

**ENGLISH TEACHERS' PROBLEM IN ASSESSING STUDENTS' ENGLISH
ACHIEVEMENT BASED ON 2013 CURRICULUM
AT SMP 13 REJANG LEBONG**

THESIS

This thesis is submitted to fulfill the requirement for
'*sarjana*' degree in English Language Education



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Demikian Permohonan ini kami ajukan, agar diterima terlebih dahulu diucapkan terima kasih.


Wassalam mu'alaikum, Wr.Wb

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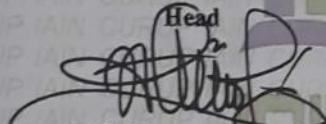
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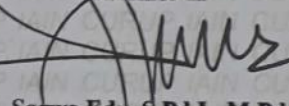
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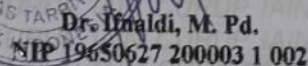

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PREFACE

Alhamdulillahirrabil'alamin, all thanks and praises to Allah SWT who have given us blessing so the researcher can finish this thesis. Solawat and salam always we sent to our prophet Muhammad SAW, who has bought us from the darkness into the lightness life.

This research is submitted as a part of the completion for *sarjana* degree in Institute College For Islamic Studies (IAIN) Curup. The researcher finished this research which entitled **“English Teachers’ Problem In Assessing Students’ English Achievement Based On 2013 Curriculum At SMP 13 Rejang Lebong”**. The researcher realize that this research is far from being perfect, thus the researcher really appreciates any suggestions and criticism for the betterment of the research.

Finally not importantly, the researcher hopes this research will be useful to those who are interested in this field of study.

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Finally, the researcher believes that this thesis is still far from being perfect. So, the constructive suggestion for the improvement of it still need for better. Hopefully, the result of this research can be beneficial contribution to the development of education. For acknowledgement above and not mentioned, may Allah SWT give them the best reward.

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Curup, January 2019

Researcher

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MOTTO AND DEDICATION

- ☺ *"Slow down and everything you are chasing will come around and catch you"*
- ☺ *"There's always a plenty of time, don't rush, trust yourself, don't give up"*
- ☺ *"Just live how you want, your life is yours. Don't try so hard, sometimes its alright to lose"*
- ☺ *"A dream you dream alone is only a dream, But adream you dream together is reality"*
- ☺ *"Don't confuse my attitude with my personality. Cause, my personality is who i am, but my attitude depends on who you are".*
- ☺ *"The biggest competition is myself. I am not looking to follow others or pull them down. I'm planning to test my own bundaries"*

This research will never accomplish without many helps. By saying Alhamdulillah hirrabbil 'alamin, this thesis is dedicated to:

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- ♥ *My Prophet Muhammad SAW.*
- ♥ *My beloved parents. My great Bapak (Fakhrurrozi) and mamak (Nasmiah), thank you for your all prays, support, effort, suggestion, motivation, loves, cares, and attention you provide me though my entire life. I get Stronger just thinking about both of you.*
- ♥ *My beloved sister Lisna Dewi and my beloved brother Renaldo Putra Ramadhan.*
- ♥ *My dearest Fahmi Khamdani. Lets be together until the end. "Fighting". Allah know the best for us.*

- ♥ *My lovely Eonni (Surya Yunia Purnama). My motivator who always help me, support me and accompany me. You are a small gift from Allah SWT for me. You are my V-I-T-A-M-I-N, you are allways cheer for me, I Love You uri Eonni.*
- ♥ *My beloved Abang Meta Herlina. I Love You so much My Abang. May Allah SWT makes our wishes comes true. Amiiin....*
- ♥ *My 7 angels bucik (Karmila dewi Br. Siregar), Bulai (laila Zumrotin), MbK Ye (Reni Pusvitasari), MbK Wid (Widy Yulia Nengsih), MbK Fir (Firda Murti), Ejha (Elza Neolanda Utami) and Bude (Arum Puspa Hidayah). Fight, Silence, we've been doing everything together.*
- ♥ *My classmate A class English Study Program academic year 2013.*

ABSTRACT

Thesis Title : *“English Teachers’ Problem In Assessing Students’ English Achievement Based On 2013 Curriculum At SMP 13 Rejang Lebong”*

Researcher : Riski Wahyuni (13551063)

Advisor : Leffi Noviyenty, M.Pd

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This research aims to measure the english teachers problem in assessing student based on 2013 curriculum. This research was descriptive research to analyze the data. The subjects of this research were 2 english teachers of SMP 13 Rejang Lebong. In this research, the researcher used interview to collect the data. The researcher made interview guidance by collecting some theories. Interview guidance are using to collect the data about what are the problems faced by English teachers in assessing student’s english achievement based on 2013 curriculum and What are the factors that cause the problems for English teachers in assessing student’s english achievement based on 2013 curriculum. The result showed that the problem that english teacher faced is when the English teachers have to assess student value based on 2013 curriculum that was used Authentic assessment that consists to assess students knowledge, students skill, students religious or spiritual and student social value or attitude. Moreover, based on the interview, this research relevant with the theories that was stated in the previous chapter from Delsue Frankson and Cheryl White Lindsey who stated that there are three factors that cause constraints in authentic assessment such as, Lack Of socialization, Allocation of learning time and Number of students in one class. This proved that from the interview above the english teachers agree that the three factors is the cause that make the teachers have difficulties when they using authentic assessment to assess student value in 2013 curriculum.

Keyword: 2013 Curriculum, Aessment In 2013 Curriculum, Teachers Problem In Assessment, Factor That Cause Teachers Problem In Assessing Student

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student's english achievement

CHAPTER I

INTRODUCTION

A. Background of the Research

Today, social dynamic of society in the world has progressed rapidly. It is marked by the spectacular development in the technology area. Especially, on information and communication in education area. Education is an important tool to form the character of the nations successor. Education is the important tool for the state to improve the quality of human resources that they have. Education has formative or additive effect on the personality of an individual. It is believed that education is not only an instrument of social change, but also an investment in national development.

In the implementation of the world of education is closely related to curriculum. According to Kelly, “curriculum is negatively viewed as a syllabus which may limit the planning of teachers to a consideration of the content or the body of knowledge they wish to transmit or a list of the subjects to be taught or both”.¹ In other words, simply convey subject knowledge is insufficient to be an effective curriculum. It should offer much more than a statement about the knowledge-content in order to be a productive curriculum.

Related to global competition and progress of the era, our government is trying to innovate and develop a new curriculum called the 2013 curriculum.² This 2013 curriculum is one of the national education priority agenda. One of them is by

¹ Kelly, *Curriculum* (Hongkong :The Hongkong Institute Of Education, 1999). P.83

² Nana Syaodih S.*Kurikulum Di Indonesia*(Bandung:Rosda,2015)P.27

providing a reliable curriculum so that the quality of education services can be guaranteed. 2013 curriculum is a competency-based curriculum. In it is formulated in an integrated manner, knowledge, and skills competencies. The 2013 curriculum also formulates the learning and assessment processes needed by students in achieving the desired competencies.

The changing of curriculum make change on the way to assess student value. "Assessment is the process of collecting data and processing information to measure the achievement of students learning outcomes". In other words, assessment is a series of activities to acquire, analyze, and interpret data about processes. The assessment on the 2013 curriculum applied is authentic assessment. Authentic assessment is a global assessment process to assess deeply thoughts, motivations or actions. In this assessment, students are expected to think critically, analyze information, obtain new ideas, communicate, collaborate, solve problems, and conclude . In this authentic assessment, student competencies are assessed, whether knowledge, skills, or attitude, or a combination of the three.³

The assessment is carried out comprehensively to determine the development of students in developing their potential including spiritual attitude competencies, social attitudes, knowledge and skills that are carried out continuously and continuously. Assessment of learning outcomes in the 2013 Curriculum is made different in its assessment, for example from assessment through tests (measuring attitudes, knowledge, and skills based on learning outcomes only), towards authentic assessment (measuring attitudes, knowledge, and skills based on the

³ Gulikers, J.T.M., Bastiaens, T.J., & Kirschner, P.A. *Educational Technology Research And Development*. "A Five-Dimensional Framework For Authentic Assessment"., Vol. 52, No. 3 (2004), Pp. 67- 86.

learning process and learning outcomes). this change requires teachers to have the ability to conduct qualitative assessments.

2013 curriculum is also measures the extent to which a teacher is successful in teaching or conveying information to his or her students. However, there are still many things that need to be improved and there are also things that need to be socialized more deeply to all elements in the education. One of them is the scoring system in the 2013 curriculum. Although Curriculum 2013 training has been carried out, there are still many teachers who claim the difficulties in assessing student. Especially the way of evaluating to students, because many indicators must be accommodated. The many differences of opinion about how to assess the 2013 curriculum caused confusion for teachers in the field. The teacher feels that the demands for assessment in the 2013 curriculum make it difficult for teachers.

Theoretically, learning in Curriculum 2013, especially in English lessons aspects developed in education include aspects of attitudes, knowledge, and skills. Education does not only train knowledge and skills, but also aspects of attitude. Skills in English are meant to be skills to speak English well. To measure spiritual attitudes and social attitudes, there are 4 techniques that can be used, namely observation, self-assessment, assessment among students, and journals. To measure knowledge, there are 3 techniques that can be used, namely the test, observation, and assignment techniques. For skills assessment, there are 4 techniques used, namely performance appraisal, projects, products, and portfolios.

This assessment is carried out on each basic competency, in each competency by bringing together the results of the assessment of some basic

competencies learned, and on all subjects in the school. After that, the assessment results are described qualitatively for each student for all four competencies in all subjects. Before the curriculum is implemented, the important thing for the government to do is to do good management. One part that needs to be the focus of attention in this management is socialization and dissemination. For this activity, many things can be done. Mayer & Fortner stated that intensive workshops are effective way to ensure the use of disseminated curriculum material.⁴

There are still english teachers who do not understand the authentic assessment and apply it to the learning process in the classroom. The main problem faced by teachers is when assessing aspects of social attitudes of students in the classroom is the teacher is difficult to determine the success criteria achieved by each student and have not been able to distinguish aspects that should be observed in the learning process. The teacher also has difficulty managing time in carrying out the assessment process in 2013 Curriculum.

The teacher feels that the time needed is not much related to authentic assessment procedures that require more time. Teachers in the classroom, besides providing teaching the teachers also provide an assessment of aspects of spiritual attitudes, social attitudes, knowledge, and skills. This assessment is done by looking at individual students who have experienced developments and changes in learning. This requires a lot of time other than explaining the material and the teachers must pay attention to the development of each individual learner in order to know the extent of learning achievement in participating in learning activities.

⁴ Mayer, V.J. & Fortner, R.W. *The Journal Of Environmental Education*. "Relative Effectiveness Of Four Modes Of Dissemination Of Curriculum Materials", P. 30.

