

**THE IMPLEMENTATION OF LEARNING ASSESSMENT
BASED ON THE 2013 CURRICULUM IN ELT CLASS
A Study at VII and VIII Grade of SMP N 2 Kendal
in the Academic Year of 2014/2015**

A FINAL PROJECT

Submitted in Partial Fulfillment of the Requirement for the Degree of
Bachelor Education in English Language Education



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**ISLAMIC EDUCATION AND TEACHER TRAINING FACULTY
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SEMARANG
2015**

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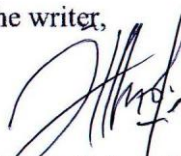
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RATIFICATION

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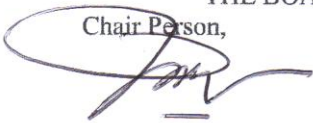

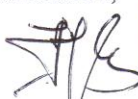
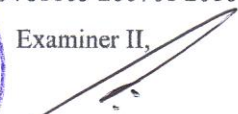
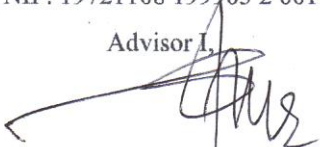

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Field of Study : English Language Education

had been ratified by the board of examiners of Islamic Education and Teacher Training Faculty of Walisongo State Islamic University Semarang and can be received as one of any requirement for gaining the Bachelor Degree in English Language Education.

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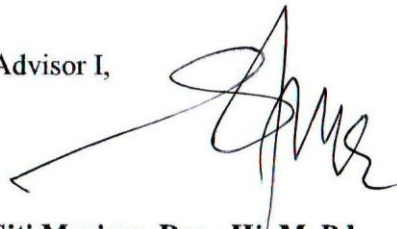
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ABSTRACT

Title : *The Implementation of Learning Assessment Based on the 2013 Curriculum in ELT Class (A Case Study at VII and VIII Grade of SMP N 2 Kendal in Academic year 2014/2015)*

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Curriculum changing from KTSP to 2013 curriculum was resulted in a paradigm change in several national education standards. According to Mohammad Nuh, curriculum change due to socio-cultural change, the needs of the industry, and science. There are four standards that must be completed such as content standard, process standard, standard of competency, and assessment standard.

The problems of this research are how is the implementation of learning assessment based on the 2013 in ELT class at SMP N 2 Kendal, is there any problem of the implementation of learning assessment based on the 2013 curriculum in ELT class, and how to solve the problem of the implementation of learning assessment based on the 2013 curriculum in ELT class at VII and VIII grade of SMP N 2 Kendal?

The objective of this study is to find out the data about the implementation of learning assessment in ELT class based on the 2013 curriculum at SMP N 2 Kendal, the problem of the implementation of learning assessment in ELT class based on the 2013 curriculum at SMP N 2 Kendal, and problem solving of the implementation of learning assessment in ELT class based on the 2013 curriculum at SMP N 2 Kendal.

The study was conducted at SMP N 2 Kendal. In this research, data relates learning assessment based on the 2013 curriculum in ELT class at VII and VIII grade of SMP N 2 Kendal. The sources of data are document related to the 2013 curriculum and learning assessment, English teacher and vice principal concerning with curriculum. So, this is a descriptive qualitative research. The techniques of data collection was used by the writer are interview, observation and documentation.

And the final result of this research is the implementation of learning assessment based on the 2013 curriculum in ELT class at VII and VIII grade of SMP N 2 Kendal is suitable with the procedure. But there are some problems on the implementation of learning assessment based on the 2013 curriculum such as cost of assessment. Besides that conversion change and journal assessment also makes the teacher difficult in making assessment. It is because the teachers' understanding about new curriculum still minimum, but they are always effort to implement the 2013 curriculum maximally by follow the training organized from government, MGMP, and IHT. In addition, in the sidelines of the break, the teacher did not hesitate to ask about 2013 curriculum to other teachers when they feel confused.

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This thesis is arranged or made to fulfill one of requirements to get the degree of Bachelor of Islamic Education and Teacher Training Faculty of Walisongo State Islamic University Semarang (UIN Walisongo). The aim of this study to know and describe how The Implementation of Learning Assessment Based on the 2013 Curriculum in ELT Class at VII and VIII Grade of SMP N 2 Kendal in Academic Year of 2014/2015.

The writer realizes that she cannot complete this thesis without the guidance, advice, suggestion, and encouragement from many people during the writing on thesis. In occasion, the writer would like to thank to:

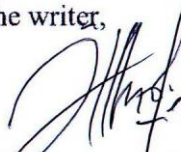
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Finally, the writer realizes that this thesis is still less perfect. The writer hopes any suggestions and criticisms to make it perfect. The writer hopes this thesis can be useful for the improvement of English teaching learning, especially for the writer herself and for the readers generally.

