

CHAPTER II

THEORETICAL REVIEW

This chapter gives the theoretical description of the research. The theoretical review is aimed to give direction to what extent the research that be conducted. This chapter covers assessment, authentic assessment, designing good assessment, the 2013 curriculum definition.

2.1 Theoretical description

This subchapter gives definition and argumentation from credible source to support the researcher.

2.1.1 Assessment

Assessment of learning outcomes can be used as a reflection and evaluation for teachers to the quality of learning that has been done. The series of interrelated activities in the learning process, starting from the preparation of learning activities, the implementation of learning activities by applying methods, strategies, media, and learning models, as well as various other supporting things, can be measured the success rate through the assessment of learning outcomes. Minimum Criteria of Mastery Learning (KKM) can be a reference in determining the success rate of a learning activity. If the learning outcomes of learners in daily or formative tests are in accordance with the KKM or exceed it can be said the process of learning done by the teacher succeeded, otherwise if student learning outcomes are still under the KKM, it can be said that the learning process done by teachers has not been successful, and can be reviewed back to what parts need to be fixed, whether at the preparatory stage or the stage of implementation.

Assessment of student learning outcomes is something that is very important and strategic in learning activities. Assessment is one of the activities that should be done by teachers and students of a series of learning activities undertaken. Activities undertaken by the teacher are planned and should establish a valid linkage and linkage between the indicators, objectives and assessments to be measured or assessed because their inconsistencies can cause problems, if the assessment is not appropriate for the learning objectives, the assessment results do

not reflect the achievement of the learning objectives (Anderson & Krathwohl, 2010). As the party responsible for the success of the learning activities, teacher required to be able to prepare and conduct a good assessment, so that the learning objectives that have been set can be achieved optimally (Suwandi, 2011). Assessment of learning outcomes can also find out how much success students master the competencies or materials that have been taught by the teacher. Assessment can also be used as a reference to see the level of success or effectiveness of teachers in learning.

Therefore, assessment of learning should be done well, ranging from instrument determination, instrument preparation, instrument review, assessment implementation, analysis of assessment results and follow-up program of assessment results. A good learning assessment will provide useful information in improving the quality of the teaching and learning process. Conversely, if there is a mistake in the assessment of learning, there will be misinformation about the quality of the learning process and ultimately the real educational goals will not be achieved.

2.1.1.1 Authentic Assessment

Authentic assessment is a part of assessment in 2013 curriculum. O'malley and Pierce said that authentic assessment is the multiple of assessment that shows student learning process in the form of achievement, motivation, and attitudes relevant to classroom activities. Meanwhile, according to Newton Public Schools (in Syofiana, 2010) Authentic assessment is an assessment of the products and performance associated with real-life experiences of learners.

By considering the statements above, it means that authentic assessment covers three aspects to be measured and evaluated such as assess the students' cognitive, affective, and psychomotor. The teachers should assess those aspects in order to know the development of the students since teaching learning process before.

2.1.1.2 Assessment in Curriculum 2013

As stated in Assessment Guide of Learner's Competence Achievement for Junior high school 2014, assessment in curriculum 2013 should include aspects of knowledge, skills, and attitudes as a whole and proportional, in accordance with the core competencies that have been determined. Suryadi (2016) stated that curriculum assessment in 2013 is not only focused on aspects of knowledge (cognitive) alone but also covers aspects of attitudes (affective) and aspects of skills (psychomotor). In addition to differences in the range of knowledge and skills assessment aspects also include a predicate based on the value obtained by the students. The teachers can assess the students' knowledge through written tests, oral tests, and assignments. In the aspect of skills, teachers can assess through performance assessment that is the assessment that requires students to demonstrate a certain competence by using the practice test, project, and portfolio assessment. According to Hermayawati (2017), there are four principles the assessment process in the 2013 curriculum such as: 1) measuring students' thinking level from low to higher-order thinking; 2) emphasizing questions that require profound thought, not just rote or memorizing; 3) measuring the students working process, not just the students working achievements; and 4) using student learning portfolios.

