#### **CHAPTER I**

#### INTRODUCTION

This chapter presents and discusses the area of research background, research questions, objectives of the research, scope and limits of the research, significance of the research and definition of key terms.

## A. Research Background

2013 Curriculum is the newest curriculum in Indonesian country. The implementation of 2013 curriculum has been legally defined on June 2013 by the minister of education and culture. Although the 2013 curriculum has been implemented since 2013 but many teachers still remain confused about the assessment. According to Tuti in National dialog and consultation about 2013 Curriculum, she stated that the first teachers' problem in 2013 implementation is about assessment under 2013 Curriculum. However, assessment is the most important components in education. Assessment touches the whole aspects in learning process. The scope of assessment under 2013 curriculum is an assessment of the students' learning achievement includes attitude competence,

<sup>&</sup>lt;sup>1</sup> Indonesian Ministry of Education and Culture, *PERMENDIKBUD*; *Number 81, 2013 about The Implementation of Curriculum*, (Jakarta: Permendikbud RI, 2013).

<sup>&</sup>lt;sup>2</sup> Agnes Tuti Rumiati, "*Tiga Masalah Guru dalam Implementasi Kurikulum 2013*", (http://m.okezone.com/read/2014/10/16/65/1052959/tiga-masalah-guru-dalam-implementasi-kurikulum-2013, accessed on August 8<sup>th</sup>, 2015)

<sup>&</sup>lt;sup>3</sup> Janet Loony, "Making It Happen: Formative Assessment and Educational Technologies". *Thinking Deeper Research Paper*. No.1- part. 3, p. 2.

knowledge competence and skill competence.<sup>4</sup> It means that the assessment of 2013 curriculum is based on students' competence, including: attitude competence assessment, knowledge competence assessment and skills competence assessment.

In this research, the researcher emphasizes on knowledge assessment based on 2013 Curriculum because this assessment is directly related to students' comprehension of materials which have been taught in the class. Students' comprehension of knowledge or materials is the main goal in teaching and learning process. It is because students are required to master the concepts of science or knowledge through teaching and learning process.<sup>5</sup>

Furthermore, knowledge competence is a dominant aspect which gets attention. In language lesson (English or Bahasa Indonesia), although it emphasizes on students' ability in speaking and literature, it is dominated by knowledge competence. Knowledge competence underlies the practice of active speaking and writing, although it thinks to choose appropriate language (form element, communicate medium) or something that will be conveyed (context element). The processes of choosing language and material of speech are the

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<sup>&</sup>lt;sup>4</sup> Indonesian Ministry of Education and Culture, *PERMENDIKBUD*; *Number 66, 2013 about The Standard of Education Assessment*, (Jakarta: Permendikbud RI, 2013).

<sup>5</sup> Kunandar Panilain Augustik Prilim Augustik Prilim Augustik Prilim Augustik Prilim Prilim Augustik Prilim Pri

<sup>&</sup>lt;sup>5</sup> Kunandar, *Penilaian Autentik: Penilaian Hasil Belajar Peserta Didik Berdasarkan Kurikulum* 2013(Jakarta: PT RajaGrafindo Persada, 2013), p. 165.

process of thinking (knowledge competence). Further, the activity of literature and literary appreciation is also dominated by knowledge competence.<sup>6</sup>

Knowledge competence assessment can be defined as an assessment of intellectual potential which has several stages, including: knowledge, comprehension, application, analysis, synthesis, and evaluation. On the other words, knowledge assessment is an assessment which is conducted by teacher to measure the student's achievement level of knowledge which include six aspects, including; knowledge, comprehension, application, analysis, synthesis and evaluation. Therefore, to know and to ensure whether the students have achieved the whole knowledge competence levels or not, teachers should conduct a good assessment.

In knowledge assessment under 2013 Curriculum, teacher can assess students through three kinds of assessment technique, including; written test, oral test and giving assignment. The researcher interests to discuss about oral test. It is because oral test is a good assessment tool to assess students' logical reasoning competence.<sup>8</sup> It means that by doing oral test, students can be more innovative and creative students because of training their critical thinking. Training of students' critical thinking is useful for students to face future time as 2013 Curriculum aims. In addition, by doing oral test, students are required to be

<sup>&</sup>lt;sup>6</sup> Burhan Nurgiyantoro, *Penilaian Pembelajaran Bahasa*, (Yogyakarta: BPFE-Yogyakarta, 2010), p.

Krathwohl, D, Revising Bloom's Taxonomy, (The Ohio State University, 2002), p. 214.