Semarang, May 20th, 2015

The writer,



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APPENDIX VII : CERTIFICATE OF KKN
APPENDIX VIII : APPOINTMENT OF ADVISOR
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CHAPTER I

INTRODUCTION

A. Background of the Study

Curriculum change from KTSP Curriculum to 2013 curriculum gives some reactions among the public. It also gives influence to their children's education. Some people responded the curriculum change positively because it can complete the weaknesses of the 2006 curriculum (KTSP) and improve the quality of education in Indonesia. But there are some people who respond negatively, because the changing of curriculum was considered too fast and there is a presumption of the public that in the event of change of ministers, the curriculum also replaced.

Controversy among the public becomes common. Because it is a positive response to increase in education. For the government, curriculum change is part of the arrangement of the curriculum and it is one of the targets that must be resolved in accordance with the National Medium Term Development Plan (RPJMN) years from 2010 to 2014 in the education sector. For the government, curriculum change made to answer the ever-changing challenges of our time so that students are able to compete in the future.

The changing of curriculum also because there are some weaknesses were found in KTSP 2006 as follows (adapted from socialization material of 2013 curriculum).

1. The content and the curriculum messages are still overcrowded, which is indicated by the number of subjects and a lot of material that the breadth and distress beyond the level of development of the child's age.
2. The curriculum has not developed the competence entirety accordance with the vision, mission and the goals of national education.
3. Competencies that have developed more dominated by aspects of knowledge, it has not been fully describing the private learners (knowledge, skills and attitudes).
4. The various competencies required in accordance with the development of society, such as character education, environmental awareness, approaches and constructivist teaching methods, the balance of soft skills and hard skills, and also the entrepreneurial spirit, have not been accommodated in the curriculum.
5. The curriculum has yet sensitive and responsive to the social changes that occur at the level of local, national, and global.
6. Learning process standards has not described the detailed of learning sequence so that opportunities are diverse interpretations and resulted in a teacher-centered learning.

7. The assessment did not use competency-based assessment standards, and has not expressly provided remediation and enrichment services regularly.¹

In order to prepare our graduates in globalization's era that many challenges and uncertainties, it is necessary education that is designed based on the real needs in the field. So that, the government used 2013 curriculum as a reference and guidelines for the implementation of education to develop various educational domains (knowledge, skills, and attitudes) in all of education levels. It is related to "Education Quality Improvement Movement" drafted by the Minister of National Education on May 2, 2002.

Curriculum changing from KTSP to 2013 curriculum was resulted in a paradigm change in several national education standards. According to Mohammad Nuh, curriculum change due to socio-cultural change, the needs of the industry, and science. There are four standards that must be completed such as content standard, process standard, standard of competency, and assessment standard.

Assessment changing in 2013 curriculum is intended from assessment through tests (measuring the competence of knowledge based on the results), towards authentic assessment

¹ E. Mulyasa, *Pengembangan dan Implementasi Kurikulum 2013*, (Bandung: PT Remaja Rosdakarya, 2014), p. 60-61.

(measure all of the attitudes, skills, and knowledge competency based on the process and outcome).

Learning 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 and students learning outcomes that carried out systematically and continuously, so that it becomes meaningful information in making decision.²

Based on the 2013 curriculum, learning assessment takes place difference to KTSP curriculum. The assessment of 2013 curriculum to measure all of the attitude competencies, skills, and knowledge based on the processes and outcomes. While the assessment of KTSP curriculum more dominant on the knowledge aspect. So that, KTSP curriculum changes to the 2013 curriculum is advancement for education.

SMP N 2 Kendal is one of school that is implementing the 2013 curriculum, especially in the assessment. As a formal institution, assessment is the final stage for learners. Learning assessment based on the 2013 curriculum to be a very interesting, because it covers all of the aspects of the assessment.

Based on the reasons above, in this research the researcher wants to describe the implementation of learning assessment

² Wina Sanjaya, *Kurikulum Dan Pembelajaran*, (Jakarta: Kencana Perdana Group, 2008), p. 172.

based on 2013 curriculum in ELT class at the first and the second grade of SMP N 2 Kendal in academic year of 2014/2015.

B. Questions of the Research

1. How is the implementation of learning assessment based on the 2013 curriculum in ELT class at VII and the VIII grade of SMP N 2 Kendal?
2. Is there any problem of the implementation of learning assessment based on the 2013 curriculum in ELT class at VII and the VIII grade of SMP N 2 Kendal?
3. How to solve the problem of the implementation of learning assessment based on the 2013 curriculum in ELT class at VII and the VIII grade of SMP N 2 Kendal?

C. Objective of the Study

Related to the question of the research above, the objectives of the study are:

1. To understand the implementation of learning assessment based on the 2013 curriculum in ELT class at VII and the VIII grade of SMP N 2 Kendal.
2. To identify the problem of the implementation of learning assessment based on the 2013 curriculum in ELT class at VII and the VIII grade of SMP N 2 Kendal.
3. To identify the problem solving of the implementation of learning assessment based on the 2013 curriculum in ELT class at VII and the VIII grade of SMP N 2 Kendal.

D. Significance of the Research

The result of the study is hoped to give significance to all who be a part of education institution.