Meanwhile, there are two kinds of attitude aspects; it is spiritual attitudes and social attitudes, where the assessment only lists the predicate that is obtained by students. In the attitude aspect teacher can assess student through some instruments such as direct observation from the teachers themselves, student's self-assessment and peer student assessment among themselves and other, and the event that happen in or outside the classroom in the form of teacher's journal. Moreover the assessment form in curriculum 2013 also focuses on individual character of each student.

Besides, other thing that is important and should be paid attention when conducting assessments based on 2013 curriculum are: a) Minimum Criteria of Mastery Learning (KKM), remedial, and enrichment (the Assessment Guide of Learner's Competence Achievement for Junior high school, 2014).

Minimum criteria of mastery learning which is called KKM is learning completeness criteria determined by the education unit with reference to the standard of competence graduates. In setting KKM, unit education should formulate together between principals, teachers and other education personnel. KKM formulated by taking into account at least three (3) aspects: the characteristics of learners (intake), characteristics of the subjects (the complexity of the material / competencies), and the condition of the education unit (carrying capacity) on the process of achieving competence.

A remedial learning is learning program for learners who have not yet reached KKM in a certain basic competence. Learning remedial given immediately after the participant has not reached KKM unknown. Remedial learning is done to meet the needs / rights of learners. In remedial learning, educators help learners to understand the difficulties faced learn independently, to overcome the difficulties by improving their own learning and attitude learning to encourage the achievement of optimal learning results.

Enrichment is a learning program that is given to students who have exceeded the KKM. Enrichment focuses on deepening and widening of the competencies learned. Enrichment is usually given as soon as the students are known to have reached KKM. Learning enrichment is usually only given once, not repeatedly as remedial learning. Learning enrichment generally does not end with assessments.

2.1.1.3 Assessment Mechanism

According to Permendikbud no. 23 2016 the mechanism of assessment of learning outcomes by educators: a) the design of assessment strategies by educators is done at the time of preparation of learning implementation plan (RPP) based on syllabus; b) attitude aspect assessment is conducted through observation / observation and other relevant assessment techniques, and the reporting becomes the responsibility of the homeroom teacher or classroom teacher; c) the assessment of the knowledge aspect is done through written test, oral test, and assignment in accordance with the assessed competency; d) skills assessment is conducted through practice, products, projects, portfolios, or other

techniques in accordance with the assessed competencies; e) learners who have not reached the KKM of educational units should follow remedial lessons; and f) the results of the assessment of the achievement of knowledge and skills of learners are presented in the form of numbers or description.

2.1.1.4 Formative Assessment

According to Brown, 2003 formative assessment is evaluating students in the process of “forming” their competencies and skills with the goal of helping them to continue that growth process. The key to such formation is the delivery (by the teacher) and internalization by the students of appropriate feedback on performance, with an eye toward the future continuation (or formation) of learning. Formative assessment can often be performed, whether formal or informal. It provides for the teacher with more detailed, a continuous feedback, and a comprehensive understanding of what help students need so that teachers can decide to use what kind of teaching methods according to the different students’ need.

Daily test also is one of formative assessment. According to Premendikbud no 66 (2013) daily test is done periodically to access the learners’ competence after completing one basic competence one more. It is done to measure the students competence achievement continually in the learning process to monitor the progress and improvement the students’ result of learning. Daily test is performed by the teachers integrated with the process of learning in the form of tests or assignments. Planning daily test and giving project by the teachers should base on syllabus and are described in the lesson plan.

2.1.2 Criteria of a Good Test

When designing an assessment, the teacher should know and understand the criteria of good test. Good test have many criteria from the expert and other criteria provide different checklist or question. Criteria of good test here allocate to evaluate the test that the teacher made. According to Rajhy, 2014 a good test should have a positive effect on learning and teaching should result in improved learning habits. The test should enable the teacher to find out which parts of the

language program cause difficulty for the class. A good test should also motivate by measuring student performance without in any way setting "traps" for them. A well-developed test should provide an opportunity for students to show their ability to perform certain language tasks. A test should be constructed with the goal of having students learn from their weaknesses. In this way a good test can be used as a valuable teaching tool.

