

CHAPTER I

INTRODUCTION

A. Background of the study

Language curriculum development is an aspect of a broader field of educational activity known as curriculum development or curriculum studies. Curriculum development focuses on determining what knowledge, skills, and values students learn in schools, what experiences should be provided to bring about intended learning outcomes, and how teaching and learning in schools or educational system can be planned, measured, and evaluated.¹

The educational system contains various components that are interrelated. The educational component includes vision, mission, foundation, objectives, curriculum, competence and professionalism of teachers, educational and student relationship pattern, learning methodology, infrastructure, management, evaluation, financing, and so on

The field of selection in language teaching deals with the choice of appropriate units of the language for teaching purposes and

¹ Jack C. Richards, *Curriculum Development in Language Teaching*, (Cambridge University Press, 2001) p 2

with the development of techniques and procedures by which the language can be reduced to that which is most useful to the learner.

Educational interaction can take place in the family, school, or community. Education in the school environment is more formal, and has some advantages compared to inner informal education. Family environment. The first, it has a broader scope of educational content, not only with the coaching of moral, but science and skills. The second, education in schools has been planned, systematic and has curriculum.

The development and implementation of a curriculum which affected the practice of all the staff in a school differed in kind, not simply in degree, from the professional development of individual teachers and from the growth among them of a sense of educational community.² This 2013 curriculum, designed as an effort to prepare the generation of Indonesia 2045 (100 years independent Indonesia), while utilizing the momentum of the productive age population which is very abundant in order to be a demographic bonus and not a demographic disaster.³ As has been proclaimed by the Minister of Education and Culture, that the 2013 curriculum will be applied in

² Jennifer Nias, *Whole School Curriculum Development in the Primary School*, (The Falmer Press, 2005) p 161

³ Mida Latifatul Muzamiroh, *Kupas Tuntas Kurikulum 2013 Kelebihan dan Kekurangan Kurikulum 2013*, (Kota Pena, 2013), p 112.

various levels of education, starting from elementary to senior secondary education. As a first step, the 2013 curriculum is applied to class IV, V, VI Primary School, Grade VII of Junior High School, and X High School grade.

Implementation of 2013 curriculum is the actualization of curriculum in learning and the formation of competence and character of learners. It requires professional teacher activeness in designing effective and meaningful learning, organizing learning, choosing the right approach of learning, determining learning procedures and establishing competencies effectively, and defining success criteria.

School is a formal institution that prepares participants educated and qualified human resources. In this subject English is very important role in develop speaking, attitude or moral of the learners. Not only learners. Not only learners who are good at cognitive, but also clever in terms of affective. Thus there will be a balance between the two intelligences.

Without appropriate learning methodology, no competence will be expected. For example, in the 2013 Curriculum, the competence of graduates in the skill domain for elementary school is defined as "to have (through observing, asking, trying, processing, presenting,

reasoning, creating) productive and creative thinking and action, in concrete and abstract realms, with who was assigned to him.

The essence of the 2013 Curriculum, is on the simplification, and thematic-integrative effort. The 2013 curriculum is prepared to print future generations ready for the future. Therefore the curriculum is structured to anticipate future developments. The emphasis, aimed at encouraging learners, is better able to observe, ask, reason, and communicate (present), what they gain or know after receiving learning materials. The objects that become learning in structuring and perfecting the 2013 curriculum emphasize the phenomenon of nature, social, art, and culture. Through this approach it is expected that our students have the competence of attitude, skills, and knowledge much better. They will be more creative, innovative, and more productive, so that later they can succeed the face of the problems and challenges of his day, entering a better future.

The implementation of curriculum development in 2013 is part of continuing the development of Competency Based Curriculum (KBK) which has been initiated in 2004 with integrated attitude, knowledge and skill competencies as mandated by Law 20/2003 on National Education System at the elucidation of article 35, graduate

competency is a qualification of graduate ability that includes attitude, knowledge, and skill in accordance with agreed national standard. This presentation is part of the public test of the 2013 Curriculum, which is expected to capture opinions and input from the public.⁴ With the implementation of this 2013 curriculum, so that the factors that damage the morals and behavior of learners from the internal and external can be minimized with the subjects of religious education and character. The success of the 2013 curriculum is not only the responsibility of the school alone, but it is the responsibility of all parties; parents, government, and society. There are several indicators that can be seen in the success of the 2013 curriculum, among others: 1) the existence of graduates who have good moral and good morals, 2) the existence of qualified graduates, productive, creative, and independent, 3) improving the quality of learning and the realization of learning active, creative, effective, fun and increased efficiency and effectiveness of management and utilization of learning resources, 4) increased attention and participation of parents and community.

In an authentic assessment the educator applies the criteria relating to the construction of knowledge, scientific study, and

⁴ E. Mulyasa, *Pengembangan dan Implementasi Kurikulum 2013*, (Bandung: PT. Remaja Rosdakarya, 2013), p 99

experience gained from outside the school. This assessment tries to combine the activities of teaching educators, learners' learning activities, motivation and involvement of learners, as well as learning skills. Because the assessment is part of the learning process, educators and learners share an understanding of performance criteria. On this basis the authors want to analyze and prove the field how the implementation of authentic assessment of the curriculum 2013 at MAN 2 Kota Serang, more specifically on subjects of English education in authentic speaking assessment. As for encouraging writers to conduct research at 2013 at MAN 2 Kota Serang is because this school is one of the public schools that are considered favorites by most communities and other institutions as well as a pilot institution in the implementation of the curriculum 2013.

From the above description, the researchers are interested to conduct research by title. “THE IMPLEMENTATION OF AUTHENTIC SPEAKING ASSESSMENT IN 2013-BASED CURRICULUM (a case study at the second grade of MAN 2 kota Serang)”.

B. Research of Question

To facilitate systematic in this study, it is necessary to formulate the problem to be discussed. Here is the problem formulation in this research:

1. How is the implementation of the authentic speaking assessment of the 2013 curriculum in MAN 2?
2. What factors are inhibiting and supporting the implementation of the authentic speaking assessment of the 2013 curriculum at MAN 2 kota Serang?

C. Limitation Of Problem

To avoid widening the formulation of the above problem, the researchers limit the problem on this title, namely: Researcher focuses on the implementing in 2013-based curriculum, and to solve problem may be faced by teacher in authentic speaking assessment.

D. The Objectives of the Research

Based on the above problem formulation, the aim of the research are:

1. To know the implementation of authentic speaking assessment of 2013 curriculum MAN 2 Kota Serang.

2. To find out the factors inhibiting and support the implementation of authentic speaking assessment of the 2013 curriculum at MAN 2 Kota Serang.

E. Significance of the Study

1. Writer
 - a. To gain practical experience in making the thesis, both theoretically and applicative
 - b. To be able to explore the intellectual fruits taken during college sitting
 - c. To contribute as tri dharma college that is education, research, and devotion
2. Teacher
 - a. To provide knowledge about 2013 Curriculum especially on authentic speaking assessment
 - b. Being an evaluation material, that the 2013 curriculum is just one factor that make teachers and learners have good quality and quantity education in the world

3. Faculty
 - a. Contributing thoughts and feedback to students, stakeholders on the importance of the study of 2013 Curriculum on the world
 - b. Being a contributor of reading materials and reference for students in general who concentrate in the study 2013 Curriculum and authentic speaking assessment.

F. The Organization of The Paper

In this study, researcher divided five chapters:

Chapter 1 is Introduction that consist about background of the study, research of question, limitation of problem, the objectives of the research, significance of the study

Chapter II is Theoretical Foundation: theoretical review on implementation of authentic assessment 2013 curriculum, education appraisal principles and approach, model implementation of 2013 curriculum authentic assessment, and speaking

Chapter III is Research Methodology: types of research, types of data and data sources, data collection techniques, data analysis technique

Chapter IV Will talk the Data Description And Analysis: data description is observation and interview

Chapter V Closing. In contains of the conclusions and suggestions.

CHAPTER II

THEORETICAL FOUNDATION

A. Theoretical Review on Implementation of Authentic Assessment 2013 Curriculum

1. Definition of 2013 Curriculum

Everyone believes that they know what other people should learn. Though they might not be able to express the precise detail, they could certainly advance the categories, whether in terms of bodies of knowledge, skills, or by an appeal to a higher or more educated authority. The fact that defining the curriculum, like much of education, is seen by many to be part of ‘common sense does not make it any easier to engage in debate about purposes and priorities.’⁵ Based on studies that have been done by many experts, it can be concluded that the understanding of the curriculum can be reviewed from two different sides, that is, according to old views and new views.