1. Theoretical Significance

Theoretically, the results of this study are expected to contribute to the study and development of the concept of learning assessment based on the 2013 curriculum in the education, especially in developing the next curriculum.

2. Practical Significance

The results of this study are expected to provide insights and input for the educational component, especially principals, teachers, and school superintendents in SPM N 2 Kendal on the implementation of learning assessment based on the 2013 curriculum in ELT class. The results of this study also can be used as a reference for subsequent research related to 2013 curriculum. In addition, the results of this study are expected to enrich the repertoire of knowledge and increase understanding for the reader of the importance of the educational curriculum.

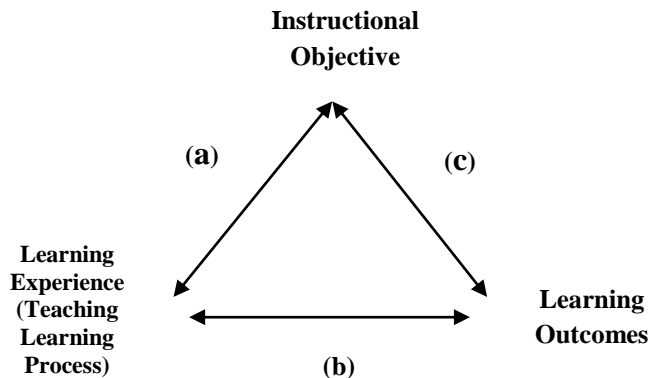
CHAPTER II
THE IMPLEMENTATION OF LEARNING ASSESSMENT
BASED ON THE 2013 CURRICULUM IN ELT CLASS AT VII
AND VIII GRADE

A. Description

1. Learning Assessment

a. Definition of Learning Assessment

Learning and teaching as a process that contains three elements that can be distinguished; i.e.: the purpose of teaching (instructional), the experiences of learning process, and learning outcomes. The relationship of these elements can be described in the picture 2.1.¹



Picture 2.1 The relations between three elements of teaching learning process

¹ Nana Sudjana, *Penilaian Hasil Proses Belajar Mengajar*, (Bandung: PT Remaja Rosdakarya, 2009), p. 2.

Line (a) shows the relationship between instructional objectives and learning experiences, line (b) shows the relationship between learning experience and learning outcomes, and the line (c) shows the relationship of constructional purposes and learning outcomes. From the diagram above it can be understood that the assessment expressed by the line (c), ie, an action or activity to see how far the instructional objectives have been achieved or mastered by the student in the form of learning outcomes that shown after they finished the teaching learning process. While the line (b) an assessment to determine the effectiveness of the learning experience in achieving optimal learning results.²

Instructional objectives are essentially the desired change in student behavior. Therefore, the assessment should be examined to what extent the changes of student behavior has occurred through the learning process. By knowing whether or not the instructional objectives achieved, can took teaching action and the corrective of concerned student. In other words, the results of the assessment are not only beneficial to determine whether instructional objectives achieved but also as a feedback for improving the teaching and learning process.

² Nana Sudjana, *Penilaian Hasil Proses Belajar Mengajar*, (Bandung: PT Remaja Rosdakarya, 2009), p. 2.

In the terms of language, assessment is defined as the process of determining the value of an object. To be able to determine the value or price of an object it is necessary to measure or criteria. In other words, the core assessment is the process of giving or determines the value of the specified object based on a certain criteria.

Boyer & Ewel, as quoted by Eko Putro defined that assessment is: “*processes that provide information about individual students, about curricula or programs, about institutions, or about entire systems of institutions*”.³

Assessment is an ongoing process that encompasses a wide range of methodological techniques. Whenever a student responds to a question, offers a comment, or tries out a new word or structure, the teacher subconsciously makes an appraisal of the student's performance.⁴ In other word, assessment is the process of gathering and discussing information from multiple and diverse source in order to develop a deep understanding of

³ S. Eko Putro Widoyoko, *Penilaian Hasil Pembelajaran Di Sekolah*, (Yogyakarta: Pustaka Pelajar, 2014), p. 4.

⁴ H. Douglas Brown and Priyanvada Abeywickrama, *Language Assessment: Principles and Classroom Practices*, (United States: Pearson Education, 2010), p. 3.

what students know, understand, and can do with their knowledge as a result of their educational experiences.⁵

b. Kinds of Assessment

There are two kinds of assessment: informal assessment and formal assessment. Informal assessment can take a number of forms, starting with incidental, unplanned comments and responses, along with coaching and other impromptu feedback to the student. Examples include saying “Nice job!”; “Good work!”. On the other hand, formal assessments are exercises or procedures specifically designed to tap into a storehouse of skills and knowledge. They are systematic, planned sampling techniques constructed to give teacher and student an appraisal of student achievement.

We can say that all tests are formal assessment, but not all formal assessment is testing. For example, you might use a student’s journal or portfolio of materials as a formal assessment of the attainment of certain course objectives, but it is problematic to call those two procedures “tests.”⁶

⁵ Ismet Basuki dan Hariyanto, *Assessmen Pembelajaran*, (Bandung: PT Remaja Rosdakarya, 2014), p. 34.

