the way teachers assess students' writing skills and the obstacles experienced during the student writing

skills assessment process. Researchers take the title, to determine the ability of teachers to assess students appropriately according to existing evaluation techniques.

### **1.2 Problem of the Research**

Based on the explanation above, the problems of the research are formulated as the following:

1. What are the teacher evaluation systems used in assessing students' writing skills?
2. How does the teacher evaluate students' writing skills?
3. What are the obstacles faced by the teacher when assessing students' writing skills competency?

### **1.3 Focus of the Research**

This research focuses on the evaluation system of teacher's assessment in writing skill based on 2013 curriculum of eighth grade students at SMP Muhammadiyah 1 Jember. The assessment system referred to includes the teacher assessment system used, The way the teacher uses the evaluation system of assessment that is applied, and the difficulties faced by the teacher when conducting student writing assessments.

#### **1.4 Objective of the Research**

Based on the research problem above, the objective of the research are to describe :

1. The evaluation system of teacher's assessment used by the teacher in assessing students' writing skills.
2. The way the teacher uses the evaluation system of assessment that is applied.
3. Difficulties faced by teachers when conducting an evaluation system on students' writing skills.

#### **1.5 Significances of the Research**

The results of this research are expected to give some benefits for English teachers and other researchers in the future. For English teachers, the results of this research are expected to help teachers apply appropriate assessment techniques in assessing students' writing skills.

For future researchers, the results of this research are expected to provide important information and become a reference for future researchers to conduct further research using the same research design but, analyzing some of the grading systems used by teachers. And theoretically, the results of this research will be able to provide knowledge, especially in the field of English, and the development of knowledge in the field of student writing skills competency assessment.

## **1.6 Research Assumptions**

The researcher assumes that a teacher must use students' writing skills assessment techniques appropriately, can understand and apply these techniques and the teacher can overcome all problems when making the assessment.

## **1.7 Scope of the Research**

This research is focused on the evaluation system of students' writing skill assessment used, the way the teacher uses the evaluation system of assessment that is applied and difficulties faced by teachers when conducting an evaluation system on students' writing skills by eighth grade teachers at SMPM 1 Jember.

## **1.8 Operational Definitions of the Terms**

The operational definition is a guideline for understanding the key terms used in the title of this research. The term which is operationally defined is the evaluation system, assessment, types of writing assessment, writing skill, and the 2013 curriculum.

### **1. The Evaluation System**

Evaluation system is the process of describing, obtaining, and presenting information that is useful for assessing students against what they have learned to obtain alternative decisions.

### **2. Assessment**

Assessment is the purpose of the curriculum to find out to what extent students understand the lessons given by teachers providing tests according to the type of assessment used.

### 3. Types of Writing Assessment

#### a. Traditional Assessment

Traditional assessment is an assessment that can be done directly or indirectly to assess students' writing abilities

#### b. Alternative Assessment

Alternative assessments are procedures and techniques in the context of instruction, and can be easily incorporated into the daily activities of classroom.

#### c. Authentic assessment

Authentic assessment is a variety of forms of assessment to reflect students' learning, achievement, motivation, and attitudes towards appropriate classroom activities in learning.

### 4. Writing skill

Writing is the process of transferring knowledge, manners, feelings, and ideas to others through writing in the form of expressing words with illustrations.

### 5. The 2013 curriculum

Indonesian Law No. 20/2003 on Indonesian national education states that the curriculum is defined as an educational response to the needs of the nation and its people related to the development of human resource standards.