According to the old view, or often also called views traditional, formulating that the curriculum is a number of subjects which the learner must take to obtain a diploma, and have the delivery

⁵ Alistair Ross, *Curriculum: Construction and Critique*, (London and New York: Falmer Press, 2000), p 8

system used by teachers is a pouring system (imposition).⁶ Consequently, in the process of learning to teach the teacher more many are active, while learners are only passive as well as the presence of a must for each learner to learn the same subjects. As a result, interest factors and needs of participants students are not considered in the preparation of the curriculum.

Meanwhile, according to new views or also called an audience modern, as Romine put it, that it can formulated as follows "Curriculum is interpreted to mean all of the organized courses, activities, and experiences which pupils have under direction of the school, whether in the classroom or not. "Implications of formulation on top of that the curriculum is broad, because the curriculum is not just consists of courses, but covers all activities and experiences that are the responsibility of the school. And have a system the delivery used by the teacher is tailored to the activity or experience to be delivered. Therefore, the teacher must hold various teaching and learning activities that vary, according to the conditions learners.⁷ And the implementation of the curriculum is not only limited to the fourth class

⁶ Forum Mangunwijaya VII, *Menyambut Kurikulum 2013*, (Jakarta: PT. Kompas Media Nusantara, 2013), p 10.

⁷ E. Mulyasa, *Pengembangan dan Implementasi Kurikulum 2013*, (Bandung: PT. Remaja Rosdakarya, 2013), p 21

wall only, but implemented both inside and outside the classroom, in accordance with the learning objectives to be achieved.

A curriculum is a definition of what is to be learned. The origins of the word are from the Latin curriculum, a racing chariot, from which is derived a racetrack, or a course to be run, and from this, a course of study.⁸ 2013 curriculum is a follow up of the Curriculum Competency Based (KBK) which was tested in 2004. KBK or (Competency Based Curriculum) is used as a reference and guidance for implementation education in developing attitude competence, knowledge, and skills in an integrated manner, as mandated by Law 20 2003 on the National Education System on the explanation of article 35, at where the competence of graduates is a qualification ability of the graduate includes attitudes, knowledge, and skills in accordance with the standards agreed upon. This exposure is part of the public test.

The competency-based 2013 curriculum focuses on the acquisition of certain competencies by learners. Therefore the curriculum includes a number of competencies, and a set of goals the learning expressed in such a way, so that its achievement can be observed in the form of behavior or skills of learners as a success

⁸ Alistair Ross, *Curriculum Construction and Critique*, (London and New York: Falmer Press, 2000),H 8

criterion.⁹ There are several aspects contained within the concept of competence, among others, as follows; knowledge, understanding, skill, value, attitude, and interest.

2. Authentic Assessment in 2013 Curriculum

The assessment is made by the interlocutor during the role play.¹⁰ Assessment in the 2013 curriculum refers to Permendikbud Number 66 year 2013 on Education Appraisal Standards. Assessment Standards aims to ensure:

- a. Planning the assessment of learners in accordance with that competence will be achieved and based on the principles of assessment
- b. Implementation of professional, open, educative, effective, efficient, and in accordance with the socio-cultural context.

Authentic assessment is another form of assessment. The term suggests evaluating by asking for evidence of the behaviors you want students to perform. For assessment to be authentic, the criterion for

⁹ Oemar Hamalik, *Manajemen Pengembangan Kurikulum*, (Bandung: PT. Remaja Rosdakarya, 2010), cet. 4, p. 9

¹⁰ Dan Douglas, *Assessing Language for Specific Purposes*, (Cambridge: Cambridge University Press, 2000), p 131

success must be public knowledge.¹¹ Authentic assessment differs from traditional judgments. Assessment Traditional learners tend to choose the responses available, whereas in the authentic assessment of the learner performing or performing a work task or project. The assessment of traditional thinking ability assessed tend to be at the level of understanding and the focus is the teacher. On the authentic assessment of thinking ability assessed is the level of construction and applications and their focus on learners.

Based on the Permendikbud the standard of educational assessment is criteria on mechanisms, procedures, and outcome assessment instruments learners learn. Assessment of education as a collection process and information processing to measure the achievement of learners' learning outcomes which includes the following:¹² Authentic assessment, self-assessment, portfolio-based, replication, daily replication, mid-exam review semester, semester final exam, competency level test, quality test level of competence, national examinations, and school exams. Furthermore, supported by H.

¹¹ Mary Hamm and Dennis Adam, *Activating Assessment For All Students* (United States of America: British Library Cataloguing, 2009), p 35

¹² Oemar Hamalik, *Dasar-dasar Pengembangan Kurikulum*, (Bandung: PT. Remaja Rosdakarya, 2010), cet. 2, p. 55

Douglas Brown who states that: “Assessment is a popular and sometimes misunderstood term in current educational practice.”¹³

Formative assessment frequently takes place during instruction-allowing teachers to provide feedback and make adjustments that will help ensure students’ success.¹⁴ The characteristics of authentic assessment are:

- a. Select measures for related outcomes (family, program quality, pro- gram intensity). The team should select measures that describe and classify associated dimensions of the child’s “developmental ecology.” At a minimum, these include measures of program quality, program or service intensity, and parent/family functioning.¹⁵
- b. Conducted during and after the learning process takes place. That is, in doing value against learners, teachers to be assessed for ability or competence process (ability or competence of learners in learning activities) and the competence or competence of the participants educate after learning activities.

¹³ H. Douglas Brown, *Language Assessment Principles and Classroom Practice*, (San Francisco: Longman, 2004), p 4

¹⁴ Mary Hamm and Dennis Adam, *Activating Assessment For All Students*, (United States of America: British Library Cataloguing, 2009), p 2

¹⁵ Stephen J. Bagnato, *Authentic Assessment for Early Childhood Intervention*, (New York, London: The Guilford Press, 2007), p 267

- c. Uses various ways and sources. That is in doing assessment of learners should use various techniques assessment (tailored to the claims of competence) and use various sources or data that can be used as information which describes the mastery of the competence of learners).
- d. The test is only one of the assessment data collection tools. That is, within assess the learner toward the achievement of competence certain should be comprehensive and not just rely on test results only. Other supporting information the achievement of competence learner can be made into material make an assessment.
- e. The tasks assigned to the learner should be reflect the real parts of the learner's life every day, they should be able to tell the experience or activities they do every day.
- f. Assessment should emphasize the depth of knowledge and expertise learners, not the breadth. That is, in doing the learner's assessment of the achievement of competence should be measure the depth of the mastery of certain competencies objective.

From the above explanation of the authentic assessment can be drawn the conclusion that in doing an authentic assessment there are three things must be considered by the teacher, namely:¹⁶

- a. Authentic of the instrument used. That is in doing Authentic assessment of teachers need to use instrument instruments which varies (not just one instrument) are customized with the characteristics or demands of the competencies that are in curriculum.
- b. Authentic from the measured aspect. That is, in doing teacher's authentic assessment needs to assess aspects of learning outcomes comprehensive attitude that has the competence, competence knowledge, and competence skills.
- c. Authentic from the aspect of the condition of learners. That is in doing teacher's authentic assessment needs to assess participants' inputs (initial conditions) educate, process (performance and activities of learners in the learning process teaching), output (achievement of competence, good attitude, knowledge or skills that are mastered or displayed learners after following the teaching and learning process).

¹⁶ Kunandar, *Penilaian Autentik (Penilaian Hasil Belajar Peserta Didik Berdasarkan Kurikulum 2013)*, (Bandung: PT. Remaja Rosdakarya, 2013), hal. 23

In the authentic assessment, in addition to consider the aspect of competence attitude (affective) knowledge competence (cognitive) and competence skills (psychomotor) as well as a variety of instruments or test kits used also must pay attention to input, process, and output learners. Assessment of learning outcomes of learners should also be done at the beginning learning (input assessment), during learning (process assessment), and after learning (output assessment). An input assessment is an assessment which is done before the learning process is done. Assessment of input aims to determine the initial ability of learners to the material or competencies to be studied. Input assessment is usually done through pre-test.