⁶ H. Douglas Brown and Priyanvada Abeywickrama, *Language Assessment: Principles and Classroom Practices*, (United States: Pearson Education, 2010), p. 6-7.

Another useful distinction to bear in mind is the function of an assessment. Learning assessment by educators has the function to monitor the progress of learning, to monitor the learning outcomes, and to detect the needs of learners to improve learning outcomes on an ongoing basis. Based on the function, learning assessment by educators includes formative and summative assessment.⁷ Most of our classroom assessment is formative assessment: evaluating students in the process of “forming” their competencies and skills with the goal of helping them to continue that growth process. For all practical purposes, virtually all kinds of informal assessment are (or should be) formative.⁸ Formative assessment often implies the observation of the process of learning, as opposed to the product.⁹

Summative assessment aims to measure, or summarize, what a student has grasped and typically occurs at the end of a course or unit of instruction. Final

⁷ Permendikbud., nomor 104 tahun 2014, *Tentang Penilaian Hasil Belajar oleh Pendidik Pada Pendidikan Dasar dan Pendidikan Menengah*.

⁸ H. Douglas Brown and Priyanvada Abeywickrama, *Language Assessment: Principles and Classroom Practices*, (United States: Pearson Education, 2010), p. 7.

⁹ H. Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy*, (White Plains, NY: Longman, c2001), p. 402.

exams in a course and general proficiency exams are example of summative assessment.¹⁰

Pedagogically, these three pairs of constructs are important guidelines for assessment. Assessment Constructs:

- | | |
|--------------|-----------------------|
| 1) Informal | formal |
| 2) Formative | summative |
| 3) Process | Product ¹¹ |

c. Scope of Learning Assessment

According to Benyamin Bloom, the classification of student learning outcomes assessment divided into three domains; i.e: cognitive, affective, and psychomotor.¹² Knowledge, attitudes, and skills competencies (cognitive, affective, and psychomotor) are balanced so it can be used to determine the relative position of each learner against established standards.

1) Knowledge

Knowledge or cognitive competence assessment is assessment conducted by the teacher to

¹⁰ H. Douglas Brown and Priyanvada Abeywickrama, *Language Assessment: Principles and Classroom Practices*, (United States: Pearson Education, 2010), p. 7.

¹¹ H. Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy*, (White Plains, NY: Longman, c2001), p. 403.

¹² Nana Sudjana, *Penilaian Hasil Proses Belajar Mengajar*, (Bandung: PT Remaja Rosdakarya, 2009), p. 22.

measure the level of achievement or mastery learners in knowledge aspects that includes memory or rote, comprehension, application, analysis, synthesis, and evaluation. Knowledge competence reflects the science concepts that must be mastered by the learners through the learning process.¹³

2) Attitude

The student's attitude in learning activities has a considerable role in determining the success of student learning. Johnson & Johnson as quoted by Eko Putro argue that "*Attitude is important determinants of behavior. When instructions create interest and enthusiasm, learning will be easier, more rapid, and result in higher achievement*".¹⁴ So that, students behavior is influenced attitudes. A positive attitude will influence behavior towards positive; otherwise negative attitude will lead to the negative behavior.

Harvey and Smith, as quoted by Eko Putro defined that attitude as readiness to respond consistently in a positive or negative form of the

¹³ Kunandar, *Penilaian Autentik (Penilaian Hasil Belajar Peserta Didik Berdasarkan Kurikulum 2013)*, (Jakarta: PT RajaGrafindo Persada, 2014), p. 165.

¹⁴ S. Eko Putro Widoyoko, *Penilaian Hasil Pembelajaran Di Sekolah*, (Yogyakarta: Pustaka Pelajar, 2014), p. 37.

object or situation.¹⁵ Both of these opinions have similarity, namely that attitude is a reaction to someone in the face of an object. To assess attitudes towards certain object can be done by looking at the response observed in the face of the object in question.

Wood, as quoted by Ismet Basuki states that the affective assessment is every method used to reveal how the students feel about themselves, the perception of the image of him selves, what influence the behavior in the community, classroom, and home.

According to Popham, as quoted by Ismet Basuki stated that the objectives of learning outcomes in the form of potential attitudes are as follows.

- a) Subject-approaching attitudes
- b) Positive attitude toward self
- c) Positive attitude toward self as a learner
- d) Appropriate attitudes toward those who differ from us¹⁶

3) Skill

Psychomotor domain is the realm that is related to physical activity, such as running, jumping,

¹⁵ S. Eko Putro Widoyoko, *Penilaian Hasil Pembelajaran Di Sekolah*, (Yogyakarta: Pustaka Pelajar, 2014), p. 37.