As we know that when the new curriculum is implemented, of course there are obstacles to implementing it. Constraints and challenges that are commonly experienced and faced by many schools are the implementation stage, for example the extra heavy assignment of teachers and differences in the class experienced during learning. lack of adequate teacher understanding of the curriculum.⁵ Another obstacle is that teachers have difficulty implementing activities in class. The teacher's understanding of the content of learning is an important thing related to learning preparation. Likewise in the implementation of authentic assessments or assessments in the new curriculum. Lumadi stated that There are various obstacles faced by teachers in general or english teachers. These obstacles are the lack of teacher understanding of alternative assessments, assessment planning, implementation of assessments, use of methods that vary in assessment and time of assessment.⁶

As the 2013 Curriculum reality is implemented on SMP 13 Rejang Lebong, based on the researcher first interview. Although, training has been carried out on assessments in the 2013 Curriculum, but there are still many teachers on SMP 13 Rejang Lebong that claim the difficulties, complicated and confusing mastering the assessment system in this new curriculum, especially the way of evaluating to students, because many indicators must be accommodated. The many differences of opinion about how to assess the 2013 curriculum caused confusion for teachers in the field. The teacher feels that the demands for assessment in the

⁵ Cheung, A.C.K & Wong, P.M.. “*Factors Affecting The Implementation Of Curriculum Reform In Hong Kong: Key Findings From A Large-Scale Survey Study*”.*International Journal Of Educational Management*, Vol. 26 Iss: 1, P.39

⁶Lumadi, M.W.. “*Challenges Besetting Teachers In Classroom Assessment: An Exploratory Perspective*”. *Journal Of Social Science*. 2013.P.211.

2013 curriculum make it difficult for teachers. As a result, each school has a difference in assessment. Many teachers on SMP 13 Rejang Lebong are not yet fully prepared for changes in the methods and methods of assessment that are hinted at by the curriculum, so there is still a tendency for teachers to judge only in the cognitive domain. In fact, the demands of the 2013 curriculum require an assessment of aspects of attitudes, knowledge and skills carried out holistically. It is necessary to provide information about teacher barriers in carrying out assessments, especially for English teachers subjects. This information can be used as input for policy makers so that the using of the assessment on 2013 curriculum becomes better and more efficient. Regard to this, this research aims to describe the English teachers problem in assessing student English achievement based on 2013 curriculum. Therefore this research will entitle **“English Teachers’ Problem In Assessing Students’ English Achievement Based On 2013 Curriculum At SMP 13 Rejang Lebong”**.

B. Research Questions

This research is intended to figure out the English teachers problem in assessing student’s English achievement based on 2013 curriculum at SMP N 13 Rejang Lebong. Hence, this research merely focus on these following questions:

1. What are the problems faced by English teachers in assessing student’s English achievement based on 2013 curriculum?
2. What are the factors that cause the problems for English teachers in assessing student’s English achievement based on 2013 curriculum?

C. Objectives of the Research

Based on the research question above, objectives of the research are to investigate:

1. The problems faced by English teachers in assessing student's english achievement based on 2013 curriculum
2. The factors that cause the problems for English teachers in assessing students' english achievement based on 2013 curriculum

D. Delimitation of the Problem

Assessment of learning outcomes in the 2013 Curriculum is made different in its assessment, for example from assessment through tests (measuring attitudes, knowledge, and skills based on learning outcomes only), To measure spiritual attitudes and social attitudes, there are 4 techniques that can be used, namely observation, self-assessment, assessment among students, and journals. To measure knowledge, there are 3 techniques that can be used, namely the test, observation, and assignment techniques. For skills assessment, there are 4 techniques used, namely performance appraisal, projects, products, and portfolios. This assessment is carried out on each basic competency, in each competency by bringing together the results of the assessment of some basic competencies learned, and on all subjects in the school. After that, the assessment results are described qualitatively for each student for all four competencies in all subjects.

Therefore, In this research, the researcher want to know English teachers problems in assessing student's english achievement based on 2013 curriculum at SMP 13 Rejang Lebong. This research also only focus to look for and review the

data about the English teachers problems in assessing student based on 2013 curriculum.

E. Operational Definition

The operational definition of this research are :

1. Teachers problems

The teachers' problems were some difficulties that the teachers faced or their challenges when assessing student's english achievement in 2013 curriculum at SMP 13 Rejang Lebong.

2. 2013 Curriculum

2013 curriculum is an integrated curriculum as a concept it can be said 2013 curriculum is a learning system or approach that involves several disciplines to provide meaningful and broad experience to students.⁷ It is means that this curriculum is meaningful system because in an integrated concept curriculum, students will understand the concepts they will learn are intact and realistic. It is said to be broad because what they will get is not only in one scope of discipline but all across disciplines because they are seen to be related to each other.

3. Teachers problem on Assessment

Assessment is the process of collecting data and processing information to measure the achievement of students learning outcomes.⁸ In other words, assessment is a series of activities to analyze and interpret data about processes

⁷ E. Mulyasa. *Pengertian Kurikulum 2013 Dan Pola Pikir Kurikulum 2013* (Jakarta : Bulan Bintang, 2013). P 13

⁸ Imas Kurniasih, Berlin Sani, *Implementasi Kurikulum 2013 : Konsep & Penerapan*, (Surabaya: Kata Pena, 2014), P. 54-55.

from the learning activities. The assessment on the 2013 curriculum applied is authentic assessment. Authentic assessment is a global assessment process to assess deeply thoughts, motivations or actions.

4. Factor That cause Teachers Problem

Teachers have not used authentic assessment of learning, so that they are not interested in learning how to create a rubric is an authentic assessment . Now the teachers felt compelled to develop an authentic assessment instrument for the implementation of the demands of the curriculum. Therefore, the teachers are very difficult to develop an assessment rubric, application, and interpretation of results

F. Significance of the Research

The result of this study is expected table used for :

1. For the teachers

In practicing, the result of this study was expected to be used for finding the solution of many problems that the english teachers faced in assessing student in 2013 curriculum which had been found by the researcher.

2. For the next researcher

This research gave some benefits for the next researcher who wanted to research about some strategies to teach listening. This research brought the next researcher to find the best strategy by english teachers problem in assessing student in 2013 curriculum which had been found by the researcher.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

A. Review of the Related Theories

1. 2013 Curriculum

In an educational system, curriculum is considered as an important element which will determine the success of the educational process.⁹ Because curriculum as a preparation for availability material of education in Indonesia. Undang-undang Nomor 20 Tahun 2003 about the National Education System stated that :

*curriculum is a set of plans and management of learning objectives, contents and learning materials as well as the method used as a guideline toward the implementation of learning instruction to achieve certain educational goals. Considering its importance, a curriculum should necessarily be updated along with the development of culture, science and technology.*¹⁰

Therefore, in 2013, the government published a new curriculum called 2013 Curriculum or K-13. 2013 curriculum is in fact the extension of SBC in several components. The main purpose of this curriculum is to shape the individuals who are faithful in God, good in characters, confident, successful in learning, responsible citizens and positive contributors to the civilization (Ministry of Education and Cultures, 2012) . The goal of curriculum 2013 is to create skill-full Indonesian people who are individually devout, productive, creative, innovative and affective as well as are able to significantly contribute

⁹ Klein Goodlad And Tye. 1993.The Curriculum Process, United Kingdom : In Van Den Akker And Kuiper.

¹⁰ Permendikbud, *Tentang Penilaian Hasil Belajar Oleh Pendidik Pada Pendidikan Dasar Dan Pendidikan Menengah.* (Jakarta:2013)P.17

to the development of the society, nation, country and world. Curriculum 2013 brings the values of (1) thought-curriculum in the form of process which is developed as instructional activities at school, classroom and society (2) learned-curriculum in which students learn what is suitable with their background, characteristics and their competence.¹¹

K-13 is a curriculum of values that occupied by character building. The values can be tracked from the Core Competences, abbreviated with KI-1 until KI-4. KI-1 is designed for spiritual competence, KI-2 for social competence, KI-3 refers to knowledge competence and KI-4 is for learning process through with the KI-3, KI-2 and KI-1 can be observed. The learning paradigm encompass direct and indirect learning model, and indirect learning model refers to KI-1 and KI-2.¹² These two competences have no specific learning materials as it is integrated into cognitive and psychomotor domains. This formulation is aimed at reducing or eliminating verbalism in learning. Basic Competence which is abbreviated with KD is the reference for teachers to develop achievement indicators.

For English, there is a slight different perspective for teachers to interpret competences as many of them are derived from psychomotor domains, specific competences derived from language system (linguistic competence, sociolinguistic competence, discourse competence and strategic competence),

¹¹ Peraturan Menteri Pendidikan Dan Kebudayaan Republik Indonesia. (2013). *Peraturan Menteri Pendidikan Dan Kebudayaan No. 70 Tentang Kerangka Dasar Dan Struktur Kurikulum Sma*. Jakarta: Peraturan Menteri Pendidikan Dan Kebudayaan Republik Indonesia

¹² Mulyasa, E.(2013).*Pengembangan Dan Implementasi Kurikulum 2013*. Bandung: Remaja Rosdakarya

macro-skills (productive; speaking and writing, and receptive skills; listening and reading) and micro-skills or the elements of language (grammar, vocabulary, pronunciation and spelling).¹³ All these should not be addressed in isolation and covered in integrative manners in all KI and KD.

2. Assessment In 2013 Curriculum

Assessment plays crucial roles in instructional programs. Because of assessment is the important point of evaluate in teaching learning activity. It can make statement that what the teachers successes in teaching process. It influences the course planning, implementation, and evaluation process. Assessment is a process of collecting information through measurement which describes and interprets the evidences of the assessment result. In curriculum 2013, the assessment is based on core competence (KI) in every subject which has been standardized in the syllabus. The core competence is described into basic competence from which the indicator is developed.

Brown stated that Authentic assessment is directed to measure student's competence stated in the curriculum where it should be able to measure the students' moral or religious values, their social attitude, their knowledge, and their skills. Knowledge can easily be measured using tests or traditional assessment, such as multiple choice tests, matching, completion, short answer, etc. Skills can be measured using performance assessment, such as oral

¹³ Joko Susilo, Muhammad (2008). *Kurikulum Tingkat Satuan Pendidikan*. Yogyakarta: Pustaka Pelajar. P 25

performance.¹⁴ But it is too hard to measure social attitude or moral values. This certainly needs other types of assessment or an alternative way to assess those competences.

Assessment is an integral part of teaching and learning process since assessment encompasses the success of teaching and learning. Assessment aims to educate and improve students' performance (kelly 2009).¹⁵ Thus, assessment is not only as a means to measure the students' outcome through conducting several tests. On the other hand, it has to help students to perform well in the assessment process. Accordingly, assessment is considered as the most effective way in assessing students' performance in the classroom as it ability to assess the whole process of learning rather than just testing students' knowledge at the end of the course.