Thus, the initial competence of the learners can be mapped. The results of the initial assessment of learners can be used as a reference teacher in the process teaching and learning can be compared to process and assessment result or output. Comparison of the results of the initial assessment (input) with the assessment process and output results show the success rate of achievement competence of learners with KKM as a reference.

B. Education Appraisal Principles and Approach

Assessment of learning outcomes of learners at the level of basic education and medium d based on the following principles:¹⁷

- a) Objective, means assessment based on standards and not influenced the subjective factor of the assessor.
- b) Integrated, means the assessment by the educator is done in a planned, together with learning, and continuous activities
- c) Economical, meaning efficient and effective assessment in planning, execution, and reporting.
- d) Transparent, means assessment procedure, assessment criteria, and basis decision making can be accessed by all parties.
- e) Accountable, means the assessment can be accountable to internal school and external parties for technical aspects, procedures and results.
- f) Educative means educating and motivating learners and teachers.

The assessment approach used is the penilaian acuan kriteria (PAK). PAK is an assessment of the achievement of competence based on minimal mastery criteria (KKM). KKM is the minimum learning mastery criteria determined by educational unit taking

¹⁷ Kunandar, *Penilaian Autentik (Penilaian Hasil Belajar Peserta Didik Berdasarkan Kurikulum 2013)*, (Bandung: PT. Remaja Rosdakarya, 2013), p 35

into account the characteristics basic competencies to be achieved, carrying capacity, and characteristics learners.

C. Model Implementation of 2013 Curriculum Authentic Assessment

1. Assessment of Attitude

a. Understanding the Competency of Attitude

Engaging in assessment programs and conducting assessments involves another cluster of attitudes. Art teachers must determine which assessment method will meet identified purposes and then implement them. A common assessment instrument is paper-and-pencil tests. Art teachers' attitudes about these tests' effectiveness were clear.¹⁸

Effective sphere is the domain that is related to attitudes and values, there is the assumption that one's attitude toward something can be influenced from that knowledge owned someone against something. Thus, between attitudes and knowledge have a very close and mutually influencing relationship. The domain is effective including behavioral traits such as feelings, interests, attitudes, emotions, or values. These three domains are human characteristics as a result learning in the field

¹⁸ Charles M. Dorn Stanley S. Madeja F. Robert Sabol, *Assessing Expressive Learning*, (London: Lawrence Erlbaum Associates, 2004) p 18

of education. The effective ability to connect with interests and attitudes that can take the form of responsibility, cooperation, discipline, commitment, confidence, honest, respect for the opinions of others, and self-control. All these abilities must be part of the learning objectives at school, which will be achieved through proper learning activities.

b. Scope of Competency Assessment of Attitude

In the realm of that attitude there are five levels of thought processes, among others as follows:

1) Acceptability

The ability to accept is a person's sensitivity receive stimuli or stimuli from the outside that come to himself in the form of problems, situations, symptoms, and others. Ability receive also can indicate the ability to show the attention controlled and selected. Ability to accept or pay attention look that is controlled and selected. The ability to accept or noticing an activity or an object.¹⁹ At the receiving level or receiving (receiving or attending), learners have desire to pay attention to a specific phenomenon or stimulus, such as classes, activities, music, books, and so on. The teacher have not enough but the student

¹⁹ Kunandar, *Penilaian Autentik (Penilaian Hasil Belajar Peserta Didik Berdasarkan Kurikulum 2013)*, (Bandung: PT. Remaja Rosdakarya, 2013), hal. 40

2) Responsiveness

Ability to respond is the ability possessed by someone to actively involve himself in the phenomenon certain and make a reaction to it in one way. This level is higher than the level of acceptability. The ability to respond can also be interpreted as the ability to show active attention, ability to do something, and ability respond. Responding is the active participation of learners, that is as part of his behavior.²⁰

At this level learners not only pay attention a special phenomenon, but he also reacts. Learning outcomes in the realm it emphasizes the response, the desire to give response, or satisfaction in responding. High levels in this category is interest, that is the things that emphasize on search results and fun on special activities. Like happy reading books, happy to ask, happy to help friends, happy with cleanliness and tidiness, and so on.

3) Assessing Ability

The ability to judge (valuing) is ability provide value or appreciation of an activity or object, so that if the activity is not done, it will be felt bring loss or regret. The ability to judge can also interpreted

²⁰ Endah Loeloek Poerwati, *Panduan Memahami Kurikulum 2013*, (Jakarta: PT. Prestasi Pustakarya, 2013), hal. 55

to indicate the consistency of behavior that contains value, have the motivation to behave in accordance with the values, shows commitment to a value. Valuing involves determination of values, beliefs or attitudes that indicate degrees internalization and commitment.²¹ In learning activities can be demonstrated through: diligent, timely, disciplined, independent, objective in seeing and solve the problem.

4) Ability to Organize and Organize

Ability to organize or organize (organization) meaning the ability to meet the differences in values so that it is formed a new, more universal value, leading to a general overhaul. Organizing or organizing is a development of value into one organizational system, including one values with other values, consolidation and priority values that have been it has.

The ability to organize, in the sense of organizing values- the relevant value into a system, determine the relationship between value, consolidate the dominant value and received. Ability organizing is a higher effective level rather than receiving, responding and valuing.

²¹ Kunandar, *Penilaian Autentik (Penilaian Hasil Belajar Peserta Didik Berdasarkan Kurikulum 2013)*, (Bandung: PT. Remaja Rosdakarya, 2013), hal. 46

5) Character Ability

There are five important effective character types, namely; attitude, interests, self-concept, values, and morals. Another important effective aspect are: (1) honesty: learners must learn to appreciate honesty in interacting with others, (2) integrity: learners should commit themselves to the value code, such as moral and artistic, (3) fair: learners should argue that everyone gets equal treatment in obtaining education, and (4) freedom: learners must be sure that a democratic country gives freedom that is fully responsible to all person.

c. Advantages and Disadvantages of Attitudinal Competency Assessment

The advantages of attitude competency assessment are: ²²

- 1) Can be done simultaneously with teaching and learning process.
- 2) Can be done directly or indirectly through the results work of learners
- 3) Can know the factors causing success or failure of process learning of learners
- 4) Inviting learners to be honest
- 5) Invite students to carry out their duties to be timely

²² Kunandar, *Penilaian Autentik (Penilaian Hasil Belajar Peserta Didik Berdasarkan Kurikulum 2013)*, (Bandung: PT. Remaja Rosdakarya, 2013), hal. 35

- 6) Students' attitudes toward the lessons can be known
- 7) Can know the factors of the limitations of learners
- 8) Can see the character of learners so that constraints appear can be solved
- 9) Learners will be able to reduce individual egoism after being given know his attitude.

The downside of attitude assessment is:²³

- a) Difficult observations on the number of learners too many
- b) Need appropriate assessment tools
- c) It takes a long observation time
- d) Demanding teacher professionalism for observing the learners varied
- e) The assessment is subjective
- f) Less can be used as a reference because the attitude of learners can changeable
- g) Too many formats that exhaust the teacher, need preparation complete
- h) It is difficult to adopt diverse student attitudes and
- i) It is difficult to equate perceptions because of different

²³ Latifatul Mida Muzamiroh, *Kupas Tuntas Kurikulum 2013 (Kelebihan dan Kekurangan Kurikulum 2013)*, (Kota Pena, 2013), hal, 23

d. Techniques In The Instrument Competency Assessment of Attitude

The techniques for assessing the competence of such spiritual and social attitudes can be described as follows:

1) Observation

Observations for authentic assessment are based on age- or stage-referenced hierarchies of functional competencies that follow a developmental course; each early competency is a prerequisite for the next in a sequence of expected or desired behaviors.²⁴

Excellence assessment of the competence of spiritual attitudes and attitudes social by using observation or observation instrument that is the data obtained is relatively objective, because it is thrown through direct observation of teachers, teacher relationships and more learners close, because in observation of course the teacher must interact with learners and teachers have the flexibility in determining the aspect, what aspects will be observed in the learning, so the teacher can collect any related invoices competence of spiritual attitudes and social attitudes comprehensively.