¹⁶ Ismet Basuki dan Hariyanto, *Assessmen Pembelajaran*, (Bandung: PT Remaja Rosdakarya, 2014), p. 184-185.

painting, dancing, hitting, typing and so on. Skills or psychomotor is the ability to act after someone receives a certain learning experience.¹⁷

Psychomotor learning outcome is actually a continuation of the cognitive and affective learning outcomes in the form of tendencies to behave. Cognitive and affective learning outcomes would be the result of learning psychomotor if learners have demonstrated certain behaviors or actions in accordance with the meaning contained in the cognitive and affective domains.¹⁸

2. 2013 Curriculum

a. Definitions

Curriculum words known as a term in the world of education since approximately one century ago. These words not in the dictionary Webster 1812 and has appeared for the first time in the dictionary in 1856. At the time it means that: "1. a race course; a place for running; a chariot. 2. A course in general; particularly applied to the course of study in a university ". So it is a distance that

¹⁷ S. Eko Putro Widoyoko, *Penilaian Hasil Pembelajaran Di Sekolah*, (Yogyakarta: Pustaka Pelajar, 2014), p. 46.

¹⁸ S. Eko Putro Widoyoko, *Penilaian Hasil Pembelajaran Di Sekolah*, (Yogyakarta: Pustaka Pelajar, 2014), p. 46.

must be taken by runners or train in the race, from start to finish.¹⁹

In Webster dictionary 1955 "curriculum given meaning" a. a course esp. a specified fixed course of study, as in a school or college, as one leading to a degree. b. the whole body of courses offered in an educational institution, or department there-of, -. the usual sense." Here "curriculum" special used in education and teaching, the number of subjects in school or in college courses, which must be taken to achieve a diploma or degree.²⁰

A curriculum is an organized set of formal educational and/or training intentions. The scope of the term varies from a curriculum for a small unit within a single subject to a multi-year sequence that includes several academic subjects.

The implications of the above definition need to be made explicit. (1) A curriculum is intentions, or plans. They may be merely mental plans, but more commonly exist in written form. (2) A curriculum is not activities but plans, or a blueprint, for activities. The word *program* will be used to refer to learner activities that result from the implementation of a curriculum. (3) A curriculum

¹⁹ S. Nasution, *Asas-Asas Kurikulum (2nd Edition)*, (Jakarta: Bumi Aksara, 2008), p. 1-2.

²⁰ S. Nasution, *Asas-Asas Kurikulum (2nd Edition)*, (Jakarta: Bumi Aksara, 2008), p. 2.

contains many other kinds of intentions, such as what learning students are to develop, the means of evaluation to be used to assess learning, the criteria according to which students will be admitted to the program, the materials and equipment to be used, and the qualities required of teachers. (4) A curriculum involves formal intentions, that is, intentions deliberately chosen to promote learning; it does not include random, unplanned, or non-learning activities. (5) As an organized set of intentions, a curriculum articulates the relationships among its different elements (objectives, content, evaluation, etc.), integrating them into a unified and coherent whole. In a word, a curriculum is a system. (6) Both education and training are referred to in the definition to avoid the misunderstanding that occurs if one is omitted.²¹

According to Peter F. Oliva in his book *Developing the Curriculum*, curriculum is defined as follows:

- 1) Curriculum is that which is taught in school
- 2) Curriculum is a set of subject
- 3) Curriculum is a program of studies
- 4) Curriculum is a set of materials
- 5) Curriculum is a sequence of course
- 6) Curriculum is a set performance objectives

²¹ David Pratt, *Curriculum Design and Development*, (New York: Harcourt Brace Jovanovich, 1980), p. 4.

- 7) Curriculum is a course of study
- 8) Curriculum is an everything that goes on within the school, including extra class activities, guidance and interpersonal relationship
- 9) Curriculum is that which is taught both inside and outside of school directed by the school
- 10) Curriculum is everything that is planned by school personnel.²²

While the Law on the National Education System no. 20 of 2003, Chapter 1, Article 1, Section 19 the curriculum is defined: “A set of plans and arrangements regarding the purpose, content, and teaching materials and methods used to guide the implementation of learning activities to achieve certain educational goals”.²³

From the various interpretations of the classification can be obtained as follows:

- 1) The curriculum can be seen as a product; as a result of the work of the developers of the curriculum, usually in a committee. The results are set forth in a book or curriculum guidelines, which for example contains a number of subjects that must be taught.
- 2) The curriculum also can be viewed as a program, which is a tool that is made by the school to achieve its objectives. It can be taught a variety of subjects,

²² Peter F. Oliva, “*Developing The Curriculum*”, (Boston: Little Brown and Company, 1982), p. 52.

²³ Loeloek Endah Poerwati, and Sofan Amri, *Panduan Memahami Kurikulum 2013*, (Jakarta: Prestasi Pustaka, 2013), p. 21.

but also can include all the activities that are considered to affect the development of students such as school clubs, games, scouts, school shop.

