

CHAPTER I

INTRODUCTION

A. Background of Study

Textbooks are one of the instruments utilized in the process of education that are commonly used by students and teachers in schools. Textbooks, as a primary resource, must establish the educational process. Textbooks help teachers prepare the material and achieve instructional objectives and aims, as well as aid in accomplishing the academic necessities of students. While determining whether to use a textbook in the classroom, it is critical to evaluate the successful application of textbooks in defining goals and objectives and designing instructional materials. As a result, the selection of textbook utilized by educator is essential.

Textbooks must be relevant to the current curriculum, school syllabus, the requirements of students, and instructional objectives. As a result, textbooks could also be boring if the subject matter and assignments are provided in the same established pattern. To deal with these issues, curriculum designers offer various solutions in textbooks. One of them is authentic, both authentic material and authentic assessment.

the term "authentic" refers to an alternate option. Frey mentioned that authentic is anything relates to the real life.¹

Authentic assessment occurs when the assessment's tasks, information, deadlines, and evaluation techniques are similar to relevant tasks, material, expectations, and evaluation methods outside the classroom. The actual world for students varies depending on their age; it could be engaging in activities with others, pursuing further education, or working now or in the future.² According to Permendikbud No. 81A 2013, teachers are required to use authentic assessment as an instrument for assessing students' skills.³ The adoption of authentic assessment is predicted to increase the standard of formative assessment during the educational process for students.⁴ According to Mueller, there are three advantages to using authentic assessment. For example, authentic assessments require students to be able to apply their newly acquired expertise and abilities in the real world. Second, authentic assessments challenge students to repeat the content they have learned and to demonstrate their interpretation of the

¹ Bruce B. Frey, Vicki L. Schmitt, and Justin P. Allen, "Defining Authentic Classroom Assessment," *Practical Assessment, Research & Evaluation* A peer-reviewed electronic journal. 17 (n.d.), accessed November 23, 2023, <https://scholarworks.umass.edu/pare/vol17/iss1/2/>.

² Bruce B. Frey, *Modern Authentic Assessment* (SAGE Publication, Inc, 2013).

³ Kementerian Pendidikan dan Kebudayaan authentic assessmentn Republik Indosnesia. 2013. Peraturan Menteri Pendidikan dan Kebudayauthentic assessmentn No. 81a 2013. Jakarta. Peraturan Menteri Pendidikan dan Kebudayauthentic assessmentn Republik Indonesia

⁴ Fitriani Fitriani, "Implementing Authentic Assessment of Curriculum 2013: Teacher's Problems and Solusions," *Getsempena English Education Journal (GEEJ)* Vol.4 No.2 (November 2017).

material they have learned. Third, authentic assessments provide several methods for establishing expertise and skills.⁵

Authentic assessment measures knowledge, talents, and attitudes in various circumstances to represent real-world life as meaningful learning. It motivates learners to accomplish tasks that illustrate the meaningful implementation of necessary knowledge, skills, and attitudes. It is a complete assessment that considers both the technique and the product of learning. Teachers can use authentic evaluations to track students' progress during the learning process. Teachers are also aided in making decisions about student achievement regarding knowledge, skills, and academic attitude.

Unfortunately, the use of authentic assessment has encountered lots of difficulties. Several researchers identified challenges faced in conducting authentic assessments. Zaim mentioned various issues with authentic assessment implementation, especially in junior high schools. The utilization of authentic assessment in the learning-teaching process was insufficient. Furthermore, when conducting authentic evaluations in the classroom, teachers require a guide manual and instruction. Teachers encountered challenges in setting assessment objectives, ensuring student fairness, and ensuring the objectivity and dependability of student work

⁵ Jon Mueller, "The Authentic Assessment Toolbox: Enhancing Student Learning through Online Faculty Development," *Journal of Online Learning and Teaching / MERLOT* Volume 1, Number 1 (2005).

assessments. It took longer because the teacher tried to analyze as many things as possible authentically.⁶ In addition, implementing authentic assessment in the field still presents obstacles, particularly for teachers. The teacher's problems were learning planning, creating a lesson plan, knowledge assessment frame, and assessment implementation. The teacher cannot maximize various evaluation techniques, and assessment techniques that have been conducted are still confined to regularly used assessment techniques.⁷

Many publishers have widely published English textbooks for high school learners, including the English textbook “Think Globally Act Locally,” produced by the Indonesian Ministry of Education and Culture. Textbooks should be the primary tool for developing students' needs. However, some of them are sometimes unsuitable for the student's needs. According to Tomlinson, authentic textbook material is required for students to be prepared to use English in the real world and outside of the classroom and communicate in the target language.⁸ Authentic assessment and authentic material are essential instructional instruments that cannot be separated. When employing authentic material, it is evident that authentic

⁶ Sesy Erlina Martika and M Zaim, “The Implementation of Authentic Assessment on Reading Comprehension of the Tenth Grade Students of SMANN 8 Padang” 10, no. 1 (2021).