²⁴ Stephen J. Bagnato, *Authentic Assessment For Early Childhood Intervention*, (New York London, The Guilford Press), p 2007

While the weakness of the assessment of competence of spiritual attitudes and social attitudes by using observational or observational instruments that is recording data is highly dependent on teachers' deepness observation and memory of the observer (teacher) and requires accuracy and skill of the teacher in doing observation, because if not careful data obtained by the results of manipulation or made up of observed subjects. And this has implications to the objectivity of the observed data.

2) Self-Assessment

Many students found it difficult to distinguish between the disk used in the digital camera and the disk used to save the presentation. Another way to improve this project in the future would be to incorporate sketchbook assignments into the hard copy of the portfolios.²⁵ Self-assessment is an assessment technique in which learners are asked to judge themselves with regard to status, process and level of achievement of the competencies he / she has learned.

The advantages of self-assessment are: teachers are able to recognize advantages and disadvantages of learners, learners are able reflecting on a given subject, a statement made in accordance with the

²⁵ Charles M. Dorn, Stanley S. Madeja, F. Robert Sabol, *Assessing Expressive Learning* (London: Lawrence Erlbaum Associates) p 147

desire questioner, provide self-motivation learners in terms of assessment of the activities of learners, learners more active and participate in the learning process and can used for reference compile teaching materials know the standard input learners we will teach.

3) Inter-Student Assessment

An Interpersonal Assessment is an assessment technique can be used to measure the level of attitudinal competency attainment, both spiritual and social attitudes by asking learners to judge each other. The instrument used is biased in the form of an assessment sheet among students in the form of a questionnaire and questionnaire. Assessment among learners requires objectivity and sense of responsibility from learners, thus generating data accurate.

While the weakness of the assessment of spiritual attitude competence and social through assessment among students is data obtained from the assessment among students need to be re-verified by the teacher, because it is feared they feel bad when asked to assess peers and needed clear instructions and detailed about the use of assessment instruments among students to avoid misinterpretation of statements in instrument.

4) Journal

Journals can be very structured and teacher-directed, or they can be open-ended.²⁶ Records of weakness or lack of learners related to spiritual attitudes and subsequent social attitudes followed up with coaching and guidance efforts. With thus, there will be changes in attitude and behavior of learners gradually. Excellence of the assessment of the competence of spiritual attitudes and attitudes social by using the journal is can monitor the development of spiritual and social attitude competencies of the participants educated periodically, data or records of learners who are good is a strength and weakness can be used as material coaching, relatively more objective, due to developmental monitoring the competence of spiritual and social attitudes is done from time to time continuously and learners get attention from teacher, because all his attitudes and actions are observed and recorded.

While the weakness of the assessment of spiritual attitude competence and social attitude by using journals is increase the load teachers, because they have to record the strengths and weaknesses of learners in writing, requires precision from the teacher, so if less

²⁶ Charles M. Dorn, Stanley S. Madeja, F. Robert Sabol, *Assessing Expressive Learning* (London: Lawrence Erlbaum Associates) p 52

accuracy may cause these records to be less accurate and the records should be followed up by the teacher, because if not acted upon then the information or records there is no benefit to the learner.

5) Interview

Interviews are a valuation technique by teacher interviewing students using guidelines or an interview guide with regard to spiritual attitudes and attitudes social specific that want to be extracted from learners. We can also inquire directly or interview about participants' attitudes students related to learning.

While the weakness of the assessment of spiritual attitude competence and social using interview instruments are; if done rigidly, then learners do not want to reveal feeling openly, requiring special time in extract data from learners. Therefore, it needs to be done the right time management so as not to disrupt the learning process teaching, and interviews are less able to reach all learners in a class, because it takes time.

2. Knowledge Assessment

a. Understanding Competency Knowledge Assessment

Assessment of knowledge or cognitive competence is an assessment which teachers do to measure the level of achievement or mastery learners in the knowledge aspect that includes memory or memorization, understanding, application or application, analysis, synthesis, and evaluation. In the 2013 curriculum, knowledge becomes competence core with core competency kd 3 (KI 3). Knowledge competence reflecting the scientific concepts that must be mastered by the participants educated through the teaching and learning process.

b. Scope of Knowledge Competency Assessment

In the realm of knowledge or cognitive competence is present six levels of thought processes, among others:

1) Knowledge

Knowledge is one's ability to recall or recall about names, terms, ideas, symptoms, formulas and so forth expect the ability to use it. Knowledge or this memory is the most thought process low. knowing ability also means ability about facts, concepts, principles, and skills. In the learning activities can be shown through: expressing meaning, naming, list making, deciding place location, and describe

something, tell something that happens, and describes something that happened.

2) Comprehension

Understanding (comprehension) is a person's ability to understand or understand something after something is known and remembered. Thus, to understand is to know about something and can see it from various aspects. One learners are said to understand something when they can provide explanations or give a more detailed description about it by using his own words.

Understanding is a level of thinking ability a higher level than a memory or memory. Ability understand also can be understood the ability to understand about inter-factor, inter principle, interdependent, causal relationships, and drawing conclusions. In learning activities addressed through express ideas, or opinions in their own words, differentiate, compare, interpret data, describe with words themselves, explaining the main idea, and telling back with his own words.

3) Application

Implementation or application (application) is ability someone to apply or use general ideas, order methods or methods, principles, formulas, theories and so on in a new and concrete situation. This

application is a higher-order thinking process than understanding. The ability to apply something can also be interpreted using knowledge to solve problems or apply knowledge in everyday life. In learning activities can be demonstrated through: counting, performing experimenting, modeling, and designing a settlement strategy problem.

4) Analysis

Analysis is a person's ability to detail or describe a material or state according to parts which is smaller and able to understand the relationship between the parts-part or factors that one with other factors. Analysis is a higher-level thinking process than implementation or application. The ability to analyze can also interpreted to determine the parts of a problem, and completion or ideas and show relationships between parts it. In learning can be shown through: identify causes, formulate problems, ask questions to get information, make charts, and reviews.

5) Synthesis

Synthesis is the ability to think that is the opposite of the analytical thinking process. Synthesis is a processes that integrate parts or elements logically, thus transforming into a structured or pattern shaped new pattern. Thinking synthesis is a process of thinking Higher

level of thinking analysis. The ability to synthesize can also be interpreted merging various information into one or more conclusions concept, concoct or assemble ideas into something new ones.⁶⁸ In the learning activities can be shown through: creating a design, finding a solution or solution problems, predict, design a particular product model, and create a specific product.

6) Evaluation

Evaluation, however, can only be done by considering something in relation to its purpose.²⁷ In study can be shown through: maintaining opinion, argue, choose the best solution, compile assessment criteria, suggest changes, write reports, discuss a case, and suggest a new strategy.

c. Techniques and Instruments Evaluation of Knowledge Competencies

Teachers assess the competence of learners knowledge through three tests, among others:

1. Writing Test

Assessment techniques written is used to measure cognitive abilities including memory or memorization, understanding,

²⁷ Jack C. Richards, *Curriculum Development in Language Teaching*, (Cambridge University Press, 2001) p 256

appropriation or application, analysis, synthesis, and evaluation. Written tests are included in the verbal test group, meaning test the questions and answers given by learners in the form written language. The written test of its merits is that it can measure ability or competence of learners in large numbers in separate units at the same time. Written test objectivity is relatively higher compared to other tests such as oral tests or action tests the form of written test is what form of written test that is used by teachers in measuring the achievement of competence knowledge (cognitive) learners.

2. Oral Test

Oral tests are usually carried out by holding conversations between students with a tester on that issue tested. Implementation of oral tests conducted by questioning answer directly between educators and learners. Oral test used to express student learning outcomes on aspects knowledge. Oral tests can also be used to test students, either individually or in groups. Oral tests can be used on repeat daily, mid-semester test, end of semester, competency level exams, and school exams Excess oral tests are: can be used to assess personality and competence of mastery of learners knowledge, because it is done by face to face (face to face), if learners not clear with the questions asked,

the teacher can direct clarify the question in question, from attitudes and ways answer questions teachers can know what is implied besides what is written in the answer, the teacher can dig further answers learners until detailed (in more detail), so as to know which parts are most controlled by learners, and appropriate for measuring certain skills, such as the ability to read and understand certain concepts.

