

**AN ANALYSIS OF THE IMPLEMENTATION OF ASSESSMENT  
TECHNIQUES IN ENGLISH SUBJECT BASED ON *KURIKULUM 2013*  
IN SMPN 1 2X11 KAYUTANAM**

**THESIS**



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2017**

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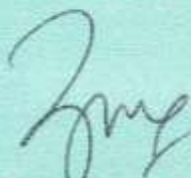
### **An Analysis of the Implementation of Assessment Techniques in English Subject Based on *Kurikulum 2013* in SMPN 1 2X11 Kayutanam**

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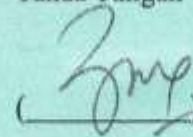
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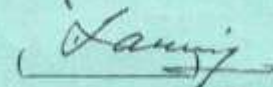
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## ABSTRAK

Sugiarti, Desi. 2017. **“An Analysis of the Implementation of Assessment Techniques to Assess the Students Knowledge and Skill Aspects in English Subject Based on Kurikulum 2013 in SMPN 1 2X11 Kayutanam”**. *Skripsi*. Padang: Jurusan Pendidikan Bahasa dan Sastra Inggris, Fakultas Bahasa dan Seni. Universitas Negeri Padang.

Penelitian ini dimaksudkan untuk menjawab pertanyaan penelitian (1) Apa saja teknik penilaian yang digunakan guru Bahasa Inggris di SMPN 1 2X11 Kayutanam berdasarkan kurikulum 2013, dan (2) Bagaimana guru Bahasa Inggris di SMPN 1 2X11 Kayutanam menerapkan teknik penilaian berdasarkan kurikulum 2013. Penelitian ini merupakan penelitian deskriptif. Data dikumpulkan melalui telaah dokumen, serta angket guru dan siswa. Data dari hasil penelitian menunjukkan bahwa: (1) Teknik penilaian yang digunakan adalah tes tertulis, tes lisan, penugasan, unjuk kerja, proyek dan portofolio. Meskipun seluruh teknik penilaian digunakan oleh guru, akan tetapi tidak semua tipe dalam beberapa teknik penilaian yang digunakan. Untuk teknik tes tertulis guru hanya menggunakan tipe soal pilihan ganda, isian dan esai. Untuk penugasan, guru memilih tipe penugasan secara berkelompok. Sementara untuk unjuk kerja, guru sering meminta siswa untuk berbicara daripada menulis, dan (2) Implementasi teknik penilaian berdasarkan angket guru dan siswa masing-masing adalah 80,16% dan 65,94% dengan kategori baik.

Kata Kunci: Implementasi, Teknik Penilaian, Bahasa Inggris, Kurikulum 2013

## ACKNOWLEDGEMENTS

Praises and thanks are due to Allah SWT who has given the written strength and chance to finish this thesis entitled “An Analysis of the Implementation of Assessment Techniques in English Subject Based on *Kurikulum 2013* In SMPN 1 2x11 Kayutanam”. *Shalawat* and greeting may be upon Prophet Muhammad SAW.

The researcher would like to dedicate the great gratitude to her both advisors, Prof. Dr. M. Zaim, M. Hum and Dr. Refnaldi, S.Pd., M.Litt who have given a great deal of guidance and valuable advice to supervise the researcher in accomplishing this thesis. An appreciation also expressed to Dr. Jufri, M.Pd, Drs. Saunir Saun, M.Pd and Dr. Ratmanida, M.Ed, as the examiners for their comments and suggestions. The researcher also would like to express a very special thankful to English teachers in SMPN 1 2X11 Kayutanam for giving the data to the thesis because without their contribution this thesis would not even be finished.

Above all, the researcher would like to express her deepest appreciation to her beloved parents who always give their meaningful support and prayer in doing this research. Finally, researcher would like to say a great thanking to her beloved sister, brother, relatives and friends who always support and help her during doing the research. Finally, the researcher realizes that this work is far from perfect so that the constructive criticism and suggestions are welcomed.

Padang, Februari 2017

Desi Sugiarti

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# CHAPTER I

## INTRODUCTION

### A. Background of the problem

As a part of learning, assesment becomes an important thing in teaching learning process. Assessment is ongoing process that provides information about the students' improvement in learning (Hoy, 1994:4). The information resulted by the assessment is precious to be the source in determining the students achievement after teaching learning process is undertaken. By knowing what has been reached by the students, it is also benefit the teacher to raise the effectiveness in teaching in the future by doing some improvement. The information from the assessment is also demanded by the teacher to make decision to place the students in appropriate level (Fook and Sidhu: 2010). In brief, assessment is a tool to determine the student achievement toward what the teacher have taught. Therefore, the way the teachers asses the students should get serious attention.

In Indonesian education, the importance of the assessment as a part of teaching learning process is reflected by the refining of the regulation in assessment standar together with the refining of the standard of the process and the standard of the content for elementary and secondary education. In *Kurikulum 2013*, as the latest Indonesian curriculum used, there has been four edition of the assessment standard. They are: Permendikbud no 66 year of 2013, Permendikbud no 104 year of 2014, Permendikbud no 55 year of 2015, and Permendikbud no 23 year of 2016. The revision of the regulation is the way to make the assessment

can be functioned synchronous with learning process to reach the goal of national education.

According to Peraturan Pemerintah no 23 (Kemendikbud, 2016), assessment is the process of information gathering to measure the students achievement during the learning process. There are three aspects of the students achievement which are assessed in *Kurikulum 2013* according to the regulation: attitude, knowledge and skill. The first aspect is to gain descriptive information about the attitude of the students. The second one is to measure the students mastery on knowledge. The last is to assess the skill of the students in implementing the knowledge they have in doing certain task. Different with two other aspects, the indicator of the assessment on attitude aspect for subject other than religion and nationality can be separated from the substance of the basic indicator. For general subjects including English, the indicators of achievement in attitude are not mandatory to be linked directly to the subject. Therefore, assessing the knowledge and skill is mainly source to determine the students achievement on English.

