

## ABSTRACT

**Diana, Wafiroh.** 2019. *Portraying on the English Teachers' Problem in Designing Formative Assessment Based on 2013 Curriculum.* Thesis. Undergraduate Program. Universitas Mercu Buana Yogyakarta. Advisor: Elysa Hartati, S.Pd., M.Pd.

**Keywords:** *Formative Assessment, 2013 Curriculum, Teachers' problem.*

The development of era made governments to develop curriculum as a guideline of education to be better. The 2013 curriculum is the newest curriculum and still implemented until now. The transformation of curriculum from the School-Based curriculum to the 2013 curriculum affected many problems that faced by teachers since the implementation of the 2013 curriculum. One of the problem that the teachers face when implementing 2013 curriculum is when they design the assessment of learning because they do not only assess the students' cognitive, but also assess the attitude and skills.

By considering the problem above, the researcher wanted to analyze the problems that the teachers face during in designing the formative assessment. This research intended to investigate: 1) teachers' understanding about assessment based on the 2013 curriculum; (2) the teachers' problem found in designing formative assessment based on the 2013 curriculum.

This research was in the type of descriptive qualitative research that describes the phenomena that occur in schools. The subjects of this research are 7 English teachers of junior high schools in Sleman regency. The data will be collected through interview and documentation. The results showed that most of the English teachers in four schools of Sleman regency still had problems in designing and implementating the formative assessment based on the 2013 curriculum namely: (1) 100% of teachers still did not understand related to the 2013 curriculum and formative assessment based on the 2013 curriculum well; (2) 86% of teachers said that they have any difficulties in designing knowledge test in making the test item and selecting the good text for assessment that adjust with the students capability; (3) 100% teachers did not qualify the test item quantity of daily test which they made the multiple choice items were less than 40 test item; (4) 100% did not assess all four skills in every chapter, they only assess 2 or 3 skills in a chapter; (5) 86% of teachers did not assess the students integrated; (6) 14% of teachers did not apply attitude assessment because she know that teachers only assess knowledge and skills; (7) 100% of teachers argued that they put all rubric scoring for all skill, but the fact, they miss some skills in their lesson plan such as listening.

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Perkembangan jaman membuat pemerintah mengembangkan kurikulum sebagai pedoman pendidikan menjadi lebih baik. Kurikulum 2013 adalah kurikulum terbaru dan masih diimplementasikan sampai sekarang. Transformasi kurikulum dari kurikulum KTSP ke kurikulum 2013 mempengaruhi banyak masalah yang dihadapi guru sejak pelaksanaan kurikulum 2013. Salah satu masalah yang dihadapi guru saat menerapkan kurikulum 2013 adalah ketika mereka merancang penilaian pembelajaran karena mereka tidak hanya menilai kognitif siswa, tapi juga menilai sikap dan keterampilan.

Dengan mempertimbangkan masalah di atas, peneliti ingin menganalisis permasalahan yang dihadapi guru dalam merancang penilaian formatif. Penelitian ini bertujuan untuk menyelidiki: (1) pemahaman guru dalam merancang penilaian berdasarkan kurikulum 2013; 2) masalah guru yang ditemukan dalam merancang penilaian formatif berdasarkan kurikulum 2013.

Penelitian ini akan menjadi jenis penelitian deskriptif kualitatif yang menggambarkan fenomena yang terjadi di sekolah. Subjek penelitian ada 7 guru bahasa Inggris sekolah menengah pertama di Kabupaten Sleman. Data akan dikumpulkan melalui wawancara, dokumentasi. Hasil penelitian menunjukkan bahwa sebagian besar guru Bahasa Inggris SMP di kabupaten Sleman masih memiliki masalah dalam mendesain dan mengimplementasikan penilaian formatif sesuai kurikulum 2013 antara lain: (1) 100% guru tidak paham tentang kurikulum 2013 dan penilaian formatif berdasarkan kurikulum 2013 dengan baik; (2) 86% guru berkata bahwa mereka memiliki kendala dalam membuat butir soal dan seleksi teks yang bagus untuk penilaian yang sesuai dengan kemampuan siswa ; (3) 100% guru tidak memenuhi syarat jumlah butir soal dari ulangan harian yang mereka buat pilihan ganda kurang dari 40 butir soal; (4) 100% guru tidak menilai semua keterampilan di setiap bab, mereka hanya menilai 2 atau 3 keterampilan dalam satu bab; (5) 86% guru tidak menilai siswa dengan integrasi; (6) 14% guru tidak mengaplikasikan penilaian sikap karena beliau hanya mengetahui bahwa penilaian hanya pengetahuan dan keterampilan saja; (7) 100% guru mengatakan bahwa mereka membuat skor penilaian untuk semua keterampilan, namun faktanya mereka tidak memasukkannya di dalam RPP seperti keterampilan menyimak