3. Assignment

The assignment instrument is home work done individually or in groups according to task characteristics. This assessment is in charge of deepening to the mastery of knowledge competences that have been studied or mastered in the classroom through the learning process. In assigning tasks to learners should be determined length of job time.

3. Skills Assessment

a. Understanding Skills Competency Assessment Psychomotor .

Competence of learners in the psychomotor domain is concerned ability to perform reflex movement, basic movement, perception movement, movement of physical abilities, skillful movements, beautiful and creative movements. Ability to perform reflex motion, meaning response to stimulus without consciousness.

Skills competence is assessment by the teacher to measure the level of achievement competence skills of learners which includes aspects of imitation, manipulation, precision, articulation and naturalization. Core competence 4 (KI 4), the skills cannot be separated by core competencies 3 (KI 3), the knowledge.⁸⁵ This means the competence of that knowledge show learners know about certain scholarship and skill competence that shows learners can (can) about certain scholarship.

b. Scope of Skills Competency Assessment

In the realm of that skill there are five levels of thought processes, among others:

1) Imitation

Imitation is the ability to perform simple activities and exactly the same as seen or noticed beforehand.

2) Manipulation

Manipulation is the activity of doing simple activities has never been seen, but based on guidance or guidance only.

3) Precision

The ability of the precision level is the ability to perform activities that are accurate so as to produce the right work product.

4) Articulation

The ability at the articulation level is the ability to do complex and appropriate activities so that the results of its work is something intact.

5) Naturalization

Ability at the level of naturalization is the ability doing activities on a reflex, the activities that involve physical only so that high work effectiveness.

c. Advantages and Disadvantages of Skills Competency Assessment

The advantages of skills competence assessment are: can provide information about the skills of the students directly which teachers can observe, motivate learners to show their competence maximally and as proof applicable to what the learners have learned. While the weakness of the assessment skill competence is: difficult to do on the number of students who are too many, require precision in making observations of the show the work of learners in the skills and demanding competence professionalism of the teacher as it observes the performance of learners within competence skills.

d. Techniques and Instruments Skills Competency Assessment

Teachers assess the competence of skills through assessment in the form of:

1) Performance Appraisal Instrument (Performance)**a) Understanding Performance Appraisal**

Assessment of action or performance is an assessment action or practice test that can be effectively used for the purpose of collecting various information about forms of behavior or skills expected appear in learners. Performance appraisal done by observing the activities of learners within do something. Performance appraisal is an assessment which asks the learner to demonstrate and apply knowledge into the appropriate context with defined criteria.

This assessment is suitable for assessing achievement competence that requires learners to perform tasks such as the practice of speaking. The way this assessment is considered is more authentic rather than a written test because of what is rated more reflects the true ability of learners.

b) Advantages and Disadvantages of Performance Appraisal

Some of the advantages of performance appraisal are: can assess competencies in the form of skills (skills), can be used to match the suitability between knowledge of the theory and skills in practice, so the assessment information becomes complete, inside the implementation of no chance of learners cheat, teachers can get to know more about the character of the individual each learner, motivate the learner to be active, make it easier for learners to understand a concept from the abstract to the concrete, the ability of learners can be optimized, train the courage of learners in facilitate extracting ideas and being able to judge ability and skills of student performance in using tools and so on.

D. Speaking

1. Definition Of Speaking

Speaking as a way communication is very important in our live because we, as a social human, have to use it in order that we can make a relationship with the other people. To know and be able to do in order that to speak in another language we need communicative competence including pronunciation, grammar vocabulary, fluency, accuracy, and comprehension skill which are needed to build a good

communication. These elements are needed to measure to capability of the students in speaking using appropriate technique. “Speaking is skill which enables us to produce utterances, when genuinely communicate, speaking is desire and purpose-driven.”²⁸

Speaking skills are an important part of the curriculum in language teaching, and this makes them an important object of assessment as well. Assessing speaking is challenging, however, because there are so many factors that influence our impression of how well someone can speak a language, and because we expect test scores to be accurate, just and appropriate for our purpose.²⁹

English Language Teaching in Curriculum that apply today include:

- 1) Developing the communication ability in the language both oral and written. Such capabilities include listening, speaking, reading, writing.
- 2) Growing awareness of the essence and importance of English as a foreign language to become the main tool of learning

²⁸ Jo MCDonough and Christopher Shaw, *Material and Methods in ELT* (Cambridge: Blackwell Publisher, 1993),p 152

²⁹ Sari Luoma, *Assessing Speaking*, (United Kingdom: Cambridge University Press, 2004), p. 1

- 3) Developing an understanding of the interrelationship between language and culture as well as expanding cultural horizons. Thus students have cross-cultural insights and involve themselves in cultural diversity.

While the language assessment literature has raised the issue of communicative ability speaking as a measurable phenomenon, the preceding examples indicate some of the difficulties in actual measurement.³⁰

2. The Purpose Of Speaking

The purpose of language teaching-learning is intentions to communicate through a statement that describes the hoped changes within learners he passes that certain learning process.³¹

The purpose of is the test and the practical circumstances in which it will be arranged set the general guidelines, but the most important factor when designing tasks is the construct-related information that the scores must deliver, or in other words what the score users need to know about the examinees' speaking skills. This dictates the types of skills that the tasks should make the examinees

³⁰ Andrew D. Cohen, *Assessing Language Ability in the Classroom*, (Heinle & Heinle ESL, 1994), H 299

³¹ Jack C Richards and Theodore S, Rodgers, *Approaches and Methods in Language Teaching, Second Edition* (Cambridge: Cambridge University Press), p 20

show. In learning related assessment, this is often guided by what has been taught recently, but end-of-course tests may need to provide more general information about the examinees' skills, more or less like formal, external examinations. Existing research on speaking tasks can help task design.³² This purpose we will know about the score of speaking. The purpose is to allow the test taker to get used to the interlocutor and to establish him/herself as a person with professional competence in the eyes of the interlocutor.

³² Sari Luoma, *Assessing Speaking*, (United Kingdom: Cambridge University Press, 2004), p.29

CHAPTER III

RESEARCH METHODOLOGY

The research described above is concerned with the practicalities of introducing languages other than French as FL1s, and clearly such concerns play a vital role in discussions on the feasibility of diversification at both school and national level. Other studies, however, have taken a different slant, in examining the advantages to the pupil in learning languages other than French.³³

In this chapter, we explain how to understand the problem or object researched in the study, which includes, methods and tools for collecting data and method of data analysis of research result. The research method is a general strategy that exist in the data collection and analysis needed to answer the problems faced and the solution plan for the current problem investigated.

In this study the author uses several methods, this is intended to get accurate results in the study. As for the steps by steps are as follows:

³³ David Phillips and Caroline Filmer-Sankey, *Diversification In Modern Language Teaching*, (Taylor & Francis e-Library: Routledge, 2005), p 54

A. Types of Research

An important thing to be consider in carrying out the research is research methodology. This research conduct in the form of qualitative research using naturalistic inquiry. Qualitative research is research that aims to understand the phenomenon of what is experienced by the subject of the study such behavior, perception, motivation, action, etc., Holistically, and by means of a description in the form of words and language, in a specific context in which the natural in by using various scientific methods.³⁴ And this research is included in the descriptive method by using survey approach similar to school survey.

Descriptive method is a method of researching group status human, and the condition of a system of thought or a particular class about an event occurring in the present. Qualitative research seeks to show a holistic (whole) that requires precision in observation so we can understand thoroughly the results of research, besides that in this qualitative research researchers must go directly to the field to obtain data that researchers need. These researchers sought to describe and classify facts or characteristics of phenomena that exist in factual and

³⁴ Lexy , J. Moleong, *Metodologi Penelitian Kualitatif*, (Bandung,: Remaja Rosda Karya, 2007), p. 6

accurate, no relying on evidence of systematic logic, the principle of numbers or statistic methods so that it can be described the conditions and circumstances with the truth gestures or social action.