According to O'Malley & Pierce assessment is the multiple forms of assessment, which reflects students' learning motivation and attitudes on instructionally-relevant classroom activities.¹⁶ assessment can also be thought of as assessments that re-quire "students to actively accomplish complex and significant tasks, while bringing to bear prior knowledge, recent learning and relevant skills to solve realistic or authentic problems." Another more detail definition was written by brown and pryanvada.

¹⁴ Brown Douglas Langage Assasment; Principle And Clasroom Practice. (New York: Longman 2004). P.25

¹⁵ Kelly, *Authentic Assessment In English Teaching* (Hongkong :The Hongkong Institute Of Education, 1999). P.85

¹⁶ O'malley, J. Michael & Pierce, Lorraine V. *Authentic Assessment For English Language Learners: Practical Approaches For Teachers*. (Massachusetts: Addison Wesley Publishing Company 1996). P. 204

Assessment is continuous assessment in the context of meaningful learning environment and reflects actual and worthwhile learning experiences that can be documented through observation, anecdotal records, journal, logs, work sample, conferences, portfolios, writing, discussion, experiments, presentation, exhibits project and other methods. It may include individual as well as group tasks. Particularly, based on Permendikbud No.81 a Tahun 2013 about the implementation of Curriculum 2013, assessment is an assessment which significantly focuses on measuring student's learning process dealing with their behavior, knowledge and skill.¹⁷

Also in permendikbud No. 104 state that the assessment used to measuring the student in attitude, knowledge, and skill using the Tes, Observation, Self-Assessment, Peer Assessment, Performance Assessment, Portfolio Assessment, Project Assessment, Product Assessment, and Journal Assessment.¹⁸ This assessment measures, monitors and evaluates all aspects of the learning outcomes including cognitive, affective, and psychomotor domain. In implementing the assessment, teacher should apply some criteria which related to the activities of constructing knowledge, observing, trying new concept and student's achievement outside the school.

This kind of assessment is highly relevance with the implementation of curriculum 2013 as its ability to describe the progress of student's performance such as in observing, reasoning, trying and net working. The tendency of

¹⁷ Peraturan Menteri Pendidikan Dan Kebudayaan Republik Indonesia. *Peraturan Menteri Pendidikan Dan Kebudayaan No. 81 A Tentang Implementasi Kurikulum 2013*. Jakarta: Peraturan Menteri Pendidikan Dan Kebudayaan Republik Indonesia. (2013).

¹⁸ Permendikbud No 104 Tahun (2014) *Tentang Penilaian Hasil Belajar Oleh Pendidik Pada Pendidikan Dasar Dan Pendidikan Menengah*

authentic assessment in the use of contextual and complex tasks enables students to show their more-authentic competences.

a. Type of assessment in 2013 curriculum

According to Brown Douglas there are numerous types of assessment used in classroom today. Teacher can select from a number of options to meet specific purposes or adapt approaches to meet instructional and student's needs.¹⁹ However, Curriculum 2013 demands teachers to apply three types of authentic assessment. Those are performance assessment, portfolio assessment, and project assessment.

1. Performance Assessment

Performance assessment is assessment tasks that require students to construct a response, create a product, or demonstrate application of knowledge. Performance assessment: requires students to create a product or demonstrate a process, or both and uses clearly defined criteria to evaluate the quality of student's work.²⁰ It demands students to do something with their knowledge, such as make something, produce a report, or demonstrate a process.

According to Permendikbud No.104 Tahun 2013, performance assessment is assessment which is conducted by observing student's

¹⁹ Brown Douglas. *Language Assessment; Principle And Classroom Practice*. (New York: Longman 2004). P.208

²⁰ Ibid, P 209

activities in doing something.²¹ The assessment is used to measure the competence which insists student to perform certain task: role-playing, singing, reading poetry, etc. The implementation of performance assessment should consider the following aspects. Students can perform the right stages in performing their competence. The aspect that will be measured should be complete and proper. Teacher should consider the special skills in finishing the tasks.

2. Portfolio Assessment

Portfolio assessment is a purposeful collection of student's work that is intended to show progress over time. The portfolio may include samples of student's works, usually selected by the students, or by the students and the teacher to represent learning based on the instructional objectives.²² Portfolio assessment can also be defined as a continuous assessment process based on a set of information that shows the development of students competence in a certain period of time.

Basically, portfolio assessment assesses student's works individually in a certain time toward certain subject. At the end of the period, the students submit the work which will be scored by the teacher.

²¹ Permendikbud No 104 Tahun (2014) *Tentang Penilaian Hasil Belajar Oleh Pendidik Pada Pendidikan Dasar Dan Pendidikan Menengah*

²² Ibid, Permendikbud No 104 Tahun

Based on the information of the students' progress, teacher and student do some improvement. As the result, portfolio can indicate the student's progress through their work such as writing letter, composing poem or designing an advertisement. Practically, teachers as the assessor who apply the portfolio assessment should consider the some aspects in implementing this assessment at school.

Teachers should keep the confidentiality of the student' work and the result of the portfolio assessment and do not publish it to unrelated parties to avoid the negative impact of the learning process. Both teacher and students should have the same set of portfolio so that students are courage to improve their progress. The students work should contain information and evidences that will motivate them to learn.²³ The portfolio also should reflect the learning objectives which are in line with the curriculum. Finally, portfolio assessment is inherent part of learning process and will be beneficial for teacher to diagnose the students' strength and weaknesses.

2. Project Assessment

The heterogeneous ability, needs, and interest in a classroom somehow bring problems for teacher to decide a task which will fit each of the students in the classroom.²⁴ Therefore, a project is considered as an effective way to solve the problem. Project works is

²³ Brown Douglas, Op, Cit 79

²⁴ Jon Mueller. *Authentic Assessment Toolbox: Enhancing Student Learning Through Online Faculty Development*. Merlot: *Journal Of Online Learning And Teaching*. (Vol. 1, No. 1) (2005). P 127

an integrated unit of works which cannot be finished at a time. Project requires the students to do a series of task which will result on specific product or data.

Project is believed to be effectively reflecting the learning process. It is not only focus on the final product but also consider the students effort in developing the product.²⁵ Moreover, a series of work which are being done by the students indicates students' improvement since it fosters them to develop their skills. Project is not necessarily being done at school. Some projects may result better when it is done outside the school. This kind of work is known as take home task. Take-home task can be done by students after they consult to the teacher related to the work they do.

Students may complete a project on specific topic and or exhibit their work. Project can include displays or models of buildings or objects appropriate to an instructional setting, role-plays, simulation, artistic creation, videotaped segment, charts, graphs, tables, etc. A project may be conducted individually or in small group and is often presented through an oral or written report.²⁶ Project presented orally can be reviewed by a panel of judges rating the content presented, its organization and or the language used.

²⁵ Jon Mueller, *Op. Cit.*, P. 158

²⁶ Jon Mueller, *Op. Cit.*, P. 189

Teachers often ask students to develop a presentation on a particular historic period and to generate drawing and written product appropriate to the period . This approach may be effective when English language learners are taught to communicate step by step procedure or project description that are supported by diagrams.

b. Mechanism And Procedure Of Assessment

The evaluation of study in elementary school until senior high school to do by educator (teacher), unit of educator, government, and autonomy institution.²⁷ The result of the study doing in authentic assessment, self assessment, project assessment, daily assessment, mid-term test, assessing students' competencies, and final exam. Mid-Term test is conducted after students complete 8-9 weeks of instructional activities. Final test is done in the end of the semester which assesses the whole indicators represented in all basic competencies in a particular semester. Meanwhile, assignment can be given to students as individual or group task in the form of homework, projects and portfolios.

Teacher assessments student is learning achievement periodically to monitor students' progress as well as to improve the effectiveness of the classroom instruction.²⁸ The procedure of assessment is described as follows:

1. Preparation

²⁷ Jon Mueller, Log. Cit.,

²⁸ Hancock Beyerly, *Trend Focus For Research And Developing In Primary Health Care : An Introduction To Qualitative Research*, Trend Focus. (1998). P. 97

- a. Analyzing competencies in the syllabus to design the assessment criteria
- b. Designing the criteria of assessment
- c. Developing indicators
- d. Deciding the appropriate technique of assessment based on the indicators
- e. Developing instrument and scoring guide

2. Implementation

- a. Exploring students learning experience to figure out students proficiency level
- b. Administering the assessment through test non test
- c. Processing
- d. Analyzing the result of assessment to find out students difficulties and progress during learning to determine the follow up actions
- e. Returning the assessment' result back to students with positive feedback
- f. Giving remedial or enrichment to students as well as improving teaching and learning activities ²⁹

3. Reporting

Reporting the assessment result The report of knowledge and skill competence is in the form of score and/or description of students'

²⁹ Hancock Beyerly, *Trend Focus For Research And Developing In Primary Health Care : An Introduction To Qualitative Research*, Trend Focus. (1998). P. 97

achievement while the report of attitude and religious competence are in the form of attitude description.³⁰ The assessment result is necessarily to be proceeding every semester and archived into report-card.

The score in the report-card indicates students' ability in achieving all competencies within a semester. The report card will covers attitude assessment, knowledge assessment and skill assessment. Teacher assesses students' attitude toward subject based on the result of teacher observation, self-assessment, peer assessment and journal. It is scored qualitatively by predicate of very good, good, fair, and poor.³¹ Classroom teachers assess students' attitude among subject comprehensively after discussing with all subject teachers. The assessment of attitude toward subject is obtained from the result of observation, self assessment, pair assessment, and teacher journal. The observation score is based on the observation toward the certain attitude during learning process of one basic competence.

3. Teachers Problem On Assessment

The term problem / problematic originates from Latin, namely "problematic" Where as in the Indonesian dictionary, the problem means things that cannot be solved; which causes difficulties to solve it.³² As for the problem itself "is an obstacle or problem that must be solved in other words the problem

³⁰ Ibid., P 98

³¹ Hancock Beyerly. Loc, Cit., P. 104

³² Kahneman, D., & Miller, D. Norm Theory: Comparing Reality To Itsalternatives. *Psychological Review*, 93, (1986). P.136

is the gap between reality and something that is expected to be good, in order to achieve maximum results." come from internal or external factors.