2.1.3 Designing test

Procedures of assessing of learning and learning outcomes by educators conducted in the order: a) set the objectives of the assessment with refer to the lesson plan that has been prepared; b) arrange the blue print of assessment; c) make assessment instruments and assessment guidelines; d) conduct analysis of instrument quality; e) do assessment; f) process, analyze, and interpret the results of the assessment; g) report on assessment results; and h. utilizing the assessment report.

To design a test, there are three technics that the teachers can use to assess the students:

2.1.3.1 Written test

Written test is test which the questions and the answers are in the form of writing such as multiple choice, true false, matching, and essay. There are some steps that must be prepared and developed for designing written test: a) checking the basic competences and indicator; b) setting goals ratings; c) arranging the blue print; d) writing the questions of the test based on the blue print and the rule-writing.

2.1.3.2 Oral test

An oral is questions that are given orally by the teachers and learners respond to the questions orally during the learning process. In addition to the acquisition of knowledge aims at checking the learners (assessment of learning), Oral tests are mainly used for the improvement of learning (assessment for learning).

Oral test also can cultivate an attitude of daring argues, confidence, and ability to communicate effectively. Oral test can also be used to see the interest of

learners against the material being taught and motivation of learners in learning (assessment as learning).

2.1.3.3 Assignment

Assignment is giving tasks to students to measure and / or facilitate the learners

acquire or improve knowledge. Assignment is given to measure the knowledge to do after the learning process (assessment of learning). While the assignment to improve the knowledge provided before and / or during the learning process (assessment for learning).

2.1.3 The 2013 curriculum

A curriculum is a plan for learning consisting of two major dimensions, vision and structure. The definition of curriculum according to Government Regulation Number .19 Year 2005 on National Education Standards is a set of plans and arrangements regarding the purpose, content, and teaching materials and methods as a guide of the implementation of learning activities to achieve specific educational goals. In Indonesia, the curriculum has changed many times and the newest curriculum is the 2013 curriculum. The 2013 curriculum is competency and character based curriculum. The 2013 curriculum was born as a response to the various criticisms of School Based Curriculum 2006. It is in accordance with the development needs and the world of work. The 2013 curriculum is one of the government's efforts to resolve the various problems being faced by the world of education today (Premendikbud no 59, 2014). Basically, there are four elements of curriculum change in 2013, the Graduate Competency Standards, Content Standards (core competence and basic competences), Standard Process, and Assessment Standards. Orientation Curriculum 2013 is an increase in the balance between competence and attitude (affective), skills (psychomotor) and knowledge (cognitive).

About the 2013 Curriculum Objectives according to Fadlillah (2014: 25) among others as follows. 1) Improving the quality of education by balancing hard skills and soft skills through the ability of attitude, skills, and knowledge in order facing growing global challenges. 2) Establish and improve productive, creative

human resources and innovative as the development capital of the nation and state of Indonesia. 3) Relieve educators in delivering materials and preparing teaching administration, because the government has prepared all the components curriculum and textbooks used in learning. 4) Increasing the participation of central and local governments and citizens equally in determining and controlling the inner quality implementation of curriculum at the educational unit level. 5) Increasing fair competition among quality education units education to be achieved. Because schools are given flexibility to develop curriculum 2013 in accordance with the conditions of educational units, the needs of learners, and the potential of the region. From some of descriptions above, the researcher concludes that the objectives of the Curriculum 2013 is to prepare students' ability to become a human resource that are productive, creative and innovative by trying to improve as well balancing the hard skills and soft skills of the students.