- 3) The curriculum also can be viewed as the things that students are expected to learn; knowledge, attitudes, certain skills. What was expected to be in the study are not always the same as what is actually learned.
- 4) Curriculum as a student experience. All of views above respect to the curriculum planning while this view of what actually became a reality in each student.²⁴

2013 Curriculum is a competence based curriculum and character so it can equip the learners with a wide range of attitudes and abilities related to the times. Basically, character education has mention in Qur'an surah Luqman: 14:

وَوَصَّيْنَا الْإِنْسَانَ بِوَالِدَيْهِ حَمَلَتْهُ أُمُّهُ وَهْنًا عَلَىٰ وَهْنٍ وَفِصْلَانِ

فِي عَامَيْنِ أَنْ أَشْكُرَ لِي وَلِوَالِدَيْكَ إِلَىٰ الْمَصِيرِ ﴿١٤﴾

“And we have enjoined upon man concerning his parents; his mother beareth him in weakness upon weakness, and his weaning is in two years. Give

²⁴ S. Nasution, “*Asas-asas Kurikulum*”, (Jakarta: Bumi Aksara, 2008), p. 9.

thanks unto Me and unto thy parents. Unto Me is the journeying.”²⁵

The verse above explains that Allah has commanded us to respect for the parents, especially the mother who had pregnant with difficulty, and then give birth and care at night and during the day.²⁶ Let’s put this verse in 2013 curriculum context by connecting character education. Based on the 2013 curriculum we are not only required to grow the character education, but also we should respect for the parents who have cared by loving sincere. So, character education becomes the main in order to the learners can respect with older people.

Character is individual characteristic related to the identity (power the heart) which is the quintessence of quality inner / spiritual, way of think, behavior of life, and work together in the family, community, nation and state.²⁷

b. Characteristics of 2013 Curriculum

2013 curriculum is designed with the following characteristics:

²⁵ Muhammad Marmaduke Pickthall, *The Meaning of the Glorious Koran*, (World Islamic Publications, 1981), p. 295.

²⁶ Ahmad Mustafa Al-Maragi, *Tafsir Al-Maragi*, (Semarang: PT. Karya Toha Putra Semarang, 1992), p. 155.

²⁷ Maksudin, *Pendidikan Karakter Non-Dikotomik*, (Yogyakarta: Pustaka Pelajar, 2013), p. 3.

- 1) Develop a balance between development of spiritual and social attitudes, curiosity, creativity, cooperation with intellectual and psychomotor abilities;
- 2) Schools are part of a society that provides a planned learning experience in which students apply what is learned in school to the society and utilize the society as a learning resource;
- 3) Develop the attitudes, knowledge, skills, and then apply them in various situations in schools and society;
- 4) Give sufficient time freely to develop the attitudes, knowledge, and skills;
- 5) Competence is expressed in the form of grade core competencies further detail in the basic competencies of lesson.
- 6) Core competence class becomes organizing elements of basic competence, where all the basic competencies and the learning process is developed to achieve competency that is stated in core competencies;
- 7) Basic competence is developed based on the accumulative principle, reinforced and enriched between the lesson and education level (horizontal and vertical organization).

c. Objectives of 2013 Curriculum

The objectives of 2013 curriculum are to prepare Indonesian man to have the life ability as individuals and citizens who believe, productive, creative, innovative, affective and able to contribute to society, nation, state, and world civilization.²⁸

Through the implementation of 2013 curriculum based on the competency and character, by thematic and contextual approach the learners is expected to be independent in improving and using knowledge, assess and integrate, and personalize the values of character in daily behavior.²⁹

3. Learning Assessment Based on the 2013 Curriculum

a. Definition

Educational assessment as a process of collecting and processing information to measure student achievement of learning outcomes include: authentic assessment, self-assessment, portfolio-based assessment, quizzes, daily tests, midterm test, final exam, the exam level of competence, the quality level of competency exams, national examinations, and schools / madrasah examinations, which is described as follows.

²⁸ Permendikbud., nomor 68 tahun 2013, *Tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah*.

²⁹ Mulyasa, *Pengembangan dan Implementasi Kurikulum 2013*, (Bandung: PT. Remaja Rosdakarya, 2013), p. 7.

- 1) Authentic assessment is an assessment conducted comprehensively to assess the input, process, and output learning.
- 2) Self-assessment is an assessment conducted by the learners reflectively to compare their relative position with established criteria.
- 3) Portfolio-based assessment is an assessment conducted to assess all of entity of students' learning process, including the individual assignment and / or groups and / or outside the classroom, especially in attitudes / behaviors and skills.
- 4) Deuteronomy is a process that is carried out to measure competence of learners achieving a sustainable manner in the learning process, to monitor the progress and improvement of student learning outcomes.
- 5) Daily test is an activity that is conducted periodically to assess the competence of learners after completing the Basic Competency or more.
- 6) Midterm test is an activity that is conducted by educators to measure student competency achievement after carrying out 8-9 weeks of learning activities. Coverage replicates midterm covers all indicators that represent the entire basic competence in the period.