<sup>&</sup>lt;sup>8</sup> Wina Sanjaya, Kurikulum dan Pembelajaran, (Jakarta: Kencana, 2008), p. 357.

able to think fast in constructing their own answers.<sup>9</sup> On the other words, students are trained to think fast to solve their problems which is useful to prepare themselves to face rapid development of period.

In line with the explanations above, probably everyone agree that before teachers conduct oral test as an assessment technique, the first and primary competence that has to be mastered by the teachers is on designing instrument of assessment. It is because teachers' assessment instrument is main tool to determine the success of assessment. However, in fact, most of teachers are still unable to design instrument of assessment well. In addition, Rusilowati found that 79% teachers got problem in designing assessment instrument. It means that most of teachers still do not understand well about how to design good assessment instrument based on criteria of 2013 curriculum.

Moreover, assessment instrument which is used by teachers as a tool to assess students' competence achievement level has important role in assessment success.<sup>13</sup> It means that good assessment instrument quality gives valid information for teachers about how far students' success in understanding

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<sup>&</sup>lt;sup>9</sup> Kunandar, *Penilaian Autentik: Penilaian Hasil Belajar Peserta Didik Berdasarkan Kurikulum* 2013(Jakarta: PT RajaGrafindo Persada, 2013), p. 226.

<sup>&</sup>lt;sup>10</sup> Masnur Muslich, *Authentic Assessment*, (Bandung: PT. Rineka Aditama, 2010), p. 105.

<sup>11</sup> Windayani Ika Yunita Sari, "Masalah-Masalah Pendidikan yang Terjadi di Indonesia", (https://www.academia.edu/8800004/problemtika\_pendidikan, accessed on March 20, 2015)

Prof. Ani Rusilowati, "Kurikulum 2013: 87 Persen Guru Kesulitan Cara Penilaian". (http://unnes.ac.id/berita/87-persen-guru-kesulitan-soal-penilaian-kurikulum-2013/, accessed on August 8<sup>th</sup>, 2015)

<sup>&</sup>lt;sup>13</sup> Kunandar, *Penilaian Autentik: Penilaian Hasil Belajar Peserta Didik Berdasarkan Kurikulum 2013*(Jakarta: PT RajaGrafindo Persada, 2013), p. 11.

materials. On the contrary, invalid information of students' comprehension will be gotten if the instrument of assessment does not qualify. Hence, regarding teachers' problem in implementing 2013 Curriculum is about designing assessment instrument, it needs to investigate the assessment instrument quality whether the instrument design have conformed with 2013 Curriculum criteria.

In addition, teachers have to apply various assessment techniques in balance way in an assessment because one competence can be assessed through more than one technique which is appropriate with competence characteristic.<sup>14</sup> It means that teachers have to use assessment technique appropriate with need and characteristic of competence that will be assessed. However, nowadays, oral test is almost unused or not be selected by teachers to assess students' knowledge competence.<sup>15</sup> It means that teachers tend to apply written test rather than oral test although oral test has many advantages to be used in assessment. Therefore, this research tries to investigate the teachers which still conduct oral test as their knowledge assessment technique. It is about teachers' purposes to conduct oral test, although others then to used written test.

Furthermore, this research is conducted at SMP Al-Islam Krian. There are some underlying points of why the researcher does this research in this school. It is also based on some considerations. Firstly, this school has implemented the

Kunandar, Penilaian Autentik: Penilaian Hasil ......, p. 99.
 Ali Taufik, "Masih Pentingkah Tes Lisan Bagi Kita?", (<a href="http://www.alfiforever.com/2014/12/masih-pentingkah-tes-lisan-bagi-siswa.html">http://www.alfiforever.com/2014/12/masih-pentingkah-tes-lisan-bagi-siswa.html</a>, accessed on August 8<sup>th</sup>, 2015)

2013 Curriculum. Interestingly, SMP Al-Islam Krian is the most famous Islamic junior high school under Al-Islam education foundation in Krian city that is brave to implement 2013 Curriculum although it uses private fund. It is done in order to improve the quality of education and to support the ministry of education's program. Secondly, this school gets "A" in school accreditation. It means that this school has predicate as a good quality school. Thirdly, teachers in this school have gotten training from the ministry of education about 2013 Curriculum. Therefore, teachers in this school have good knowledge of 2013 Curriculum assessments.