⁷ Sulis Setiani Kusuma Dewi and Aman Aman, “The Implementation of Authentic Assessment in History Learning at Senior High School,” *Journal of Social Studies (JSS)* 15, no. 2 (September 21, 2020): 85–102.

⁸ Sri Wahyuningsih, “Authentic Assessment in English Textbook ‘Stop Bullying Now’ Used for the Eleventh Grade Students of Senior High School,” *Journal of English Teaching Adi Buana* 06, no. 02 (2021).

assessment is a crucial educational aspect. It is challenging to identify English textbooks that fulfill these content specifications.

This issue is going to become a significant worry. Exhaustive research has discovered that numerous textbooks do not meet the needs of students. Many ineffective junior high school textbooks still need to be improved in building and designing educational activities and adding relevant aid features for teachers. Sri Handayani determined that the textbook has to be improved in terms of language forms, such as insufficient realistic examples that use real-life English language and a lack of brief and straightforward drawings and grammar. As a result, it is critical to examine textbooks.⁹

Some previous research focusing on authentic assessment has been conducted. The first research is “Challenges in Using Authentic Assessment in 21st Century ESL Classrooms” By Muhammad Noor Abdul Aziz, Mohd Faiz Mohd Yaakob, and Nurahimah Mohd Yusoff in 2020. This research focused on the challenges excellent teachers face in preparing for authentic assessment in their English as a Second Language (ESL) classrooms. The results show that based on the data investigation, two significant issues of this research require debate. The first covers the challenges faced by great teachers who employ authentic assessment in the classroom. In contrast, the

⁹ Sri Handayani, “THE EVALUATION OF ENGLISH TEXTBOOK FOR GRADE VII OF JUNIOR HIGH SCHOOL IN INDONESIA,” *ISELT-4* (2016).

second covers teachers' strategies to conduct authentic assessments in their specific classes.

The second previous study by M. Zaim, Refnaldi, and Safnil Arsyad in 2020 entitled “Authentic Assessment for Speaking Skills: Problem and Solution for English Secondary School Teachers in Indonesia”. This previous study revealed the teachers' problems with authentic assessment in evaluating the English speaking skills of junior high school students. The finding shows: (1) the problems faced by teachers regarding the assessment of specific language functions, (2) teachers' needs for an authentic assessment regarding the language functions, activities, and scoring rubrics for speaking skills, and (3) an authentic assessment model that meets teachers' needs for language function, activities, and scoring rubrics.

The third previous study was by Ridwan, Sri Wahyuni, and Winarno in 2021. This research focused on characteristics of authentic assessment used in the English Textbook “Stop Bullying Now.” The findings of this study revealed that the textbook used authentic tests for all English skills: writing, speaking, listening, and reading. However, listening was the talent with the lowest score among the four activities.

Even though various research projects on authentic assessment have been accomplished, the research has been classified as insufficient, particularly in exploring the characteristics of authentic assessment in English textbooks for the ninth grade of junior high school. As a result, this

study was conducted to fill the gap. The researcher wants to explore and analyze the characteristics of authentic assessment and the most dominant authentic assessment focusing on the speaking assessment presented in the English textbook “Think Globally Act Locally.” This book was published by The Ministry of Education and Culture in the 2018 second revised edition, entitled “Think Globally Act Locally,” written by Siti Wachidah, Wawan Gunawan, and Ouikurema Purwati. The reason for choosing this book is because this book contains interesting material and it is relevant to the topic that the researcher wants to solve. Furthermore, the government has designated this book as a learning resource for ninth-grade junior high school. This English textbook highlights its emphasis on group-based activities and predominantly authentic materials that directly relate to daily life.

In this study, the researcher conducted Frey's theory about the characteristics of authentic assessment as a research instrument to investigate the speaking assessment presented in the textbook. The researcher is interested in investigating this issue by taking the title *An Analysis of Authentic Assessment in The English Textbook “Think Globally Act Locally.”*

B. Identification of Problem

Based on the explanation of the background provided above, the researcher demonstrates the problems below:

1. Many junior high school textbooks need to be improved in building and designing educational activities.
2. Permendikbud No. 81A 2013 required that educators conduct authentic assessments in the textbook.
3. There are various difficulties in conducting an authentic assessment.

C. Scopes and Limitation of the Research

The researcher will know the characteristics of authentic assessment and the most dominant authentic assessment used in speaking assessment applied in the English textbook for the ninth grade of junior high school, so the problem to be discussed is not too broad. The scope of this research that the researcher used is only speaking assignments in every chapter of the book.

D. Research Questions

Based on the description of the background, identification, and limitation, the research problems that can be defined are as follows:

1. What are the characteristics of authentic assessment used in speaking assignments presented in the English Textbook “Think Global Act Locally”?
2. What is the most dominant authentic assessment applied in the speaking assignments presented in the English Textbook “Think Global Act Locally”?