As Hornby argues that Teachers' Problems in the study of science studies are often defined as the gap between expectations (aspired) and reality (generated). Thus an effort is needed to aim at something as expected.³³ Learning success is largely determined by how far the teacher is able to minimize or resolve existing problems. The fewer problems the greater the chance of student learning success, and vice versa. in addressing or perceiving the learning process. This problem arises from the teacher's perspective on the teacher's role and the meaning of learning. Third, social problems, namely problems related to the relationship and communication between teachers and other elements outside the teacher, such as the lack of harmony between teachers and students, between school leaders and students, even among fellow students.³⁴ The disharmony between teachers and students can be caused in addition to cultural factors which can also be caused by patterns or systems of leadership that lack democracy or pay little attention to humanitarian issues.

a. Teacher Problems in Applying Authentic Assessment Based on Types of Authentic Assessment

1. Social assessment

The problem of teachers in this attitude assessment is that the assessment of the project requires a long time in the process so that it reduces the time students learn and the teacher cannot monitor the work

³³ As Hornby. *Problems In The Delivery Of The School-Based Psychoeducational Services To The Asian Immigrant Children*. Journal Of Children In Contemporary Society, 15(3), (1983). P.89

³⁴ Ibid., P 90

on this project. In the execution of the project, there may be students who do not take part in participating, so the results are not objective in the project.

2. Religious judgment

The teacher's problem in this assessment is that the performance evaluation takes a long time so that it cannot be comprehensive for all students in one class because of the large number of students, besides that the teacher also cannot deliver the material thoroughly.

3. knowledge assessment

The teacher's problem in this assessment, which is in this assessment, requires precision for the teacher, so that if it is not careful it can cause the results in the assessment to be less valid, because the teacher sometimes fills out journals only the teacher remembers.

4. Skills assessment

The teacher's problem in this assessment is the difficulty of students in understanding the subject matter because too much material must be absorbed in one theme, in addition the teacher also has difficulty in analyzing basic competencies scattered in the theme due to the many different basic competencies and basic competency sounds.³⁵

It concluded that many aspects that must be assessed in the 2013 Curriculum assessment. Second, the assessment is carried out simultaneously with the learning process, making the teaching and learning process less effective. Third, teacher feels burdened because they have to add up each value

³⁵ As Hornby. Loc, Cit., P. 167

obtained by the student as a whole and then describe the value obtained per subject.

In the other hand, the journal from yayuk nur rohmani stated that there is four problems that teacher get when applying the authentic assessment. There are:

The first is time, authentic assessment takes a long time for the teacher because of the many aspects that must be assessed by the teacher, as well as the number of guidelines and manuscripts about the answer key that must be prepared by the teacher because in this 2013 curriculum the teacher felt burdened with administration, while the teacher was burdened with many teaching material.³⁶ The second is because this assessment is Complicated, in the assessment of the 2013 Curriculum the teacher is assisted with the application made by the teacher. but because of the large amount of data archiving and assessment aspects that must be processed by the teacher causing overwhelming and confusion for teachers such as senior teachers still feeling confused because of the overly complex assessment and processing of data.³⁷

Third, The condition of students who are less supportive, for some classes students have difficulty in understanding the material because the amount of material that must be absorbed in one theme and the difficulty of students in collecting assignments, so the teacher must collect student assignments so that the student scores are not under the KKM. The last is Computer Usage. In this 2013 curriculum, teachers are required to work using

³⁶ Yayuk Nur Harmoni. Apa Citation: *English Teachers' Problems In Applying The 2013 Curriculum. English Review*, 93, (2017)

³⁷ Ibid

computers, but this creates problems, especially for senior teachers who are less proficient and fluent in using computers, so they must ask for help with colleagues and family to do filing and processing data.

Richard state that there are some problems that are faced by the teachers on his journal such as limited school's facilities, teaching methods and lack of understanding in applying scientific approach as the characteristic of curriculum From the finding above.³⁸ It can be concluded that teaching facilities can affect the quality of teaching and learning process as explained by Richards (2001: 207) that the last set of problems that affect the quality of assessment in a program related to the institution context in which teachers work. Since the teachers are expected to teach well they need ongoing support from the others. Thus, in order to make teaching process successful, school need to provide adequate teaching facilities such as a multimedia lab or computer lab, language lab, self-access center, and students reading room.

Based on the richard journal above, it can be concluded that teachers understand the principles of scientific approach and the basic concept of 2013 curriculum. But in terms of applying this concept, they did not apply it since the students were quite passive in the classroom. They were shy, afraid, and not confidence. They also regarded that English is difficult. Another problem in applying this approach was teachers could not apply students-centered learning since students still depend on their teacher a lot.

³⁸ Richard. Apa Citation. *Teachers' Problems And Solutions In Implementing Curriculum 2013.English Review.*(2016)

4. Factor That Cause Teachers Problem In Assessing Students

Assessment gained its popularity when there was a rebellion against the notion that all people and all skills could be measured by traditional tests. In the process of teaching and learning or giving an assessment of students, of course we expect all students will be diligent and behave well. But there are several things that become obstacles in achieving and providing effective assessments.

The first is Lack of socialization of the curriculum, especially among teachers, given the lack of adequate timeframes, it seemed that they were in a hurry about policies regarding curriculum changes.³⁹ The allocation of learning time is only a few hours during the week, especially to measure the achievement of students' competencies in the effective domain. The number of students in one class is quite large, between 30 and 35 people, especially when conducting with carefully and personal observations having difficulties with a large number of students.

Teachers' lack of understanding of authentic assessment allegedly influenced by their desire to use this type of assessment in learning. According Rustaman (2013), some teachers do not want to use authentic assessment by reason only a waste of time.⁴⁰

³⁹ Frankson Delsue And Cheryl White-Lindsey. *Appropriate Authentic Assessments: Exploring The Use Of Authentic. Assessments* : Florida International University, Usa Vol. 1.2002.P 249

⁴⁰ Rustaman. *Estimating Achievement Performance: A Confirmation Bias*. Journal Of Black Psychology, 22, (1996). P.67

Yet according to Wiggins to design an authentic assessment is very efficient, steady, and do not waste time.⁴¹ Additionally Zainul (2001) confirm that authentic assessment is needed, especially to measure other than cognitive aspects, such as skills and attitudes.⁴² In addition, teachers' lack of knowledge about authentic assessment due to their habit. Teachers have not used authentic assessment of learning, so that they are not interested in learning how to create a rubric is an authentic assessment . Now the teachers felt compelled to develop an authentic assessment instrument for the implementation of the demands of the curriculum. Therefore, the teachers are very difficult to develop an assessment rubric, application, and interpretation of results.

1. The teacher is still difficult to implement all authentic assessment criteria, because given the teachers need more provides an explanation of the content of the materia
2. Teachers still do not understand compile assessment instrument that includes three domains, : affective , cognitive, and psychomotor.
3. Teachers are still not able to and understand how to measure the number of basic competencies that are not core competencies seem achievement, at midtest dan final exam.
4. The teacher is still difficult to implement all authentic assessment criteria, because teachers need more time to give an explanation of the content of the consept.

⁴¹ Wiggins. *A Model For Academic Success: The School And Home Environment Of East Asian Students*. Assessment And Education Quarterly, 21 (2005),P.377

⁴² Zaniul. *Peningkatan Kompetensi Guru Melalui Pelatihan Dan Sumber Belajar Teori Dan Prektik*. Jakarta: Kencana Prenada Media Group. (2001) P. 174

5. When implemented the teacher training, materials about authentic assessment is not yet complete, so the application in teaching-learning activities is still not perfect.
6. Teachers still do not understand about the performance assessment, portfolio, and project appraisal, because it all has a certain criteria.
7. Teachers need a lot of time allocation to assess the project.
8. lack of clear briefing on authentic assessment as teacher training.⁴³

Baron's (1994), describes five criteria task for authentic assessment, namely: 1) meaningful for teachers and students, 2) involvement of students, 3) the task requires students to find and analyze information as well as draw conclusions about it, 4) the task requires students to work or perform.⁴⁴ So authentic assessment leads teachers to determine the number of tasks to be done about the students' competency to be mastered.

According to Gagne (2007: 34) in applying the Curriculum Assessment, teachers often experience difficulties, and the difficulties experienced by the teachers themselves certainly vary, this is of course influenced by several factors.⁴⁵ These factors can come from within the teacher itself (internal factors) and also from outside the teacher (external factors) where these factors can affect the level of difficulty of the teacher in applying affective learning.

The internal factors of the teacher that can affect the level of difficulty in applying affective learning are factors of the readiness of the teacher itself

⁴³ Zaniul, Loc. Cit., P. 179

⁴⁴ Baron's. *Assessing Culturally Different Students For Attention Deficit Hyperactivity Disorder Using Behavior Rating Scales*. Journal Of Abnormal Child Psychology, 261994, P.187

⁴⁵ Gagne. *Authentic Assessment In Learning Teaching English*. North Central College. Available: <http://Jonathan.Mueller.Faculty.Noctrl.Edu/Toolbox/Whatisist.Htm>, 2007, P. 24

where these factors include mental readiness and willingness to be willing to apply affective learning. Mental readiness itself is by preparing teaching materials, such as RPP, textbooks, etc. that have been first studied and understood by the teacher himself so that the teacher is ready to deliver learning with the concepts that have been prepared.

The teacher must be able to change the learning system and learning objectives with a prepared concept that prioritizes cognitive aspects to be more emphasis on the realm of affective learning, where students must change the process of thinking, so that students are able to process their thoughts to be able to apply the theory to their actions.⁴⁶ In addition to internal factors there are also extreme factors that affect the difficulty of the teacher in applying affective learning, namely the absence of teacher training conducted by superiors to subordinates regarding the teaching task load and the completeness of learning design materials, which ultimately makes the teacher difficult in making learning designs that emphasize affective aspects. Therefore, in the implementation of affective learning it is necessary to develop a reference for developing the appraisal of affective domains and the interpretation of the results of measurement.

The teacher is someone who acts as the manager of the catalyst, and other roles that allow for effective teaching and learning activities. The task of the teacher according to Law No. 14 of 2005 concerning teachers and

⁴⁶ Marzano R.J (, *Assessing Student Outcomes: Performance Assessment Using The Five Dimensions Of Learning Model*. Alexandria: Association For Supervision And Curriculum Development,1994. P. 125

professionalism of teachers and lecturers Article 20⁴⁷, in implementing teacher professionalism is obliged:

- a. Planning learning, implementing quality learning processes, and assessing, evaluating learning outcomes.
- b. Improve and develop academic qualifications and competencies in a sustainable manner in line with the development of science
- c. Act objectively and not discriminatively on consideration of gender, religion, race, and certain physical conditions, or family background, and the social status of students in learning.
- d. Uphold the laws and regulations, laws, teacher ethics codes, as well as religious and ethical values.⁴⁸

Coaching Teacher Development Factors according to Wojo Wasito (1980: 50) are interpreted as "building, describing, and improving".⁴⁹ The term construct according to Crabb (1945: 133) is defined as "the process of receiving (receiving), maintaining and repairing (confining), as well as preserving (retraining), in an effort to fulfill needs".⁵⁰ While Barnhat (1996: 106) means coaching is the same as to build which means to form gradually, create structures, build, develop, improve, grow, and cultivate.⁵¹ Coaching is also interpreted as supervision which means as a process of monitoring one's ability to achieve organizational goals. Wiles interpreted supervision as an aid

⁴⁷ Permendikbud, *Tentang Penilaian Hasil Belajar Oleh Pendidik Pada Pendidikan Dasar Dan Pendidikan Menengah*. Jakarta (2005).

