

CHAPTER I

INTRODUCTION

A. Background of the Study

English is one of the most important subjects taught in school. It is part of the National Curriculum. Therefore, English teachers play a significant role in schools. In senior high schools, English is taught comprehensively, including speaking, writing, listening, and reading skills. In Indonesia, English is one of the core subjects studied from elementary to university level. However, English is taught as a foreign language, which means its use is often limited. Nevertheless, learning English as a foreign language remains crucial, especially in the field of education. According to Al-Khalil (2017: 123) in his journal, “Due to the importance of English as an international language whereby education and cultures are exchanged at all levels, English proficiency is essential”. This underscores the vital role of teachers in fostering students' English language skills.

To develop students' potential and achieve educational goals, various elements must work together, including educators, facilities, infrastructure, and most importantly, the curriculum. According to Law No. 20 of 2003 concerning the National Education System, “The curriculum is a set of plans and arrangements regarding the content and subject matter as well as the methods used to guide teaching and learning activities”.

The curriculum serves as the foundation that determines the direction of education. The success of education heavily depends on the curriculum in use. Beginning in 2022, the government introduced a new curriculum known as the Independent Curriculum

(*Kurikulum Merdeka*). The Independent Curriculum emphasizes flexibility and provides schools with greater autonomy in designing their teaching processes. Its focus is on a more holistic approach to learning, with greater emphasis on student-centered, project-based, and interdisciplinary learning.

The learning process within the Independent Curriculum is designed to align with basic competencies formulated within its framework. Meanwhile, assessment activities are carried out to measure and evaluate the level of achievement of these competencies. Assessments are also used to identify strengths and weaknesses in the learning process, serving as the foundation for making improvements. Therefore, a well-structured curriculum and an effective learning process must be supported by a planned and sustainable assessment system.

Assessment is a systematic and systemic process involving data collection, analysis, and evaluation to determine the effectiveness of an educational program (Hamid, 2011: 15). It plays a fundamental role in education, bridging teaching and learning. Effective assessment ensures that learning goals are achieved, providing teachers with insights into students' understanding and competencies. Amua-Sekyi highlights that assessment facilitates communication between teachers and students, providing evidence of students' learning progress and offering a basis for reflection and improvement (as cited in Lestari, 2022: 206).

The Independent Curriculum emphasizes authentic assessment as a key component. Authentic assessment involves evaluating students based on real-world tasks and their performance throughout the learning process, focusing on the interconnected aspects of knowledge, skills, and attitudes. This approach is intended to foster active learning and

prepare students for practical applications in real-life scenarios (Permendikbud Number 66, 2013). Authentic assessment is crucial for English language teaching as it enables teachers to assess cognitive, affective, and psychomotor aspects comprehensively (Saputri et al., 2018: 270).

However, several challenges remain in implementing authentic assessment. Wahyuni (2020: 4) found that teachers often face obstacles such as a lack of understanding of authentic assessment, time constraints, limited infrastructure, and difficulties in applying certain models. Similarly, Al Fama (2015: iv) reported that teachers' knowledge and experience significantly influence the effectiveness of assessment implementation. Teachers with sufficient knowledge and training in authentic assessment are better equipped to implement it successfully. Trisanti (2014: 1173) further highlighted that many teachers still struggle with understanding and applying the curriculum effectively due to complex procedures and challenging classroom conditions.

Based on these findings, the researcher was inspired to investigate this issue further, focusing on authentic assessment within the framework of the Independent Curriculum. Thus, this study is titled "**An Analysis on Teacher's Authentic Assessment Types in English Teaching at MAN 2 Padang Grade XI.**"

B. Focus of the Study

In this study, the researcher focused on the authentic assessment and its types used by the English teacher in English class at MAN 2 Padang Grade XI.

C. Research Question

1. How is the English teacher's authentic assessment implemented in English class at MAN 2 Padang Grade XI?
2. What types of authentic assessment the English teacher use in English class at MAN 2 Padang Grade XI?

D. Purpose of the Study

1. To analyse the teacher's authentic assessment in English class at MAN 2 Padang Grade XI.
2. To know the types of authentic assessment the English teacher use in English class at MAN 2 Padang Grade XI.

E. Significance of the Study

1. Theoretically

This study provided information related to the teacher's authentic assessment and its types in English teaching. This research also offered a valuable overview for further research that wants to do research on the same case, so this research becomes useful information and useful reference for further research.

2. Practically

- a. For Teachers

The researcher hoped that the results of this study would be useful for other teachers in implementing authentic assessment and its types in English teaching. So, teachers can assess students better.

- b. For the Next Researchers

As a reference and consideration for further research.

F. Definition of Key Terms

a. Assessment

Assessment is the systematic process of collecting, analysing, and interpreting information to measure the level of achievement of learning objectives and competencies. It involves gathering evidence of students' performance during the learning process and evaluating their progress to make decisions regarding teaching and learning outcomes. According to Hamid (2011: 15), assessment is a structured approach to determining the effectiveness and efficiency of an educational program.

b. Authentic Assessment

Authentic assessment refers to the comprehensive evaluation of students' learning, focusing on real-world tasks that require the application of knowledge, skills, and attitudes. It measures the learning process and outcomes holistically, emphasizing practical application over rote memorization. Saputri et al. (2018: 270) describe authentic assessment as an approach that captures students' cognitive, affective, and psychomotor development in real-life contexts during teaching and learning activities.

c. Independent Curriculum

The independent Curriculum (*Kurikulum Merdeka*) is an educational framework introduced in Indonesia in 2022 to provide greater flexibility for schools in designing learning activities and assessments. It emphasizes a student-centered approach, interdisciplinary learning, and project-based activities to develop students' competencies holistically. According to Kemendikbud (2022), the Independent Curriculum aims to foster creativity, independence, and critical thinking through adaptive and relevant teaching practices.