According to Lexy J. Moloeng, quoted from Bogdan's opinion and Tailor, "Descriptive research is data in the form of written words or oral of the people and behaviors observed. This approach can be directed on the background and the individual is holistic (whole)".³⁵ This research is used to answer the question of what and how a situation (phenomena, events) and report as existence. This descriptive study aims to describe what is the moment this applies, in which there is an attempt to describe, record, analyze, and interpret the conditions that have been happening. The approach used in this research is the objective or Approach scientific approach (scientific) is applied in a systematic study, controlled, empirical, and critical, over hypotheses about relationships assumed among natural phenomena. The approach is called objective based on the view that the objects, behaviors, and events exist in a "real" world which can be observed with the five senses (sight, hearing, touch, taste, and smell), measured (quantified), and predicted. Assumed that raw data is open to every observer. This

³⁵ Lexy, J. Moleong, *Metodologi Penelitian Kualitatif*, (Bandung,: Remaja Rosda Karya, 2007), p. 6

empirical nature is absolute requirement. In this study the activity of learning is the thing that looks deep behavior undertaken by learners in the learning process, meaning is in teaching and learning process learners.³⁶ And in addition the learners are also very enthusiastic in responding any questions given by teachers or other learners, and this learning activity requires cooperation and activeness in three the stage at the same time that is thinking, talking or discussing and writing (summarize) in each group each.

B. Types of Data and Data Sources

Data Type is the recording of researchers, both facts and figures. In other words all facts and figures that can be used as materials to compile information. To obtain the expected results, in this study require the following data types:

1. Data Type

In this research type of data that writer use is: Type Qualitative data is data in the form of words, sentences and images including. qualitative data in this research are method of observation, documentation method and interview technique.

³⁶ Deddy Mulyana, . *Metodologi Penelitian Kualitatif*, (Bandung : Remaja Rosda Karya. 2002), hal. 23

2. Data Source

The data source is the subject from which data can be obtained. As for the data sources in this study include: primary data sources and sources secondary data.

a) Primary data source

The primary data source is the data source obtained directly from the study subjects using a measuring device or a direct data retrieval tool on the subject as a source information sought. In this study the primary data source is the main data from various references as for the primary data in writing this thesis is the teachers, learners, and books on authentic assessment. Which amounted to 1 book are: Stephen J. Bagnato (Authentic Assessment For Early Childhood Intervention), (New York London: The Guilford Press, 2007)

b) Secondary data source

Secondary data source is the data source first collected and reported by people outside of the investigators themselves although what it collects is actually data original which first needs to be examined its authenticity. According to Saifuddin Azwar, secondary data source is the data obtained through others, not directly obtained by researchers of the subject research, secondary data usually manifested

documentation data or available report data. In this study the documentation is a secondary data source and in addition books supporters of the 2013 curriculum strategy and authentic assessment, including:

- 1) Stephen J. Bagnato (Authentic Assessment For Early Childhood Intervention), (New York London: The Guilford Press, 2007)
- 2) Jack C. Richards (Curriculum Development In Language Teaching), (USA: Cambridge University Press, 2001)

In addition to the data written above, the data can also be internet and others that have relevance to this theme. What is meant is the data source in this study is "the subject from which the data was obtained". The data in this study comes from:

- a) Literature

That is the theoretical material derived from the book books relating to research problems.

- b) Field

That is the data source obtained from the research location consists of human data and non-human data sources.

C. Data Collection Techniques

To determine the necessary data, it is necessary to have the technique data collection, so that evidence and facts are obtained as data objective, valid and untested deviations from the circumstances which are actually. In collecting data of this paper, researchers use techniques as follows:

1. Observation Method

Observation can be interpreted as observation and recording with systematic phenomena the phenomena being investigated.³⁷ This method researchers use to observe directly and record about existing situation. Among others:

- a. Teacher Role
- b. Students Role
- c. Method and Technique
- d. Activities of students

2. Documentation Method

Documentation is taken the data from notes, transcripts, newspapers and others. This method writer use to get data from MAN 2

³⁷ Sutrisno Hadi, *Metodologi Research II*, (Yogyakarta: Andi Offset,1991), p. 136

Kota Serang about: Type of question/ Assessment rubric/ Result of student assessment/ Evaluation assessment/ Student worksheet.

3. Interview Techniques

Interview (i.e., the careful asking of relevant questions) is an important way for a researcher to check the accuracy of to verify or refute the impressions he or she has gained through observation. The purpose of interviewing people is to find out what is on their minds what they think or how they feel about something.³⁸ research using this method to find data about history of establishment of MAN 2 Kota Serang, implementation of authentic assessment 2013 curriculum in speaking assessment, how activeness learners MAN 2 Kota serang, infrastructure and others.

D. Data Analysis Technique

Data analysis is a attempt to examine or systematic obtained from various sources, namely interviews, observation, documentation.³⁹ Then the data is classified according to the research framework qualitative descriptive attempt to describe the condition, the

³⁸ Jack R. Fraenkel and Norman E. Wallen, *How to Design and Evaluate Research in Education seventh edition*, p.445-446

³⁹ John. H schuh and Associates, *Assessment Method for Student Affairs*, (San Francisco: Jossey-Bass), p 158

background research thoroughly and in the data is drawn a research findings.

The analysis of research data can be done with two stages namely, First, Analysis of data during in the field and analysis of after data collected. Data analysis during the field in this study is not done after data collection is completed but over data collection takes place and is done continuously until preparation of research report is complete. As a first step of that data is the result of free interview with key person, sorted out and coded based on the similarity of issues, themes and problems contained in it, along with the selection of the data, the researcher helps new data. With the purpose and usefulness of the research. In obtaining accuracy, accuracy and truth, then the researcher uses "inductive approach".

1. Inductive

The general purpose of the inductive approach is to allow the findings research findings emerge from the general state. The dominant themes and significant that exist in the data without ignoring the things that appear by its methodological structure. The inductive approach is meant for helps the understanding of coercion in

complicated data through the development of themes that are evidenced from rough data, approaches this is clearly used in qualitative data analysis.⁴⁰

This inductive data analysis is used for several reasons. First, inductive processes are more able to discover realities plural as in data. Second, more inductive analysis can make the relationship of the researcher, the respondent becomes explicit, can be known and accountable. Thirdly, inductive analysis is more able to outline the background full and able to make decisions about whether or not to be able redirects on another background. Fourth, more inductive analysis can find mutual influences that sharpen relationships relationship. Fifth, Such an analysis can take into account the values explicit as part of the analytic structure.

2. Deduction

Deduction is a process by which an allegation will be truth is made from the premise (proof, condition) against conclusion (condition of consequence). Researchers start with a framework

⁴⁰ Lexy , J. Moleong, *Metodologi Penelitian Kualitatif*, (Bandung, : Remaja Rosda Karya, 2007), hal. 297

theoretical, formulate a hypothesis, and logically deduce what or how it should be if the hypothesis is true in other words, the process begins with established axioms with procedures that multiply what is already known.⁴¹

3. Comparison

Comparative research will be able to find the equations and differences about things, about people, about work procedures, about ideas, criticisms of people, groups an idea or a working procedure, can also compare similarities views and changes in the views of people and groups towards cases, against people, events or ideas.⁴²

The analysis of research data can be done with 2 stages namely, First, Analysis of data during in the field and analysis of after data collected. Data analysis during the field in this study is not done after data collection is completed but over data collection takes place and is done continuously until preparation of research report is complete. As a first step of that data is the result of free interview with

⁴¹ Deddy Mulyana, . *Metodologi Penelitian Kualitatif*. (Bandung : Remaja Rosda Karya. 2002), hal. 25

⁴² Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta : Rineka Cipta , 2006) , hal. 267

key person, sorted out and coded based on the similarity of issues, themes and problems contained in it, along with the selection of the data, the researcher helps new data.

CHAPTER IV

DATA DESCRIPTION AND ANALYSIS

A. Data Description

The research was conducted through three collected data, those are data of observation, data of interview, and the last is data of documentation. Then in this chapter the data description and data analysis of the research are presented systematically at last, based on research question the writer will answered it.

1. Analysis data

a) Observation

According to carol A chapelle, Language teachers need a solid understanding of assessment because they help learners to develop self-assessment strategies, test learners in the classroom, select or develop tests for language programs and prepare learners to take tests beyond the classroom and language program. Many teachers meet their responsibility for preparing learners to take high- stakes computer-based language tests with some feelings of anxiety and even anger because of the possibility that taking a language test online may

disadvantage learners, keeping them from demonstrating the full extent of their ability. Issues of fairness to examinees are only one set of the concerns that technology raises for the testing process.