E. The Objectives of the Research

The researcher determines the research objective based on the formulation of the problem as follows:

1. To analyze the characteristics of authentic assessment used in speaking assignments presented in the English Textbook entitled “Think Global Act Locally.”
2. To find out the most dominant authentic assessment apply the speaking assignments presented in the English Textbook entitled “Think Global Act Locally.”

F. Significances of the Research

The research focuses on authentic assessment, an essential part of the teaching and learning process in the education field. The study is expected to be practical and theoretically valuable in every aspect. The researcher hopes this research will provide benefits and more insight into the following:

a. To Teachers

To provide information to teachers on the characteristics of assessment present in speaking tasks and to assist teachers in learning how to implement authentic assessment for students.

b. To Students

To provide students with information about the characteristics of authentic assessment implemented in the speaking assessment section and the influence to develop a better skill.

c. To Researchers

To provide information for researchers about characteristics of authentic assessment identified in the speaking tasks presented in the English textbook for junior high school produced by Kemendikbud, which is expected to benefit other researchers as a reference to the research topic.

G. The Previous Research

Several studies have been conducted to determine the authenticity of the assessment. First, the study entitled “Challenges in Using Authentic Assessment in 21st Century ESL Classrooms”¹⁰ By Muhammad Noor Abdul Aziz, Nurahimah Mohd Yusoff, and Mohd Faiz Mohd Yaakob in 2020. The study used a case study approach and thematic analysis, as

¹⁰ Muhammad Noor Abdul Aziz, Nurahimah Mohd Yusoff, and Mohd Faiz Mohd Yaakob, “Challenges in Using Authentic Assessment in 21st Century ESL Classrooms,” *International Journal of Evaluation and Research in Education (IJERE)* 9, no. 3 (September 1, 2020): 759.

advised by Braun and Clarke. The results show that based on the data investigation, two significant issues of this research require debate. The first covers the challenges faced by great teachers who employ authentic assessment in the classroom. In contrast, the second covers teachers' strategies to conduct authentic assessments in their specific classes. Because this is a new situation of school-based assessment implementation in their context, these two aspects are equally important in implementing authentic assessment in classrooms, particularly in a Malaysian classroom.

The second research by Ridwan, Sri Wahyuningsih, and Winarno in 2021, the study entitled *Authentic Assessment in English Textbook “Stop Bullying Now,”* used for the Eleventh Grade Students of Senior High School¹¹ This research is qualitative research and conducted library research used qualitative descriptive. The findings of this study revealed that the textbook used authentic tests for all English skills: writing, speaking, listening, and reading. However, listening was the talent with the lowest score among the four activities. The textbook included eight of the nine qualities based on the characteristic authentic assessment by Frey.

The third research by M. Zaim, Refnaldi, and Safnil Arsyad in 2020 entitled *“Authentic Assessment for Speaking Skills: Problem and Solution for English Secondary School Teachers in Indonesia”*. The finding shows (1) the problems faced by teachers regarding the assessment of specific

¹¹ Wahyuningsih, “Authentic Assessment in English Textbook ‘Stop Bullying Now’ Used for the Eleventh Grade Students of Senior High School.”

language functions, (2) teachers' needs for an authentic assessment regarding the language functions, activities, and scoring rubrics for speaking skills, and (3) an authentic assessment model that meets teachers' needs for language function, activities, and scoring rubrics. The appropriate need analysis can be used to construct authentic speaking skill assessments.

The previous studies above correlate with this research, which analyzes authentic assessment. Even though various research projects on authentic assessment have been accomplished, the research has been classified as insufficient, particularly in exploring the characteristics of authentic assessment in English textbooks for the ninth grade of junior high school. As a result, this study was conducted to fill the gap. So therefore, the researcher is interested in exploring this topic more thoroughly by identifying and analyzing characteristics of authentic assessment and the most dominant authentic assessment applied in the speaking assessment presented in the English Textbook “Think Globally Act Locally.” The researcher used a content analysis design and adopted Frey’s theory about the characteristics of authentic assessment as a research instrument to study the speaking assessment presented in the textbook.

H. Organization of the Study

This study is divided into five chapters containing several points describing the chapter.

Chapter I Introduction. It includes the Background of The Study, Identification of the Problem, Scope and Limitation of Research, Research Questions, Objective of The Study, Significances of The Study, Previous Research, and Organization of The Study.

Chapter II Theoretical Framework. It includes The Concept of Authentic Assessment, The Benefits of Authentic Assessment, The Characteristics of Authentic Assessment, The Definition of English Textbook, The Role of English Textbook, The Advantages of English Textbook in ELT, and The Concept of Textbook for Ninth Grade Junior High School “Think Global Act Locally”

Chapter III Research Methodology. It includes The Research Design, The Time of The Study, The Research Instrument, The Data Collection Technique, The Data Analysis Technique and The Data Validation Techniques.

Chapter IV Research Findings and Discussion. It presents the result of the data analysis and discussion of the characteristics of authentic assessment and the most dominant authentic assessment applied in the English textbook “Think Globally Act Locally.”

Chapter V Conclusion and Suggestion. Present the conclusion of this research's overall content and the readers'