- 7) Final exam is an activity that is conducted by educators to measure the student achievement of competencies at the end of the semester. Repeat coverage includes all indicators that represent all of the basic competence in the semester.
- 8) Competency Level Examinations are an activity carried out by the unit of measurement to determine the educational attainment level of competence. Competency Level Examinations coverage includes a number of basic competencies that represent core competencies in the competency level.
- 9) Competency Level Quality Examination an activity measurements made by the government to determine the achievement level of competence. Competency Level Quality Exam coverage includes a number of basic competencies that represent core competencies in the competency level.
- 10) National Examination is an activity measurement was achieved certain competencies of learners in order to assess the achievement of the National Education Standards, which is implemented nationally.
- 11) School / Madrasah Examination is a measurement of the achievement of competence in activities outside

the competencies tested on the exam, conducted by educational units.³⁰

Assessment of learning outcomes by educators is a form of execution of professional duties of educators as set forth in Act No. 14 of 2005 about teachers and lecturers. Assessment of learning outcomes by educators cannot be separated from the learning process. Therefore, assessment of learning outcomes by educators demonstrates the ability of the teacher as a professional educator.

In the context of standards-based education, competence based curriculum, and mastery learning, learning outcomes and assessment process are a parameter of a minimum level of competency achievement. So that, a variety of approaches, strategies, methods, techniques, and learning models need to be developed to facilitate learners to be easy to learn and achieve optimal learning success.

Curriculum 2013 requires the use of authentic assessment. In the paradigmatic, authentic assessment requires an authentic instruction and authentic learning. It is believed that authentic assessment is able to provide information about the ability learners holistically and validly.

³⁰ Permendikbud No. 66 tahun 2013, *Standar Penilaian Pendidikan*.

b. Characteristic of Learning Assessment

Assessment of learning outcomes in schools based on the 2013 curriculum has five characteristics;³¹

1) Mastery Learning

The assumptions that used in mastery learning is the learners can learn anything, just the time it takes different. Learners who learn slowly takes longer for the same material, compared to students in general. For competence in the category of knowledge and skills (KI-3 and KI-4), students are not allowed to work on the next job, before being able to finish the job with correct procedure and the results are good.

2) Authentic

Authentic assessment is a real mirror of student learning conditions. Authentic assessment also referred to the alternative assessment, performance assessment, informal assessment, and assessment based on the situation.

Mueller, as quoted by Ismet Basuki defined that authentic assessment is a form of assessment that requires students to perform real-world tasks that demonstrate meaningful application of essential knowledge or skills.

³¹ S. Eko Putro Widoyoko, *Penilaian Hasil Pembelajaran Di Sekolah*, (Yogyakarta: Pustaka Pelajar, 2014), p. 14-15.

Another definition from Nur Hadi, as quoted by Ismet Basuki states that authentic assessment is the process of gathering information about the progress and learning achievement by the learners through a variety of techniques be able to reveal, prove, or show precisely that the learning objectives have been completely controlled and accomplished.³²

Authentic assessment not only to measure what is known by students, but more emphasis on measuring what can be done by learners.

3) Integrated

The goal is to get a complete picture of the development of the learning outcomes of students, monitor the process, progress, and continuous improvement of the results in the form of the assessment process, and various types of replications in a sustainable manner.

4) Based on the criteria reference

Ability learners are not compared to the group, but compared to the defined criteria.

5) Using a various techniques of assessment

³² Ismet Basuki dan Hariyanto, *Assesmen Pembelajaran*, (Bandung: PT Remaja Rosdakarya, 2014), p. 168.

Assessment techniques that selected can be written tests, oral, product, portfolio, performance, project, observation, and self-assessment.

c. Principles and Assessment Approach

Learning assessment of students in primary and secondary education is based on the following principles:

- 1) Valid means the assessment is based on data that reflect the ability measured.
- 2) Objective means the assessment based on the procedures and criteria standards and it is not affected rater subjectivity factor.
- 3) Fair means the assessment is not favor or disfavor to the learners with special needs as well as differences in religion, ethnicity, culture, customs, socioeconomic status, and gender.
- 4) Integrated means the assessment by educators is one of the indispensable components of the learning activities.
- 5) Transparent means the assessment procedures, the assessment criteria, and the basic of making decision is accessible to all parties.
- 6) Holistic and sustainable means the assessment by educators covering all aspects of competence and by using assessment techniques appropriate to the competencies that must be mastered by learners.

- 7) Systematic, means the assessment carried out in a planned and phased to follow the standard steps.
- 8) Accountable means the assessment can be accounted for school internal and external parties to technical aspects, procedures, and results.
- 9) Educative means to educate and motivate the learners and the teachers.³³

Assessment approach that is used is a criteria reference assessment (PAK). PAK is an achievement of competency assessment based on minimum completeness criteria (KKM). KKM is the criteria for the minimum passing grade is determined by educational unit taking into account the characteristics of basic competencies to be achieved, carrying capacity, and characteristics of learners.³⁴

³³ Permendikbud No. 104 tahun 2014, *Penilaian Hasil Belajar Oleh Pendidik Pada Pendidikan Dasar dan Pendidikan Menengah*.