Based on data observation was conducted by the writer on 10 April and 31 July 2018 Tuesday it is observe the process of teaching learning and teachers practice in assessing speaking skill. It was held at MAN 2 Kota Serang. There were 2 teachers.

In this observation, the writer observed the classroom activity while the teacher practices to assess speaking skill. The observer also observed the teaching learning process of the activity happened, most of students felt enthusiasm to answer the question but also there were students not enthusiasm because they felt sleepy. Here the writer also monitored the students behavior while the students were study in the class, they felt interested and happy to follow the topic. It could be seen from their motivations to learn speaking was increasing.

Data from interview was taken from English teacher of MAN 2 Kota Serang. This interview was held on 10 and 31 July 2018 Tuesday after the writer observed the class. The writer

conducted the interview by using an Indonesian language. There are nine questions from the researcher. The detailed of observation can be seen at appendix, for describing each of the data (data from observation and interview), the writer described the data as below:

Table 4.1

NO	ASPECT OF OBSERVATION	YES	NO
I.	PRA LEARNING		
	1. Checking the readiness of space, learning tools and media	√	
	2. Check student readiness	√	
II.	OPENING LESSON		
	1. Conduct Apperception activities	√	
	2. Delivering the competencies to be achieved and planned activities	√	
III.	CORE ACTIVITIES OF LESSON		
	A. Mastery of Learning Materials		
	1. Demonstrate mastery of learning material	√	
		√	
	2. Linking material with other relevant	√	
		√	

	<p>knowledge</p> <p>3. Delivering material in accordance with the learning hierarchy</p> <p>4. Linking material to the reality of life</p>		
	<p>B. Learning Approach / Strategy</p> <p>1. Carry out learning in accordance with the competencies to be achieved</p> <p>2. Carry out learning according to the level of development and needs of students</p> <p>3. Implement learning in harmony</p> <p>4. Carry out coordinated learning</p> <p>5. Implement contextual learning</p> <p>6. Accommodating the diversity of the archipelago culture</p> <p>7. Carry out learning that allows positive habits to grow</p> <p>8. Carry out learning in accordance with the time allocated</p>	<p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p>	<p>√</p> <p>√</p> <p>√</p>

	<p>C. Utilization of Learning Media / Learning resources</p> <ol style="list-style-type: none"> 1. Demonstrate skills in media use 2. Produce interesting messages 3. Using media effectively and efficiently 4. Involve students in the use of media 	<p>√ √</p>	<p>√ √</p>
	<p>D. Learning that triggers and maintains student involvement</p> <ol style="list-style-type: none"> 1. Grow active participation of students in learning 2. Respond positively to student participation 3. Facilitating teacher-student and student interactions 4. Demonstrate an open attitude towards student responses 5. Shows conducive interpersonal relationships 6. Foster students' joy and enthusiasm in learning 	<p>√ √ √ √ √</p>	<p>√</p>

	<p>E. Special ability in learning in the field of study</p> <ol style="list-style-type: none"> 1. Demonstrate an economic attitude 2. Showing productive attitude 	<p>√ √</p>	
	<p>F. Assessment of learning processes and results</p> <ol style="list-style-type: none"> 1. Conduct an initial assessment 2. Monitor the progress of learning 3. Provide tasks according to competence 4. Conduct final assessment in accordance with competence 	<p>√ √ √ √</p>	
	<p>G. Use of Language</p> <ol style="list-style-type: none"> 1. Using spoken language clearly and smoothly 2. Using written language that is good and right 3. Deliver the message in the appropriate style 	<p>√ √ √</p>	

IV	CLOSING		
	A. Reflections and summaries of learning 1. Reflect on learning by involving students 2. Compile summaries by involving students		√ √
	B. Follow-up implementation 1. Provide direction, activities or tasks as part of the remedy 2. Provide direction, activities or tasks as part of enrichment	√ √	
	TOTAL	31	8
	RESULT	3,2	

$$\frac{31}{39} \times 4 = 3,2$$

Explanation :

3,3-4,0	very good
2,3-3,3	Good

1,3-2,3	Enough
score-1,3	Less

Based on the table above, the teacher get the score 3,2 which mean she has a good value. The teacher has process learning well. Start from panning of learning such as prepare of media ,the opening of learning by pray, and the teacher opened the learning by homework or project to continue the subject.

According to Nasution, the success of learning is a change that occurs in individuals who learn not only changes in knowledge but also shape skills, habits, attitudes, understanding, mastery, and appreciation in individuals who learn. From the sheet observation, the authors explain that before the learning takes place the teacher has prepared a clean room or not, checked the readiness of students, then opened subjects by apperception. In the core learning activities the teacher also masters learning materials well such as linking material with other knowledge and then conveying material with a contextual learning strategy. The teacher also uses learning media such as in focus and other teaching aids. Students also play an active role in learning such as

asking questions and answering. In this case the researcher concluded that before starting the learning the teacher prepared physically and mentally was a very authentic type of psychomotor learning success in the implementation of 2013 curriculum.

Psychomotor aspects included in the authentic assessment of the 2013 curriculum were seen from students active perceptions such as questions and answers conducted by the teacher. In addition to the psychomotor aspects the assessment of authentic speaking also includes the affective aspects, namely students respond positively when learning such as listening and speaking. At the authentic speaking assessment of 2013 curriculum refers to 3 aspects, namely the type of success in cognitive, psychomotor, and affective learning. In the type of success of cognitive learning in the assessment of authentic speaking the teacher has not been able to succeed in the cognitive aspect where students lack the ability to translate, interpret, determine, and solve problems. Students have not been able to compose words, formulate, and produce skills in speaking.

b) Interview

In the interview regarding the implementation of the 2013 curriculum in authentic assessment, respondents were

grade IX English teachers in MAN 2 kota serang, namely Muhammad Azis and Ima Nurhanida, because she had better understanding of the 2013 curriculum and authentic assessment in the curriculum. MAN 2 of kota Serang is one of the educational institutions that has become a pilot school in implementing the 2013 curriculum. According to her, the implementation of 2013 curriculum and authentic assessment in it are very appropriate in the teaching and learning process, because students are more emphasized actively in the learning process using the learning model scientific. 80 percent of the students who are more active in learning the rest of the teacher are only as moderators so that the teacher is also easier to assess students. Therefore many methods are used by the teacher so that the class remains conducive and avoids the saturation of students.

The implementation of authentic assessment 2013 curriculum, teachers were made more active because the 2013 curriculum and its assessment were different from KTSP. Where in the authentic assessment 2013 curriculum leads to attitudes, knowledge, and skills. The assessment is more

emphasized in the activeness of students to be more active in the learning process, because at each step and the actions of students will become their own portfolio in teacher assessment, this make students more careful in the learning process. The learning media used by the teacher mostly use in focus when most English lessons practice dialogue. Of all that is done by the teacher and students, the teacher has an important role that is making RPP, giving assignments, even though sometimes it is not appropriate between learning and RPP. Usually the task given is in the form of a test or dialogue in pairs. In its implementation the authentic assessment process is a bit complicated due to lack of training, workshops, and information about authentic assessments of 2013 curriculum.

The description of each assessment model becomes an important role in authentic assessment, the teacher also difficulties in portfolio assessment where all students are assessed at the same time lesson hours are so short and English lessons are only one meeting in one week. This 2013 curriculum, students are not too saturated in the learning process, because authentic assessment uses the scientific

learning model. Students are more active and creative in the learning process so that in the end can be seen from the attitudes and learning outcomes of students who are better.

Authentic types of assessment according to English teacher MAN 2 kota serang

- a. Oral interview, retelling story, project, teacher observation, portfolio.
- b. Objective and subjective tests
- c. Objective, written, oral assessment.
- d. Written (multiple choice, complete, compiled), unwritten (question and answer), portfolio, performance, project.
- e. Relevant, in accordance with the demands of the curriculum, indicators.
- f. Tests (oral, written), non-tests (observations, and questionnaires).
- g. Tests and quizzes.
- h. Written test, oral test, performance, project

The answer above shows that some teachers still do not understand authentic and not authentic judgments. This can be seen by including all types of assessments as authentic judgments.