⁴⁸ Ibid., Permendikbud

⁴⁹ Wojo Wasito, Behavior Problems Of Schoolchildren In Beijing: A Study Of Prevalence And Risk Factors. In T-Y. Lin, W-S. Tseng, & E-K. Yeh (Eds.), *Chinese Societies And Mental Health 1980*. P.50.

⁵⁰ Crabb *Brief Strategic Intervention For School Behavior Problems*. San Francisco: Jossey-Bass. 194. P. 133

⁵¹ Barnhat. *Dark Ghetto: Dilemmas Of Social Power*. New York: Harper & Row 1996. P106.

in the development of teaching and learning situations and understands the task of supervision covering the tasks of planning, administrative tasks and the task of participation.

Then according to Andi Suharton in his Journal stated that the factors that caused teachers difficulties when carrying out authentic assessments. there were several factors that caused the teacher difficulties in applying authentic assessment, namely Time, authentic assessment took a long time for the teacher because of the many aspects that must be assessed by the teacher.⁵² The number of guidelines and manuscripts of answers that must be prepared by the teacher because in This 2013 curriculum teachers feel burdened with administration, while teachers have been burdened with the amount of teaching material.

In the assessment of the 2013 Curriculum teachers were assisted with applications made. But, because of the large amount of data archiving and assessment aspects that must be processed by the teacher causing overwhelming and confusion for teachers such as senior teachers still feel confused because of the overly complex assessment and processing of data.⁵³ The condition of students who are less supportive, for some classes students have difficulty in understanding the material because the amount of material that must be absorbed in one theme and the difficulty of students in collecting assignments, so the teacher must collect student assignments so that the student scores are not under the KKM. The Computer that using on the school. In this

⁵² Andi Suharton. *The Factors That Caused Teachers Difficulties When Carrying Out Authentic Assessments At Sd Negeri Bayan No. 216 Surakarta*. 2014

⁵³ Ibid

2013 curriculum, teachers are required to work using computers that given from government, but this new way creates a new problem, because the new way is using electronic rapor, this new way creates a new problem especially for senior teachers who are less proficient and fluent in using computers, so they must ask for help with colleagues and family to do filing and processing data.

B. Review of the Related Findings

To support this research, the researcher was observed some researchers that related to this research. For example, the research from Ofani Dariyan who is student from Yogyakarta state university was researched “*analysis and development of processing information system value data at curriculum 2013*”⁵⁴. She try to find how is the processing system value data at curriculum 2013 for vocational school. Then, she want to know the level of advisability the application from side of suitability functional, reliability, usability and efficiency performance.

Second example is from Avidia wisuda ningrum. The lecturer from stain jember trying to using E-Rapor web based As advances in science and technology computers that now used in companies and educational institutions. Indah was researched about “*Problematics In The implementation Of 2013 Curriculum Assessment For Teachers In Sd Muhammadiyah 24 Surakarta*”.⁵⁵ She find The problems faced by teachers in applying the curriculum assessment of 2013 are on attitude 2 competence, knowledge competence and competency Skills (4) The efforts of teachers to overcome the problems in applying the curriculum assessment 2013

⁵⁴ Ofani Dariyan, “*Analysis And Development Of Processing Information System Value Data At Curriculum 2013*”, (Yogyakarta, Unpublished Universitas Negeri Yogyakarta, 2013)

⁵⁵ Avidia Wisuda Ningrum “*Problematics In The Implementation Of 2013 Curriculum Assessment For Teachers In Sd Muhammadiyah 24 Surakarta*”, (Jember, Unpublished Stain Jember, 2016)

are the teacher asks the students to supervise other friends when outside the class, the teacher makes efforts to coaching on students who are less than achievement, teachers do croscek to match student answers And impose sanctions on dishonest students.

Third example is a case study from Syarif Hidayatullah. He is a student from syarif hidayatullah university of jakarta who was researched "*the development assessment on 2013 curriculum*"⁵⁶. He says that the 2013 curriculu sytem is still on less in some ways. So that, she hope that by the development of 2013 curriculum the teacher's will understanding of applying the curriculum assessment of 2013, and teacher will constraints and efforts in overcoming the problems of applying the 2013 curriculum assessment.

On the other hand, this research is just focus to discribe the english teachers problem in assessing student's english achievement based on 2013 curriculum. Therefore the researcher also used english teachers' in SMP N 13 Rejang Lebong as a sample cause of some considerations. But still, those related findings gave the contributions for this research.

⁵⁶ Syarif Hidayatullah "*The Development Assessment On 2013 Curriculum*" , (Jakarta, Unpublished Syarif Hidayatullah University,2011)

CHAPTER III

RESEARCH METHODOLOGY

This chapter describes the method use to conduct the research. It consists of kind of the research, population and sample, technique of data collection, research instrument, research procedure, the technique of data analysis, and data analysis technique.

A. Kind of the Research

This research is designed as a descriptive research with qualitative approach. According to Gay and Airasian, descriptive research is used to report the way things are, it means descriptive research aims to describe the existing situation in the field systematically with some facts which is connected. It is not just looking for the absolute truth, but looking for understanding observations.⁵⁷ It means the researcher not only collected the data, but also the analysis of data and make conclusions based on the data that had been collected.

Danim states that the characters of descriptive qualitative research are the data which come from the words, pictures, non-numerical. Even though, there is numerical data but it is just the supporting data⁵⁸. Hancock states that, qualitative research is concerned with developing explanations of social phenomena. It describes social phenomena as they account naturally⁵⁹. According to amirul hadi and haryono the descriptive research is a research that effort to give with systematic and accurate⁶⁰. The descriptive research has characteristic that is has

⁵⁷Gay And Airasian, *Educational Research: Competencies For Analysis And Application*, (New Jersey, Person Education, 2000), P. 275

⁵⁸Sudarwandanim, *Menjad Ipenelitian Kualitatif*, (Bandung : Pustakasetia, 2002), P.16

⁵⁹Befery, Hancock, *Trend Focus For Research And Developing In Primary Health Care : An Introduction To Qualitative Research*, Trend Focus: 1998, P.2

⁶⁰ Amirul Hadi And Haryono, *Metodologi Penelitian Pendidikan*, (Bandung: Pustaka Setia,2005) P.50

purpose to overcome the actual problem nowadays and to collect the data and information to formatting, explaining, and analyzing.

In this research, the researcher does not only collect the data, but also analysis of the data. And also will Explain more about the finding, using some theories as a guide and make conclusion based on the data collected. In this research, the researcher will describe about “English Teachers Problem In Assessing Student’s English Achievement Based On 2013 Curriculum At SMP No 13 Rejang Lebong”

B. Subject of the Research

The subject means the participants in the research that the researcher choose to get the data. This appropriate to Hart C who stated that the subject is participant which ready to give information based on the research issues.⁶¹ The subject of this research was the English teachers of SMP 13 Rejang Lebong. Sanapiah Faisal stated that there were some criteria that must be had by the person or group to be subject research in qualitative research were these; the First, they mastered in something. The Second, they were including in the activity that the researcher were being research. The Third, they did not prefer to give information from their own fake information. The Fourth, they had time to be interviewed. The Fifth, they were including preliminary unfamiliar with the researcher.

The english teachers at SMP 13 Rejang Lebong as the subject of this research. This research analyzed english teachers’ problems in assessing students based on 2013 curriculum. The researcher researched English teachers of SMP 13

⁶¹ Hart C, A Sample Guide To Research, (London, Harlow ; Prentice Hall , 2001), P. 16

Rejang Lebong because this school already using 2013 curriculum and different place had a different way to assessing Student based on 2013 curriculum. Furthermore, different person in the same place also had a different problem. Hence, the researcher provided specific information to the english teacher about their challenges or their problems in assessing student's english achievement based on 2013 curriculum.

C. Technique of Data Collection

In this research, the researcher use questionnaire and interview as the technique of data collection. Those method was taken based on the following sources:

1. Interview

In this research, the researcher also used interview. Interview is a conversation where questions are given in order to get the information. According to L.R Gay and Peter Airasian, "an interview is used as technique for collecting the data as the early study to find the problem that should be studied, and the interview can be used if the researcher wants to know small respondent deeply".⁶² The interview is use in this research is closed interview where is the interview that has organized by the researcher in the list of interview, it can be used as instrument, even though the questions are not written in the list. In this research, the researcher also used interview.

Interview is a conversation where questions are given in order to get the information. The interview used in this research was semi-structured

⁶² L.R Gay And Peter Airasian, *Educational Research Competencies For Analysis And Application*, (New Jersey:Prentice-Hall,Inc,2000)., P.188

interview or we can say it into closed interview. In this type of interview, the researcher wanted to know specific information which could be compared and contrasted with information gained in other interviews.⁶³ The questions were organized based on the ordinance about English teachers' problem in assessing student based on 2013 curriculum. This technique was used to answer the first and second question about English teachers' problem in assessing student's English achievement based on 2013 curriculum.

D. Research Instruments

There are some instruments that researchers use for collecting the data, which are:

1. Interview Guidance

Interview guidance is a list of several questions in an interview to get the information from the subject of the research.⁶⁴ The interview including a list of topics, themes, or areas are covered in a semi-structured interview. It was used when the researcher interviewed the teacher on that school. In this research the researcher used some questions in the interview section. In constructing the question used in the interview section the researcher focused on English teachers' problem in assessing student based on 2013 curriculum at SMP N 13 Rejang Lebong.

⁶³Catherine Dawson, *Practical Research Method*, (United Kingdom : Deer Park Production, 2000), P. 28

⁶⁴Catherine Dawson, *Practical Research Method*, (United Kingdom : Deer Park Production, 2000), P.292

E. The Technique of Data Analysis

To find, the researcher analyze the data from interview by using:

a. Managing

Before the data from interview will be ready and able to be interpreted, they will be managed by envisioning what the data from interview of the research look like. The researcher divides the data based on the resources. From interview data will be saved in folders. Besides that, the folders of data will be divided also by the date are gotten.

b. Reading/Memoing

After managing the data, the researcher read the data from interview by using the result of interview. The researcher read what are the english teachers problem in assessing student based on 2013 curriculum.

c. Classifying

Classfying data is done after reading the data interview. The data were classified based on the the interview about english teachers problem in assessing student based on 2013 curriculum.

d. Description

Description is based on the interview and interview quidance. In this step, the researcher starts to describe all the data that can help the researcher to do next step in analyzing the data.

e. Interpreting

Data interpretation continuous after the data collection, analysis and interpretative stage of a study, interpretation is also a part of process of writing the result of study. Interpretation is the reflective, integrative, and explanatory aspects of dealing with studies data. Data interpretation is based heavily on the connections, common aspects, and linkages among the data, especially the identified categories and patterns. The researcher is interpreting data whenever he/she uses some conceptual basic or understanding to cluster a variety of data pieces into a category. To aid interpretation, it is important to make explicit what the conceptual basis or understandings of the categories are, and what makes one category different from other.