Furthermore, in this research, the researcher takes teachers who teach eighth grade students at SMP Al-Islam Krian. It is because the teachers conduct oral test as their knowledge assessment technique under 2013 Curriculum three times in this second semester. Therefore, the researcher can analyze their oral test instruments. Meanwhile, the researcher does not take the teachers of seventh graders because they only conduct oral test once in this second semester. Therefore, the researcher's opportunity to obtain the valid data is higher from teachers of eighth graders rather than teachers of seventh graders. Furthermore, teachers of seventh graders do not give their willingness to be analyzed by the

researcher. Besides, the researcher does not take the teachers of ninth graders because this school still does not implement 2013 Curriculum for ninth grade. <sup>16</sup>

Based on the statements above, the researcher is interested in discussing under the following title: "Oral Test Instrument Designed by English Teachers under 2013 Curriculum for Eighth Grade Students at SMP AL-Islam Krian".

## **B.** Research Questions

Based on the background above, the writer formulates the problems below:

- 1. How do the teachers design oral test instrument under 2013 Curriculum for eighth grade students at SMP Al-Islam Krian?
- 2. How does the teachers' oral test instrument design conform to 2013 Curriculum criteria for eighth grade students at SMP Al-Islam Krian?
- 3. What are the teachers' purposes to conduct oral test under 2013 Curriculum for eighth grade students at SMP Al-Islam Krian?

# C. Objectives of the Research

Considering the statements of the problems questioned on this research, the objectives of the research are:

- To find out the teachers' procedure in designing oral test instrument under 2013 Curriculum for eighth grade students at SMP Al-Islam Krian
- To find out the conformity of teachers' oral test instrument design based on
   2013 Curriculum criteria for eighth grade students at SMP Al-Islam Krian

 $<sup>^{16}</sup>$  Result of preliminary research in form of interview which is conducted on Friday,  $6^{\text{th}}$  of March 2015.

To find out the teachers' purposes in conducting oral test under 2013
 Curriculum for eighth grade students at SMP Al-Islam Krian

## D. Significances of the Research

This research is expected to have a significant contribution in quality improvement of the language teaching and learning. The several significances of this research are elaborated as follows:

- 1. For teachers, this research hopefully can give more knowledge about good oral test instrument quality based on 2013 Curriculum criteria. In addition, it can motivate teachers to conduct oral test as their assessment technique.
- For teachers of Eighth grade at SMP Al-Islam Krian, this research is aimed to know whether oral test instrument designed by them have function well for students or not.
- 3. This research is also hopefully able to give new support for English teachers at SMP Al-Islam Krian to design a better oral test instrument optimally and professionally based on 2013 Curriculum criteria.
- 4. For the researcher her-self, this research is hopefully able to develop the researcher's knowledge and way of thinking scientifically.
- 5. This research is also as a new literature research because there is not a previous study which discuss about oral test instrument designed by English teachers as knowledge assessment under 2013 Curriculum.

## E. Scope and Limits of the Research

The scope of this research is oral test instrument which is designed by the English teachers. This research tries to analyze teachers' oral test instrument conformity with the criteria of 2013 Curriculum. Further, the researcher also analyzes teachers' procedure in designing oral test instrument and teachers' purposes to conduct oral test as knowledge assessment under 2013 Curriculum.

Meanwhile, this research is limited on teachers who teach eighth grade students at SMP Al-Islam Krian. The time of this research is conducted on second semester students at SMP Al-Islam Krian in Academic Year 2014-2015.

### F. Definition of Key Terms

To avoid misunderstanding and misinterpretation the meaning of key terms in this research, the definitions of them are provided below. It will be expected to give the same understanding and interpretation between the researcher and the reader. The definitions of key terms are explained briefly as follows:

## 1. Design

Design means preparing a plan or drawing of something to be made with a specific purpose in mind.<sup>17</sup> In this research, design means a process of creating oral test assessment instrument which is used to assess students' knowledge competence done by the English teachers.

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<sup>&</sup>lt;sup>17</sup> Victoria Bull, Oxford: Learners's Pocket Dictionary 4<sup>th</sup> ed, (New York: Oxford University Press, 2011), p. 121.

- Procedure in this research is a series of steps that are done in a certain way to create an oral test instrument. The steps used, six steps, are based on 2013 Curriculum suggestion.
- 3. Conformity in this research is correspondence of oral test instrument character designed by teachers with certain accepted standards of 2013 Curriculum. There are ten criteria as the standard of good oral test instrument quality under 2013 Curriculum in this research.
- 4. Purpose in this research is the reason for choosing and conducting oral test as knowledge assessment technique by English teachers.
- 5. Oral test instrument in this research is a tool which is used to measure students' learning outcome attainment. This instrument consists of a list of questions which is used as a guide to assess students' comprehension about materials that they have learned. The subject materials are about descriptive text, recount text and narrative text.