From the types of authentic assessments that are known to the teacher, which are used in the class are as follows:

- a. Oral interview, portfolio, project
- b. Oral / written test, individual / group assignment, portfolio
- c. Listening, Speaking (pronunciation, fluency, vocabulary, intonation), reading (content, idea of paragraph, referring word, synonym, antonym), writing (vocabulary, grammar).
 1. Written (multiple choice, complete, compiled, true-false), unwritten (question and answer), portfolio, performance, project.
 2. Process, cognitive, affective, psychomotor
 3. Process assessment, UH, mid, authentic, Tes.
 4. Written, not written (oral), performance or project.

The answer above shows that the teacher has done an authentic assessment, although the meaning of authentic assessment for them is very diverse.

In the table above, it can be seen that the rubric speaking assessment has a score gradation, starting from the lowest 1 and the highest 5. The lowest score is given for the inappropriate response, wrong speech, wrong intonation, and not smooth pronunciation. While

the highest score is given for correct response, correct speech, correct intonation, and smooth pronunciation. As for the explanation of how to change the score 1-5 to hundreds (0-100). The following speaking assessment rubric is more complete. The rubric that they make is more detailed and the details are more detailed and clear starting from the score of 1 (very poor) to score 5 (excellent).

Table 4.2

Rubric speaking

No	Aspect	Score	Criteria
1	Fluency	60	If there is hesitation
		70	Smooth, but there is still hesitation
		80	Smooth
		90	Very smooth
2	Pronunciation	60	Almost all sayings are incorrect
		70	A small number of sayings are correct
		80	correct
		90	Most sayings are true All right words
3	Vocabulary	60	All sayings cannot be understood
		70	Some small words are

		80	understandable
		90	Most of the speech is understandable All sayings can be understood
4	Intonation	60	The pressure / rhythm of all words is wrong
		70	The pressure / rhythm of a small part of the word is correct
		80	The pressure / rhythm is mostly true
		90	Pressure / rhythm of all words, phrases, correct sentences

The assessment rubric above is an assessment aspect of speaking which has four aspects, namely (fluency, pronunciation, vocabulary, and intonation). For authentic assessment, the more detailed elements of the skill are assessed, the criteria for scoring are also detailed and clear, the more accurate the assessment given to students language skills. Therefore a good authentic assessment contains assessment indicators and scoring systems, ranging from the lowest score to the highest score.

Assessment scores can use a scale of 10 (0-10), a scale of 100 (0-100), a scale of 4 (0-4) and a scale of 5 (0-5), depending on the value-giving system in a school. It is better for schools to score according to the value-giving system that applies at the school. Scoring Rubric for speaking is seen from the aspect of fluency 60 When hesitation occurs, 70 is current but there is still hesitation, 80 Current 90 Very smooth. Aspects for pronunciation 60 Almost all sayings are incorrect, 70 A small portion of speech is correct, 80 Most sayings are true, 90 All sayings are true. Aspects for vocabulary 60 All utterances are incomprehensible, 70 A small portion of speech is understandable, 80 Most sayings are understandable, 90 All utterances can be understood. Aspects for intonation 60 All the wrong words / rhythms 70 A small portion of the correct pressure / rhythm, 80 Most of the words are correct, 90 All the words, phrases, sentences are correct.

Table 4.3

Table interval predicate KKM

KKM	Predicate			
	D = Less	C = Enough	B = Good	A = Excellent
75	$0 \leq D \leq 59$	$60 \leq C \leq 75$	$76 \leq B \leq 85$	$86 \leq A \leq 100$

From the table above, it is known that there are four predicate scores for students: less (D), enough (C), good (B), and very good (A). The KKM value that must be achieved by students is 75. After the author asks for the assessment speaking documentation, all grades of students are good.

Table 4.4

Criteria	If the response is right, speech is correct, intonation is correct, and pronunciation is smooth.	If the response is right, speech is correct, intonation is correct, and pronunciation is smooth.	If the response is correct, speech is correct, intonation is correct, and pronunciation is not smooth.	If the response is correct, speech is correct, intonation is wrong, and pronunciation is not smooth.	If the response is incorrect, speech is wrong, intonation is wrong, and pronunciation is not smooth.
Value	Excellent 5	Very good 4	Good 3	Fair 2	Poor 1

According to Jon Mueller authentic assessment is a form of assessment that students are asked to present tasks in real situations that demonstrate the application of meaningful essential skills and knowledge. A similar opinion was expressed by Richard J. Stiggins even Stiggins emphasized specific skills and competencies, to apply the skills and knowledge that had been mastered.

Table 4.5

No	Name	Aspect of Assessment				Score	
		Fluency	Pronunciation	vocabulary	Intonation		
1	ACP	84	84	84	84	84	B
2	AFR	84	84	85	85	84,5	B
3	AUH	87	85	86	87	86,25	A
4	BSS	87	87	87	87	87	A
5	DDA	85	85	85	85	85	B

According to O 'Malley and Pierce, authentic assessment is an evaluation process that uses various forms of performance measurement that describe the acquisition of student learning outcomes, motivation and behavior in learning. activities. Furthermore, According to Taufina authentic assessment as a process to describe changes in students after the learning process occurs. Thus, assessment

is no longer merely the achievement of learning objectives, but is an effort to obtain various information on a periodic, continuous, and comprehensive basis about student learning processes and outcomes.

According to Arifin, assessment is the process or activity of systematic and continuous for can information about process and student learning outcomes in frame work make end to end be based on criteria and the sympathetic. Assessment don't just limit of just score, however to assessment the teacher can celebrate achievement and support the student in side learning challenge.

This sample of assessment from the teacher used in speaking skills. The teacher used some aspect such as fluency, pronunciation, intonation , vocabulary. According to Nunan there are some types that must be tasted such as grammar, vocabulary, comprehension, fluency, pronunciation and task. The teacher of Man 2 Serang less authentic because the teacher only use four aspect and Nunan explain there are six aspect.

The teacher said that she is only use four aspect such as fluency, pronunciation vocabulary and intonation because it's must be improve from students. Speaking is difficult for students. They get problem to

get vocabulary so that the teacher gives them vocabulary aspects to assess especially in speaking.

The second point is pronunciation is still weak because we know English is not first/ second language but foreign language. Intonation is important when the students up their voice, there is emphasize word. The last is fluency, its most difficult because to arrange word by word need exercise.

The writer conclude that why the teacher is less to implement authentic assessment like Nunan because we should attention students comprehension at Man 2 kota Serang. Furthermore the teacher must hard work to make students speak up in the class. The teacher combine the score and divide to final score.

The assessment must doing with be planned and good star from the instrument, the instrument structure, the instrument research, implementation of assessment, analysis result of assessment and continuous of program assessment result. When this matter do then the teacher can grade level the student learning of result in achievement attitude competition, skill and knowledge in a maximal after the student finish the following learning process.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

From several chapters that have been described in the discussion

earlier, it can be drawn conclusions are as follows:

1. The finally, the writer has identified in teacher design speaking assessment, sometimes the assessment gotten from the student speak, student presentation in front of the class, make the portfolio or journal and so on. When the writer doing the observation in this place, the teacher was teaching English with the object about descriptive text for preparing, the teacher makes column of rubric directly that suitable with that thought for getting the student score.
2. Supporting factors in the implementing the authentic assessment of the 2013 curriculum, the learners are more active in the learning process, the schools conduct training and workshops in improving the quality of educators in understanding the implementation of the 2013 curriculum and authentic assessment,

and the management and school circumstances are very supportive both infrastructure facilities as well as in terms of quality and quantity of educators, education personnel, and learners. While the obstacles in the implementation of the authentic assessment of the 2013 curriculum, because educators cannot judge the students one by one due to less long lessons, and this English lesson is only 2 hours of lessons in a week. Lack of training and workshops provided by the education ministry in understanding the authentic assessment of the 2013 curriculum.

B. Suggestions

After doing the research in MAN 2 Kota Serang, the researcher would like to give some suggestions:

For the teacher:

1. The implementation of authentic speaking assessment is suggestion for all of English teacher especially on teaching speaking ability for giving authentic assessment
2. Using speaking assessment has given most meaningful for all of English teacher in teaching and learning process, so that a lot of English teachers have to apply their teaching especially in giving authentic assessment

For the Students:

The students should have good motivation in studying English especially in English speaking.

The activity of speaking is not easy for the students. The student have difficulty when they should spoken a good speaker. Because every student has not experiences about spoken English before. It makes them difficult to determine word, grammar, pronunciation, fluency that used to make a good speaking.