

CHAPTER I

INTRODUCTION

A. The Background of the Research

Many people have mistaken in expressing their ideas, and then they can express their ideas by writing, because writing is the most important skill that be mastered in using a language. Writing skill has significances in improve a communicative competence of learning the language. By writing, the people can describe another people, place or unite time, telling stories and many others. But to learn a good writing is not easy and it comes from their self (self-motivation), as Jeremy Harmer said that “Another powerful disincentive is the fear that they have nothing to say”.¹

According to Richard, “Writing is usually thought to be the other skill to acquire and should only be taught after students have learned the other skills”.² Writing is more difficult than other skills for students, because in writing activity the students need idea to increase their writing ability.

¹ Harmer, Jeremy, *How to Teach Writing*, (Essex: Pearson Longman, 2004), p.61

² Jack C. Richard and Willy A. Renandya, *Methodology in Language Teaching: An Anthology of Current Teaching*, (Cambridge: Cambridge University Press, 2002), p.304

When the writer observed at SMAN Pontang, the writer was found out that writing is the most difficult skill for the students. Because they cannot imagine and do not know the process how to write something. They have difficulties not only in organizing and expressing their ideas but also in grammar and vocabulary. When in the class, the teacher gives their students' exercise to write in descriptive text. Meanwhile, the students are still confused and they feel difficulties in writing a text because they do not know to start writing and the result of students writing is still categorized low.

One of the biggest skills the teachers have faced in the classroom has to do with writing. Teacher has to take care of student's motivation, their level of writing and more attention about the assessment by the test. Then more of purposes in teaching writing like to the teacher as facilities the students in teaching writing. It has to apply in our curriculum. But the most of English teacher especially in teaching writing their not to apply the arrangement of curriculum, one of the problem is to giving assessment.

Whereas, in using assessment is very easy to know about the students skill that the assessment is very important in teaching and learning English. Assessment is a process by which information is

obtained relatively to some known objective or goal. But there more important, that the evaluation is very important in teaching writing. There is an approach in evaluation, which is giving the test. But a new approach to evaluation is authentic assessment. The authentic assessment is process collecting student assessment directly.

Nowadays, many types for giving authentic assessment especially in assessment writing such as oral interview, text retelling, writing samples, project, experiment, portfolios, rubric and other. But in this research, the writer will take by rubric. Because by the rubric, it can make teacher easy to apply the assessment writing, and we must to know that the rubric is one of authentic assessment tool.

From explanation above, that using writing rubric at SMAN Pontang has demanded from ministry of education law which has changed about the assessment that using rubric is very important to know students information and authentic assessment is one of the way for using writing rubric.

This paper explores various ways in which authentic assessment is being interpreted and the relationship between these different interpretations and the original focus of authenticity in learning. The paper explores briefly the ways in which implicit and

explicit beliefs about the nature of learning and knowledge formation direct the ways in which authentic assessment is interpreted and used.

From explanation above, the writer concludes that it is very difficult for the teacher in giving authentic assessment using writing rubric. But the problem does not only come from the teacher, but also from the students to make lazy using writing rubric to giving authentic assessment.

Based on the problem happens on the language learner, the writer wants to analyze the authentic assessment in using writing rubric and giving solution when the teacher giving the authentic assessment, especially in writing assessment. Then the writer has motivation to do research. Actually, there are many kinds of activities in using assessment in the classroom. But the writers will be discussing about **“The Implementation of Authentic Assessment Using Writing Rubric”** at First Grade of SMAN Pontang and the researches use a case study. To support the research, in the researcher uses some instruments of the research are observations and writing test.

B. Identification of Problem

In line with the background exposed above, the problem can be identified as followed:

1. The teacher not to apply the arrangement of curriculum such as to giving assessment.
2. The teacher still never using writing rubric.
3. The teacher worries to giving authentic assessment using writing rubric.
4. The teacher unobservant the authentic assessment using writing rubric.
5. The teacher is lazy to using writing rubric.

C. Limitation of Problem

There are many kind of type's authentic assessment by the teacher in teaching and learning process to giving assessment. The limitation is important to make this research. Therefore, this research focuses on finding the using writing rubric in writing assessment at first grade of SMAN Pontang. This research focused on the teachers using writing rubric in writing assessment. On the background exposed above that the teacher still never to use and not to apply the writing rubric in

teaching and learning process follows the teacher implementation using writing rubric.

D. Research Question

In line with the limitation problem exposed above, anyway we can identify that the problem will be studied in this research as followed:

1. How does the teacher design writing rubric?
2. How is the teacher implementation of writing rubric?
3. What is the teacher problem in using writing rubric?
4. What is the students' respond on writing rubric?

E. Objective of the Research

Based on the set of problem above, so the research aims of this study are:

1. To know the teachers design writing rubric.
2. To know the teacher implementation in writing rubric.
3. To know the teacher problem in using writing rubric.
4. To know the students' respond on writing rubric.

F. Organization of Writing

The clarification of the term consists of five chapters as follows:

Chapter I : Introduction. This chapter consists of Background of the Research, Identification of the Problem, The Limitation of the Problem, Research Question, Objective of the Research, and Organization of Writing.

Chapter II : Theoretical Framework. It contains theory of writing (Definition of writing, kinds of writing, descriptive text, testing of writing). Assessment authentic (definition of assessment, purposes of assessment, definition of authentic assessment, characteristics of authentic assessment, designing of authentic assessment, steps of authentic assessment) and the Rubric (define rubric, the parts of a rubric, and the design of the scoring rubrics).

Chapter III : Research Methodology. It contains method of research, the setting and the time of research, respondent, technique of data collecting, technique of data analyzing.

Chapter IV : Will talk the result of the research. It contains description of data and interpretation of data.

Chapter V : Closing. It contains of the conclusions and suggestions.