The assessment techniques in *kurikulum 2013* are influenced by two kinds of assessment which are in form of authentic and non-authentic assessment (Kemendikbud, 2014). Authentic assessment is a form of assessment which requires the student to show their achievement along the learning process when completing the task in form of real situation. Most of the form of authentic assessment is used in assessment techniques for all students' achievement aspects including attitude, knowledge and skill aspects. On the other hand, non-authentic assessment or also known as traditional assessment (Dikli, 2003:13) is a form of

assessment which is only to assess the knowledge. The combination of those assessment techniques are expected to serve meaningful drawing for the teacher about the students achievement on attitude, knowledge and skill aspects.

In detail, the techniques to assess the students achievement are observation, self-assessment, peer-assessment, written test, oral test, task, performance, project and portfolio (Kemendikbud, 2015). The observation, self assessment and peer assessment are not directly to assess the students achievement on English since those techniques are to assess the attitude aspect. While the rest techniques are mainly to assess the students ability in knowledge and skill aspects about English. Besides they are the important, assessing knowledge and skill aspects cannot be done separatedly since they are related each other. The knowledge in English which consists of factual, conceptual and procedural is related to the skill in listening, speaking, reading and writing (Kemendikbud: 2016). As the result, it also gives impact to the way in assessing those aspects that can be done in the same time. Therefore, it is necessary to identify the implementation of the techniques to assess the knowledge and skill aspects.

SMPN 1 2X11 Kayutanam is one of five schools in *Padang Pariaman* Regency which used *Kurikulum 2013*. The schools which use *Kurikulum 2013* in the earlier of the program is called as piloting project school. Becoming one of the piloting project school, it means the school has the capability in succesing the use of new curriculum proposed by Education Ministry. As the consequence of using *Kurikulum 2013*, the teachers and students should be ready with the demand of the

curriculum for all aspect of the instruction including the way in doing the assessment.

Based on informal interview toward one of the English teacher in SMPN 1 2X11 Kayutanam, the implementation of assessment techniques based on *Kurikulum 2013* could not successfully be done by her. It is because several changes of the techniques. The teacher gets confusion about the right technique to be used to assess each aspect. Therefore, it signs that there must be some problems about the implementation of the assessment techniques based on *Kurikulum 2013*. After finding that condition, the teacher is informally interviewed to gain the information about the problem. The cause of the problems were in several ways. The first is lack of knowledge about how to implement the techniques. Eventhough it has been more than three years of the regulation, the teacher does not completely know all assessment techniques can be used to assess the students achievement. The other reason is lack of time available to do various techniques because of the consideration about her main job in teaching the students rather than assessing them.

In fact, assessing the students by using various assessment techniques is important to assure that the students have obtained the expected achievement during the instruction. As the consequence of the carelessness in conducting the assessment can also lead to inaccurate identification, improper program placements and long term failure of the learning process (Cumming in O' Malley: 1996:3). In short, the implementation of the assessment in *Kurikulum 2013* should be done comprehensively following the demand of the curriculum to meet with the goal of the instruction.



## **B. Identification of the Problem**

Based on the background above, the English teachers in SMPN 1 2X11 Kayutanam could not completely implement the assessment techniques appropriately as the requirement of *Kurikulum 2013*. The first reason was because lack of knowledge about the assessment techniques and how to implement them. Then, the other reason was lack of time available to assess all student.

## **C. Limitation of the Problem**

Based on the identification of the problem above, the researcher focused the analysis on the implementation of assessment techniques in English subject based on *Kurikulum 2013* in SMPN 1 2X11 Kayutanam.

## **D. Formulation of the Problem**

The problem of the research was formulated in this following question “How do English teachers in SMPN 1 2X11 Kayutanam implement the assessment techniques based on *Kurikulum 2013*?”

## **E. Research Questions**

In this research, there were two questions would be answered as follow:

1. What are assessment techniques used by the English teachers in SMPN 1 2X11 Kayutanam based on *Kurikulum 2013*?
2. How do English teachers in SMPN 1 2X11 Kayutanam implement the assessment techniques based on *Kurikulum 2013* ?

## **F. The purposes of the Study**

The purposes of the study are to determine these points:

1. The assessment techniques implemented by the English teachers in SMPN 1 2X11 Kayutanam based on *Kurikulum 2013*.
2. The implementation of assessment techniques by the English teachers in SMPN 1 2X11 Kayutanam based on *Kurikulum 2013*.

## **G. Significance of the Study**

This research become significant since the curriculum implemented in many schools nowadays is *Kurikulum 2013*. As the result, it is important for the teacher to use the assessment as the requirement in curriculum. In fact, many teachers who teach by using *Kurikulum 2013* do not implement the assessment techniques comprehensively. Therefore, it is hoped that this research can contribute to be one of the teachers reference in implementing the assessment techniques based on *Kurikulum 2013* particularly for English subject. Besides, it is also expected that the result of the research will encourage the teacher to totally implement the assessment techniques.

## **H. Definition of Key Terms**

Analysis	: A procedure of collecting information to know the assessment techniques used by English teachers.
Assessment	: A process of collecting information about the student achievement during teaching learning process.

Techniques : A systematical way to assess the students achievement.

*Kurikulum 2013* : The latest school curriculum of Indonesian education implemented since 2013.