BAB IV
FINDINGS AND DISCUSSIONS

A. FINDINGS

This section is the answer of the research questions about What are the problems faced by English teachers in assessing student's english achievement based on 2013 curriculum and What are the factors that cause the problems for English teachers in assessing student's english achievement in 2013 curriculum. The data were presented through tables followed by discussion. This chapter presents the finding taken from interview.

This research had been done 23rd December 2018. In collecting data, the researcher used some instruments such as interview guidance and tape recorder for interview.

1. What are the problems faced by English teachers in assessing student's english achievement based on 2013 curriculum?

In collecting the data to answer the first research questions, The researcher use Interview to get the data. It was done by interview on 23rd December 2018. From interviewing the teachers about the problems faced by English teachers in assessing student based on 2013 curriculum the researcher got the informations about the problems faced by English teachers in assessing student's english achievement based on 2013 curriculum. The problems faced by english teacher in assessing student's english achievement based on 2013 curriculum by interview can be seen on the table below :

Table.3

The problems faced by english teacher in assessing student's english achievement based on 2013 curriculum

No.	Indicators	Descriptions
1.	Knowledge Value	<ul style="list-style-type: none"> - The english teacher have to work twice to assess student knowledge value. - The responsiveness of different students has an impact on the results of knowledge competency assessment.
2.	Skills Value	<ul style="list-style-type: none"> - The english teacher just not accustomed to assess students skill. - The teacher only doing one assessment of each KD.
3.	Religious Or Spiritual Value	<ul style="list-style-type: none"> - The english teacher does not have enough time to assess the student spiritual attitude assessment - The english teacher has not been given information about classifying KD on spiritual attitude competencies.
4.	Social Value	<ul style="list-style-type: none"> - The english teacher does not understand to applicate the aspects of social attitudes that should be assessed.

Based on the table of the interview, The results show that there is the problem thst faced by english teacher to assess student value based on 2013 curriculum is consists of to assess students knowledge, students skill, students religious or spiritual and student social value or attitude. When assess the students knowledge value the english teachers get problem where they have to work twice to assess student knowledge value and The responsiveness of

different students has an impact on the results of knowledge competency assessment.

For asses stdents skill value this skill The english teacher just not accustomed to assess students skill and The teacher only doing one assessment of each KD. The problem when assess student spiritual and religius the english teachers does not understand the implementation of the spiritual attitude assessment and also The english teacher does not have enough time to assess the student spiritual attitude assessment. For assess the last value the The english teacher actually does not understand to applicate the aspects of social value that should be assessed.

2. What are the factors that cause the problems for English teachers in assessing student's english achievement in 2013 curriculum?

To answer the second research question, the researcher also use Interview to get the data, here the following table of the result and explanation of Interview :

Table.4

The Factors That Cause The Problems For English Teachers In Assessing Student's English Achievement In 2013 Curriculum

No	Indicator	Description
1	Lack Of socialization	<ul style="list-style-type: none"> - The teacher has not yet received training specifically - The teacher is not ready to carry out assessment because he lacks mastery

		of authentic assessment and lack of reading references about authentic assessment.
2	Allocation of learning time	- Lack of hours provided to achieve the set requirements
3	Number of students in one class	- Teachers have difficulties in conducting the student by personal observations with a large number of students in one class

Based on the table of the interview, The results show that the three factor that cause the problems for english teachers in assessing student learning outcomes in 2013 curriculum the first is because the english teacher has not received training specifically from the government the english teachers only get general training and also The teacher is not ready to carry out assessment because he lacks mastery of authentic assessment and lack of reading references about authentic assessment. The second, because the lack of hours provided to achieve the set requirements from government. The last factor is because of the difficulties that teachers get when conducting the student value by personal observations with a large number of students in one class.

B. DISCUSSIONS

1. The problems faced by English teachers in assessing student's english achievement based on 2013 curriculum

Based on the finding above, the researcher asked the english teacher The interview was done on 23rd December 2018. Based on the theoretical

background there were some factors that cause constraints in authentic assessment. In the first question the researcher asked about the understanding of English teachers about authentic assessment in 2013 curriculum. The English teacher A thinks that authentic assessment is a class-based assessment that is carried out in a comprehensive manner as a collection, reporting and use of information about the process and learning outcomes of students in learning activities under the authority of class teachers and she thinks that in this curriculum the students are more directed to the formation of how students form their character, so that when they learn English the students know it is not their own language. As stated by the teacher A:

“As far as I know authentic assessment is a class-based assessment that is carried out in a comprehensive manner as a collection, reporting and use of information about the process and learning outcomes of students in learning activities under the authority of class teachers. Moreover in this curriculum the students are more directed to the formation of how students form their character, so that when they learn English the students know it is not their own language but the students are able to communicate with foreigners with attitude and behavior that we expect, according to the character we want to form.”

While the English teacher B said that she was not really understand about the 2013 curriculum and still groped with new regulations from the government. she just know that Authentic assessment in the 2013 curriculum assessment aims to enable students to improve student learning outcomes both in observing, reasoning, trying, and building networks. As stated by the teacher B:

“I personally don’t really understand the 2013 curriculum. Each of us still gropes in this new regulations. English teachers are still groping in authentic assessment. from what I know Authentic assessment in the 2013 curriculum assessment aims to enable students to improve student learning outcomes both in observing, reasoning, trying, and building networks “

From the next answer of interview, the teacher explains the problems faced by English teachers in assessing student based on 2013 curriculum as follow :

The first, the problem that the english teacher A get when assessing student knowledge is this assessment makes the teacher have to work more on students score. Because when the teacher was explained the material there were students who listened and there also someone who also played alone. So that the students that listen to their teacher can certainly do the test while the ones playing were usually get a low score. If the score is low, it is usually held in reexam. The student that get to reexam make the teacher have to work again. As stated by the english teacher A :

“when assessing student knowledge the obstacle that i get is when I was explained the material there were students who listened to someone who also played alone. If they listen, they can certainly do the test while the ones playing are usually get a low score. If the score is low, it is usually held in reexam. If the value is good given the enrichment assignment. so this makes the teacher have to work more on students like this.”

While the English teacher B said that the problem when assessing student knowledge determined is from indicators. She said that she still confuses about the scoring rubric, because there is also material that she did not include in the lesson plan. The average score for knowledge has been determined from school is also the problem because it is very difficult for the student to get the average score. As stated by the English teacher B:

“The problem when assessing knowledge determined is from indicators. For example, it is rated 80 because it is incomplete, not neat, if the task is complete, it is assessed 100. It should make an indicator, but it has not been made because I do not know, so the scoring rubric has not been made, because first it is still confused. There is also material that I did not include in the lesson plan. The problem is that when the lesson plan is not used the manual. The average score for knowledge has been determined from school, initially equated with KTSP 75. It is very difficult to get a score of 75, because on average children get a score of 2.8 or equivalent to a value of 7”

The second, the problem that the English teacher A gets when assessing student skills is the English teacher just not accustomed to this assessment skill, because it is the first time and she does not understand what to do with the assessment. She has to take more time to carry out the assessment and she thinks that this assessment is too complicated because many aspects need to be observed. As stated by English teacher A:

“The obstacle for assessing students' skills is that I am just not accustomed to it, it is the first time that I am still stumbling and I do not understand yet what to do with the assessment. Moreover, for assessment requires a lot of time to observe it, so it is really true”

that you have to take the time to carry out the assessment. The current assessment is too complicated, many aspects are observed and too detailed in the administration.”

While english teacher B thinks that the problem when assessing student skill was the teachers must explain the material twice because of each students has different Capability, sometimes students cannot speak English well. As stated by english teacher B :

“The difficulty is that sometimes we have to take care of the students in here is not as easy as favorite school student. I must explain the material twice because the capability is different, it must be painstaking to sharpen the skills of each student because sometimes students cannot speak english well even with a fairly easy vocabulary. So i often think that students are not needed, but instead we need students”

The third, problem faced by english teacher A when assessing student religious value competence is the way to assess student religious really requires a long process while the time that government determine is not enough for the teacher to observe the students religious value. The teachers was not remember all of name of their students while there are 7 classes that the tecaher get that must be observed one by one. As stated by english teacher A :

“To assess spiritual attitude really requires a long process, it is not possible if for example there are four KDs, it will spend more time. To mention one class some times the time is not enough and after this class, we immediately move to another class again. so, we haven't completed the assessment of the first

class, we have to change another class again. So that all assessments are stacked together. If applied in learning, the time determined by the government is not enough because not all the names of my students are memorized, there are 7 classes as many as 238 children and must be observed one by one.”

The English teacher B gets the same problem when assessing student religious because she also thinks that this assessment needs to observe the students religious everyday to see whether there is a change in behavior in the students or not. Aspects of the spiritual attitudes of individual students assessed through direct observation both inside and outside the class are determined in passing and globally. The teacher only sees students who stand out in class or outside the classroom, while others are rated the same. Besides that, it takes a lot of time to observe it. As stated by English teacher B :

“To assess students spiritual attitudes using an observations that has done every day, see whether there is a change in behavior in the students or not. the problem is that every students is difficult to change, his bad attitude and the severity of his attitude continue to the end, it means that his score is in accordance with his attitude every day. For me, I usually observe the activities early in the morning, at 7 o'clock the students is always obliged to read the prayer before learning, maybe someone sometimes just kept quiet, or he daydreamed and so on. Seen from there means that students do not have a good manners. I saw it from that.”

The forth problem that faced by english teacher is the teachers A don't really understand what mutual cooperation is meant, what is mutual communication that assess on social value. She thinks that that the Mutual cooperation and cooperation are almost similar. So, to determine the social value of students, she just assess it in one meeting for all aspects. As the english teachers A stated :

“When assessing social attitudes for learning English that must be demanded are 8 aspects, such as mutual cooperation and so on. I don't really understand what mutual cooperation is meant, what is mutual communication like what is not so clear so far. Mutual cooperation and cooperation are almost similar, where is the difference. So to determine the social value of students, I just assess it in one meeting for all aspects.”

While the english teachers B problem when assess students social value is the time to teach English subject is not enough. because To assess social attitudes, it is also necessary to observe each lesson, for example during tests, and how students behave with the teachers who are willing. As stated by English teacher B:

“For myself, when assessing students social attitudes so far it is very difficult to do because there are few time to teach English lessons. because To assess social attitudes, it is also necessary to observe each lesson, for example during tests, students do not cheat with their friends, help with cooperation to clean up the class, care for their class, always on time and how students behave with the teachers who are willing.”