2.2 Previous study

As supporting arguments of the research, the researcher takes some previous study. First, the research conducted by Ray Suryadi in 2016 entitled “The Implementation of Assessment in Curriculum 2013 in English Subject of SMPN Bulukumba”. The research result was to find out the description of the implementation of the Assessment in Curriculum 2013 in English Subject of SMPN Bulukumba, to identify the problems that the teachers face when implementing the assessment of Curriculum 2013 and to find out the solution of the problems. The research showed some points of problem in the teachers' perception on the assessment in curriculum 2013, such as: teachers face problems dealing with the curriculum changing particularly in assessment process, teachers face problems dealing with the assessment integration of listening to speaking and reading to writing, and teachers face problems dealing with student's attitude assessment.

The second research is from Abdullah in 2016 entitled “An Analysis of Authentic Assessment in 2013 Curriculum Used by English Teacher at SMA Negeri 4 Malang. This research proved that there are problems in applying the authentic assessment. From the result, he concluded that the English teachers

experienced the obstacles in creating the scoring rubric of performance assessments and giving scores in the group work.

The third research had finished by Hermayawati in 2017 entitled “An Analysis on the English Teachers’ Understanding in Implementing the 2013 Curriculum”. This research found that the English teachers still had less understanding about the 2013 curriculum and they still got difficulties in assessing the students.

Even though the researches above have similarity with this research about implementation of the Assessment in Curriculum 2013 and the problem, but this researcher will focus on describing and finding the English teachers’ problem in designing assessment.

2.3 Conceptual framework

After applied the 2013 curriculum, it is indicated that there are several problems that faced by the English teacher, one of them is assessment. In fact, assessment is important to do by the teachers to evaluate the learning process that they have already conducted. According to Brown, 2003 two functions are commonly identified in the literature: formative and summative assessment. However, in this study formative become a focus to analyse because it is crucial to give an on-going feedback to the students to see whether or not they have improvement on their learning process. Since in Indonesia it applied the 2013 curriculum, so that the formative assessment that the English teachers should design should be based on the 2013 curriculum itself with emphasize on cognitive which is related to knowledge aspect, psychomotor which is related to skills aspect, and affective which is related to attitude aspect. Therefore, this study was conducted to analyse how the English teachers’ problems in designing formative assessment based on the 2013 curriculum.

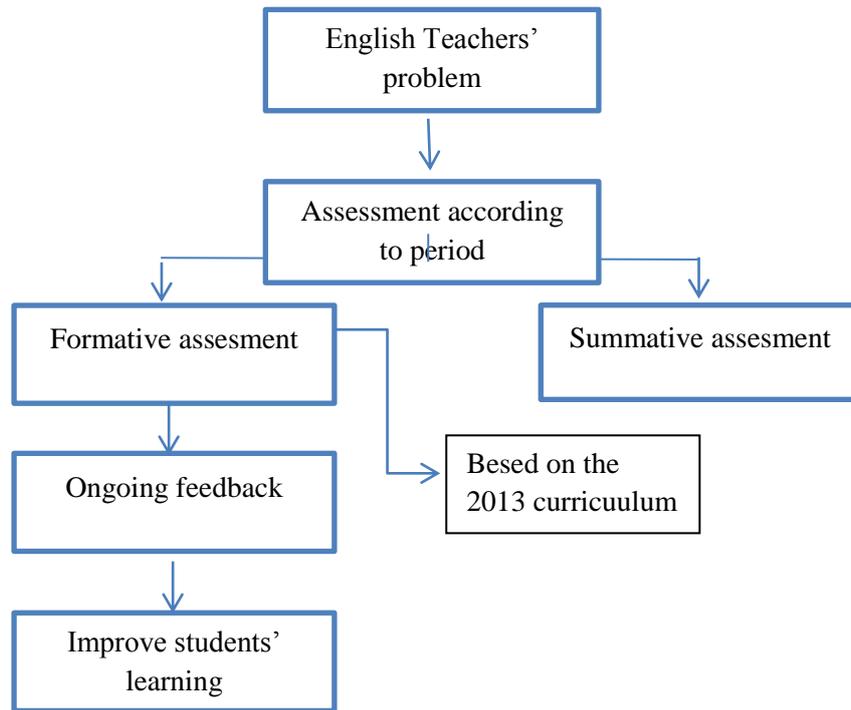


Figure 2.1 Conceptual Framework