The fifth problem when doing an assessment process the english teacher A said that the problem that she get is she have to really pay attention to the students one by one. She still confused by the assessment in the 2013 curriculum. Also sometimes the teachers must change skills in other forms, and Many teachers who still do not understand how to enter the assessment into the rubric, plus the completion of learning in class, the teacher is immediately preoccupied with the assessment of students, and also the teacher must sort out the assessment into what aspects and what learning. As stated by english teacher A :

“The problem is I have to really pay attention to the students one by one. Changing attitudes can not be instantaneous everything requires a process. Also, I am still confused, with the assessment in the 2013 curriculum. For first grade teachers, the assessment of skills aspects is also the biggest obstacle during the learning process, because there are some assessment rubrics that are considered by teachers to be impossible and some that are considered to endanger children student. Here sometimes the teacher must change skills in other forms, and Many teachers who still do not understand how to enter the assessment into the rubric, plus the completion of learning in class, the teacher is immediately preoccupied with the assessment of students, not to mention the teacher must sort out the assessment into what aspects and what learning.”

However the problem english teacher B faced is because of this kind of assessment she feel that she cannot objectively assess this curriculum. because sometimes there is a student when there is a teacher they are become a good person but when there is none they are opposite of it. It become the obstacle in making an

assessment because the teacher cannot see it directly. As stated by english teacher

B:

“Personally, I feel that I cannot objectively assess this curriculum. For example, when there are one or two children who are sometimes a bit naughty, so that we judge the child have bad attitude. As a teacher, I hope that children are not only orderly when observed or when there are only teachers, but when outside school the child is able to become a person who does not deviate from discipline. Sometimes we have problems too. When we are observing the child is good, good, but when behind is distorted. Such is the obstacle in making an assessment because we cannot see it directly”

By those explanation about, we can see that the english teacher get the problem when asses the student value based on 2013 curriculum because The english teacher has not fully understood how to assess student by using autentic assessment in 2013 curriculum. The indicators for assessing student value too many and complicated because in 2013 curriculum the english teacher must assess the students value in 4 parts such as : knowledge value, skill value, religious value and also social value. This assesment also making the english teacher only one assessment period is carried out. The teacher has not fully understood the application of assessment techniques in the 2013 curriculum, so the teacher is still having difficulty conducting assessment in the classroom

2. The factors that cause the problems for English teachers in assessing student learning outcomes in 2013 curriculum

Based on the finding above, the researcher asked the english teacher The interview was done on 23rd December 2018. Based on the theoretical background there were some factors that cause constraints in authentic assessment. From the interview, the teacher explains the factors that cause the problems for English teachers in assessing student learning outcomes in 2013 curriculum as follow :

The first factor is Lack of socialization of the curriculum, especially among the english teachers, given the lack of adequate timeframes, it seemed that they were in a hurry about policies regarding curriculum changes teachers' lack of knowledge about authentic assessment due to their habit. Teachers have not used authentic assessment of learning, so that they are not interested in learning how to create a rubric is an authentic assessment . Now the teachers felt compelled to develop an authentic assessment instrument for the implementation of the demands of the curriculum in 2013. Therefore, the teachers are very difficult to develop an assessment rubric, application, and interpretation of results. The english teacher A stated that they have not get enough the socialization or training from the government and the changging of curriculum is impressed in hurry. The english teacher A also said that the general training or socialization is not done especially for each subject's training. As stated by the english teachers A below:

“I think the training is not enough cause I feel that the lack of 2013 curriculum socialization is the first factor that has

caused teachers difficulties in implementing authentic assessments in the 2013 curriculum, especially among teachers, considering the inadequate timeframe for socialization, seemingly in a hurry about national policies regarding curriculum changes from KTSP to 2013 curriculum”

“for now there is nothing because like I said earlier, the use of the 2013 curriculum I felt was rushed especially for school schools like us. just for general training is not done especially for each subject's training”

The english teacher B also state that the training provided by the government is still lacking and the training that has given is general socialization for all subject not specialization training for each subject because each subject have diffrent indicator that have to assess. She also still find it difficult, because the 2013 curriculum is required to use a method that is different from the previous method. The english teachers B Also state that the socialization program before has not been effective, because not all teachers received socialization, only a few were given socialization As stated by The english teacher B below :

“I think the training provided by the government is still lacking because I still find it difficult, because the 2013 curriculum is required to use a method that is different from the previous method, we only facilitate it, so children find their own knowledge. I have difficulties when evaluating how and also the final assessment / report card. thus causing obstacles with me so that the readiness is lacking. So it's still not very mastering, and also doesn't have many references for assessment.”

“The socialization program before has not been effective, because not all teachers received socialization, only a few were given socialization. So that the teacher is still difficult to understand the implementation of learning outcomes assessment. I hope for the next there will be special training for each subject.”

The second factor is the allocation of learning time is only a few hours during the week, especially to measure the achievement of students' competencies in the effective domain. From the interview above the researcher get the data that the english teacher in this school only have 3 hours each week. So that, the english teacher A thinks that the allocation of time is another factor that cause the problems for English teachers in assessing student learning outcomes in 2013 curriculum. As stated by english teachers A below:

“The time allocation of teaching determined by the government is only 3 hours during the week, especially to measure the achievement of student competencies in the effective domain. I feel that the time given is lacking because with the allocation of only 3 hours a week we have to assess all aspects of the assessment of students not to mention we also have to pay attention to students one by one to carry out social and spiritual assessments of each student.”

The english teacher B also have the same opinion with english teachers A. The english teachers thinks that the allocation of time that the government determined was not enough because in 3 hours each week the teacher have to assess every aspect of authentic assessment must be assessed on each student.

“for me, the time allocated or determined by the government which is only 3 hours a week is not enough for me to assess every aspect of authentic assessment that must be assessed on each student, especially in each class there must be a class that causes delays in the assessment that I carried out on at that time and for the implementation of the next assessment”

The third factor is the number of students in one class is quite large, between 30 and 35 people, especially when conducting with carefully and personal observations having difficulties with a large number of students. The english teacher get 7 class to teach on week moreover each class consist of 35 student or more than that. so that it sometimes makes a problem for teacher to assess every aspect for each students. As stated by english teacher A below:

“Yes of course, I find it difficult because The number of students in one class is quite large between 30-35 for 7 classes that I taught. of course this is a particular difficulty when assessing every aspect of a student's attitude. especially, when carrying out careful and personal observations experience difficulties with a large number of students.”

The english Teacher B also think that large number of students that she taught in 1 class is the factor that make the teachers have difficulties when assess the students based on 2013 curriculum. As stated by english teachers B below:

“of course this is a problem as we know the number of students in 1 room is quite large so that we as educators are very overwhelmed and it influence the teaching and learning process that is less effective or not maximal.”

By those explanation about the factors that cause the problems for English teachers in assessing student learning outcomes in 2013 curriculum, we can see that this research relevant with the theories that was stated in the previous chapter from Delsue Frankson and Cheryl White Lindsey who stated that there are three factors that cause constraints in authentic assessment such as, Lack Of socialization, Allocation of learning time and Number of students in one class.⁶⁵ This proved that from the interview above the english teachers agree that the three factors is the cause that make the teachers have difficulties when they using authentic assessment to assess student value in 2013 curriculum.

⁶⁵ Delsue Frankson And Cheryl White-Lindsey. (2002). *Appropriate Authentic Assessments: Exploring The Use Of Authentic Assessments* : Florida International University.Usa (Vol. 1, No. 1)

BAB V

CONCLUSIONS AND SUGGESTIONS

After investigating and describing the obtained data in the previous chapter, the next section is conclusion and suggestion. The conclusion below is the answer of the research questions, while the suggestion is proposed to give information to the readers who are interest in doing further research in this area.

A. CONCLUSIONS

Based on finding and discussion in the previous chapter, the conclusions are:

1. The problem that faced by english teacher to assess student's english achievement based on 2013 curriculum is consists of to assess students knowledge, students skill, students religious or spiritual and student social value or attitude. When assess the students knowledge value the english teachers get problem where they have to work twice and The responsiveness of different students has an impact on the results of knowledge competency assessment. For asses stdents skill value this skill the english teacher just not accustomed to assess students skill. The problem when assess student spiritual and religius the english teachers does not understand the implementation of the spiritual attitude assessment and also The english teacher does not have enough time to assess the student spiritual attitude assessment. For assess the last value the the english teacher actually does not understand to applicate the aspects of social value that should be assessed.
2. The results show that the three factor that cause the problems for english teachers in assessing student's english achievement based on 2013 curriculum

the first is because the english teacher has not received training specifically from the government the english teachers only get general training and also The teacher is not ready to carry out assessment because he lacks mastery of authentic assessment and lack of reading references about authentic assessment. The second, because the lack of hours provided to achieve the set requirements from government. The last factor is because of the difficulties that teachers get when conducting the student value by personal observations with a large number of students in one class.

B. SUGESTIONS

After doing the interview to the respondents, the researcher would like to give some suggestions which may be useful for :

1. Academically

- a) This research is expected give additional informations about english teachers problem in assessing student based on 2013 curriculum.
- b) This research is expected can be useful as an academic reference that discuss about english teachers problem in assessing student based on 2013 curriculum.

2. Practically

The researcher hopes this research can be useful to the reader in increasing their knowledge about the 2013 curriculum that using Authentic assessment.

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APPENDICES



KEMENTERIAN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI
(STAIN CURUP)

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KEPUTUSAN
KETUA SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN) CURUP

Nomor : 1059 /S1.02/PP.00.9/02/2018

Tentang

- REVISI JUDUL DALAM PENULISAN SKRIPSI
SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN) CURUP
- Menimbang : a. Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ;
b. Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahi tugas sebagai pembimbing I dan II ;
- Mengingat : 1. Keputusan Menteri Pendidikan Nasional RI Nomor 184/IJ/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi ;
2. Keputusan Menteri Agama RI Nomor 406 Tahun 2000 tentang Pembukaan Jurusan / Program Studi Baru Pada Perguruan Tinggi di Lingkungan Departemen Agama RI ;
3. Keputusan Menteri Agama RI Nomor 1 Tahun 2001 Tentang Kedudukan, Tugas, Fungsi, Kewenangan, Satuan Organisasi dan Tata Kerja Kementerian Agama RI ;
4. Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;
5. Keputusan Menteri Agama RI Nomor 31 Tahun 2016 tentang STATUTA STAIN Curup ;
6. Surat Keputusan Menteri Agama RI Nomor B. 11/3/08207/2016 tentang Pengangkatan Ketua STAIN Curup Periode 2016 - 2020 ;

MEMUTUSKAN :

Menetapkan
Pertama

1. Leffi Noviyenty, M.Pd 19761106 200312 2 004
2. Viplt Wulandary, M.Pd

Dosen Sekolah Tinggi Agama Islam Negeri (STAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :

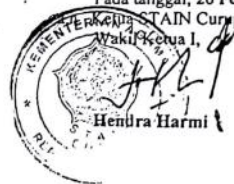
N A M A : Riski Wahyuni

N I M : 13551063

JUDUL SKRIPSI : English Teachers Problem In Assessing Student Based On 2013 Curriculum

- Kedua : Proses bimbingan dilakukan sebanyak 8 kali pembimbing I dan 8 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ;
Ketiga : Terjadi perubahan Pembimbing Nama tersebut di atas, Karena yang bersangkutan tidak lulus dan telah melakukan perbaikan skripsi ;
Keempat : Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ;
Kelima : Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ;
Keenam : Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ;
Ketujuh : Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh STAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ;
Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berlaku ;

Ditetapkan di Curup,
Pada tanggal, 26 Februari 2018



Tembusan :

- 1 Pembimbing I dan II;
- 2 Bendahara STAIN Curup;
- 3 Kasubag AK;
- 4 Kepala Perpustakaan STAIN;
- 5 Mahasiswa yang bersangkutan;
- 6 Arsip/Jurusan Tarbiyah



PEMERINTAH KABUPATEN REJANG LEBONG
DINAS PENDIDIKAN DAN KEBUDAYAAN
Jalan S.Sukowati No.55 Curup Kode Pos 39114
Telp.(0732) 21457 Fax.(0732) 23942
Email : Dikbud.Rejang.Lebong@gmail.com

REKOMENDASI

Nomor : 800/ 2018 /Set.3.Dikbud/2018

TENTANG PELAKSANAAN PENELITIAN

Berdasarkan Peraturan Menteri Dalam Negeri Republik Indonesia Nomor : 64 Tahun 2011 Tentang Pedoman Penerbitan Rekomendasi Penelitian dan menindaklanjuti Surat dari Institut Agama Islam Negeri (IAIN) Curup Nomor : 641/In.24/PP.00.9/05/2018 tanggal 14 Mei 2018 hal Rekomendasi Tentang Pelaksanaan Penelitian atas nama :

Nama : Riski Wahyuni
NIP : 13551063
Jabatan : Tarbiyah/Pendidikan Bahasa Inggris (PBI)
Tempat Penelitian : SMP Negeri 13 Kab.Rejang Lebong
Waktu Penelitian : 14 Mei 2018 s.d 14 Agustus 2018
Judul Skripsi : "English Teachers Problem In Assessing Student " Based On 2013 Curriculum

Pada prinsipnya kami tidak keberatan diadakannya penelitian yang dimaksud dengan catatan / ketentuan sebagai berikut :

1. Sebelum melakukan penelitian harus melapor kepada Kepala Sekolah ditempat yang dimaksud
2. Penelitian tidak boleh menyimpang dari proposal penelitian
3. Harus mentaati semua ketentuan peraturan dan perundang-undangan yang berlaku
4. Selesai melakukan penelitian agar melaporkan hasil kegiatan kepada Kepala Dinas Pendidikan dan Kebudayaan Kabupaten Rejang Lebong
5. Rekomendasi ini akan dicabut dan dinyatakan tidak berlaku, apabila pemegang surat rekomendasi ini tidak mentaati ketentuan sebagaimana tersebut diatas
6. Rekomendasi ini untuk dipergunakan sebagaimana mestinya.

Demikian Surat Rekomendasi/Persetujuan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Curup, 21 Mei 2018

Kepala Dinas Pendidikan dan Kebudayaan
Kabupaten Rejang Lebong



TARSISUS SAMUJI,S.Pd

Pembina Tk.I/IV.b

NIP.19591111 198403 1 008

Tembusan disampaikan kepada :

1. Yth.Bupati Rejang Lebong
2. Yth.Ketua Jurusan IAIN Curup
3. Yth.Ka.SMP Negeri 13 Kab.Rejang Lebong
4. Arsip



PEMERINTAH KABUPATEN REJANG LEBONG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 13 REJANG LEBONG
Alamat : Jl. Lintas Curup - Lbk. Linggau Km. 14 Desa Sambirejo Kec. Selupu Rejang 39153

SURAT KETERANGAN
NO : 421.3/ 109/ LL /SMPN 13/ RL/2018

Yang bertanda tangan di bawah ini kepala sekolah SMP Negeri 13 Rejang Lebong menerangkan bahwa :

Nama : RISKI WAHYUNI
NIM : 13551063
Jurusan : Tarbiyah / Pendidikan Bahasa Inggris (PBI)

Memang benar telah melaksanakan penelitian dengan judul "**English Teachers Problem In Assessing Student Based On 2013 Curriculum**" dilaksanakan pada tanggal 14 Mei s.d 14 Agustus 2018.

Demikian surat keterangan ini di buat untuk dapat digunakan sebagaimana mestinya.

Selupu Rejang, 21 Agustus 2018
Kepala Sekolah

SURATNO, S.Pd
Pengabina
NIP. 19630515 198503 1 008





KARTU KONSULTASI PEMBIMBING SKRIPSI

NAMA : Riski Wahyuni
 NIM : 13551063
 JURUSAN/PRODI : Tarbiyah Tadris Bahasa Inggris
 PEMBIMBING I : Betty Desiyenti A.Pd
 PEMBIMBING II : Lita Sulandari A.Pd
 JUDUL SKRIPSI : "School Perceptions Toward E-papar Web based"

* Kartu konsultasi ini harap dibawa pada setiap konsultasi dengan pembimbing 1 atau pembimbing 2;

* Dianjurkan kepada mahasiswa yang menulis skripsi untuk berkonsultasi sebanyak mungkin dengan pembimbing 1 minimal 2 (dua) kali, dan konsultasi pembimbing 2 minimal 5 (lima) kali dilibatkan dengan kolom yang di sediakan;

* Agar ada waktu cukup untuk perbaikan skripsi sebelum diujikan di harapkan agar konsultasi terakhir dengan pembimbing di lakukan paling lambat sebelum ujian skripsi



KARTU KONSULTASI PEMBIMBING SKRIPSI

NAMA : Riski Wahyuni
 NIM : 13551063
 JURUSAN/PRODI : Tarbiyah Tadris Bahasa Inggris
 PEMBIMBING I : Betty Desiyenti A.Pd
 PEMBIMBING II : Lita Sulandari A.Pd
 JUDUL SKRIPSI : "School Perceptions Toward E-Rapor Web based"

Kami berpendapat bahwa skripsi ini sudah dapat diajukan untuk ujian skripsi STAIN Curup.

Pembimbing I
 Pembimbing II

Pembimbing II
 NIP.



No.	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing I	Paraf Mahasiswa
1.	27/06-2008	Chapter I		
2.	7/07-2008	Chapter II & III		
3.	24/07-2008	Instrument		
4.	09/08-2008	Demosi instrument		
5.	09/09-2008	Chapter IV & V		
6.	24/09-2008	Penyisi Chapter IV & V		
7.	07/10-2008	Acc sidang mungkasah		



No.	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing II	Paraf Mahasiswa
1.	2/03-2008	Chapter I background		
2.	16/03-2008	Chapter II Theory		
3.	20/03-2008	Chapter III Instrument		
4.	14/04-2008	Penyisi I, II, & III		
5.	2/05-2008	Acc Chapter I, II & III		
6.	30/05-2008	Chapter IV & V		
7.	10/06-2008	Penyisi Chapter IV & V		
8.	27/06-2008	Acc Sidang Mungkasah		

no	Expert	theory	indicator	Sub Indicator	Questions
1	Brown hougals	Authentic sssessment is directed to measure student's competence stated in the curriculum. it should be able to measure the students' moral or religious values, their social attitude, their knowledge, and their skills.	In authentic assessment it should measure the students' moral or religious values, their social attitude, their knowledge, and their skills	<ul style="list-style-type: none"> Knowledge can easily be measured using tests or traditional assessment, such as multiple choice tests, matching, completion, short answer, etc. 	<ol style="list-style-type: none"> As we know that 2013 curriculum is using authentic assessment to assess the student value, as english teachers what do you know about authentic assessment? what are the problems that you get when assessing student knowledge?
				<ul style="list-style-type: none"> Skills can be measured using performance assessment, such as oral performance. 	<ol style="list-style-type: none"> what are the problems that you get when assessing student skills on english subject?
				<ul style="list-style-type: none"> Religious value competence related to the formation of the behavior of faithful and devoted students God Almighty. 	<ol style="list-style-type: none"> what are the problems that you get when assessing student Religious value competence?
				<ul style="list-style-type: none"> social attitudes are related to formation of behavior of students who are noble, independent, democratic, and responsible in an effort to realize harmony life. 	<ol style="list-style-type: none"> How are the social attitudes aspects assessed in English learning that are in accordance with 2013 curriculum?? What obstacles that you get in assessment process that is accordance with the 2013 curriculum?

Curup, Desember 2018

Instrument Validator

Jummatul Hidayah, M.Pd

Nip. 19780224 200212 2 002

No	Expert	Theory	Indicator	Sub Indicator	Questions
1	Delsue Frankson and Cheryl White Lindsey	<p>there are three factors that cause constraints in authentic assessment :</p> <ol style="list-style-type: none"> 1. Lack Of socialization 2. Allocation of learning time 3. Number of students in one class 	<p>In the process of teaching and learning or giving an assessment of students, of course we expect all students will be diligent and behave well. But there are several things that become obstacles in achieving and providing effective assessments.</p>	<ul style="list-style-type: none"> • Lack of socialization of the curriculum, especially among teachers, given the lack of adequate timeframes, it seemed that they were in a hurry about policies regarding curriculum changes 	<ol style="list-style-type: none"> 1. Does the training provided by the school or government is good enough? 2. Does the school principal develop and improve readiness, morals, and physical skills of the teacher, especially English teachers so that you can implement the 2013 curriculum assessment as well as possible?
				<ul style="list-style-type: none"> • The allocation of learning time is only a few hours during the week, especially to measure the achievement of students' competencies in the effective domain. 	<ol style="list-style-type: none"> 1. Does the time to allocated the assessment based on 2013 curriculum is sufficient to assess all aspects of students?
				<ul style="list-style-type: none"> • The number of students in one class is quite large, between 30 and 35 people, especially when conducting with carefully and personal observations having difficulties with a large number of students 	<ol style="list-style-type: none"> 1. are you having trouble monitoring the students when carrying out English assessments based on 2013 curriculum while there are quite a lot of students in the class?

Curup, Desember 2018

Instrument Validator

Jummatul Hidayah, M.Pd

Nip. 19780224 200212 2 002

DOCUMENTATION