³⁴ Permendikbud No. 66 tahun 2013, *Standar Penilaian Pendidikan*. PAK is an assessment that interpret the score of measurement results using benchmark (standard) are fixed. KKM is a specific criteria that is used in determining students' graduation. See Kunandar, *Penilaian Autentik (Penilaian Hasil Belajar Peserta Didik Berdasarkan Kurikulum 2013)*, (Jakarta: PT RajaGrafindo Persada, 2014), p. 252-264.

Thus, the attainment of learners not in the context of compared to other students, but compared to the standard or minimum completeness criteria.³⁵

d. Scope, Techniques, and Instrument of Assessment

1) Scope

Assessment should cover all aspects of the individual learner include attitudes, knowledge, and skills competencies. So it can be used to determine the relative position of each learner against established standards. Assessment coverage refers to the scope of the material, subject competence / competence charge / competency programs, and processes.³⁶

2) Techniques and Instrument of Assessment

Technique is a way of doing an activity which needs skill.³⁷ There are nine assessment techniques that can be selected by teachers to assess student learning outcomes, namely: test, observation, self-assessment, peer assessment, performance

³⁵ Kunandar, *Penilaian Autentik (Penilaian Hasil Belajar Peserta Didik Berdasarkan Kurikulum 2013)*, (Jakarta: PT RajaGrafindo Persada, 2014), p. 36.

³⁶ Permendikbud No. 66 tahun 2013, *Standar Penilaian Pendidikan*.

³⁷ Elizabeth Walter, *Cambridge Advance Learner's Dictionary (3rd Edition)*, (Cambridge: Cambridge University Press, 2008).

assessment, portfolio assessment, project assessment, product assessment, and journal assessment.

Each assessment technique has different usage. There is no best assessment technique that can be used to assess all aspects of competency, because each assessment technique has strengths and weaknesses. Test is more suitable for assessing aspects of knowledge. Observation, self-assessment, peer assessment, and journal assessment are more suitable to assess aspects of student's attitudes. Portfolio assessment and product assessment techniques more suitable to assess aspects of skill, meanwhile performance assessment and project assessment can be used to assess aspects of knowledge and skills.

The relationship between assessment techniques and assessment aspects can be described in the following table form³⁸

Table 2.1
The Relations between Assessment Techniques and Assessment Aspects

Assessment Techniques	Assessment Aspects		
	Knowledge	Skill	Attitude
Tes	√		

³⁸ S. Eko Putro Widoyoko, *Penilaian Hasil Pembelajaran Di Sekolah*, (Yogyakarta: Pustaka Pelajar, 2014), p. 49-50.

Observation			√
Self-Assessment			√
Peer Assessment			√
Performance Assessment	√	√	
Portfolio Assessment		√	
Project Assessment	√	√	
Product Assessment		√	
Journal Assessment			√

The instruments used for assessment of attitudes, knowledge, and skills competency as follows.

a) Assessment of attitudes competency

Teachers do the attitudes competence through observation, self-assessment, assessment "peer" (peer evaluation) by learners and journals. The instrument uses for observation, self-assessment, and assessment of learners among participants is a checklist or rating scale is accompanied by the rubric, whereas in the form of journal records educator.

b) Assessment of knowledge competency

Teachers assess the competence of knowledge through a written test, a test oral, and assignments.

c) Assessment of skills competency

Teachers assess competency skills through performance assessment; the assessment requires students to demonstrate a particular competency using practice tests, projects, and portfolio assessment. The instrument used in the form of a checklist or rating scale equipped with a rubric.

e. Mechanisms and Procedures Assessment

- 1) Assessment of learning outcomes in primary and secondary education implemented by educators, educational units, the government and / or independent institutions.
- 2) Assessment of learning is done in the form of authentic assessment, self-assessment, project assessment, daily tests, midterm test, final exam, competence level exam, competency level quality exam, school exam, and national examination.
- 3) Daily test planning and administration of the project by educators accordance with the syllabus and described in the lesson plan (RPP).
- 4) School / madrasah examinations is done with the steps:
 - a) Arrange a test grating;

- b) developing (writing, reviewing, and revising) instruments;
 - c) executing the test;
 - d) processing (judge) and determine graduation of students; and
 - e) report and utilize the results of the assessment
- 5) National examinations carried out according to the steps set out in the Standard Operating Procedures (POS).
- 6) The results of daily test are informed to the students before the next daily test. The learners who have not reached KKM should follow the remedial learning.
- 7) The results of the assessment by educators and educational units reported in terms of value and description of the achievement of competencies to the parents and the government.³⁹

B. Previous Research

The study is conducted by the researcher with searching and reading literature or research on management information systems, both in terms of theory and reality based on the results of previous studies. As one of the practical sciences in education,

³⁹ Permendikbud No. 66 tahun 2013, *Standar Penilaian Pendidikan*. RPP is a plan of learning activities that arrange by the teacher in each basic competence and elaborated from syllabus. See Loeloek Endah Poerwati and Sofyan Amri, *Panduan Memahami Kurikulum 2013*, (Jakarta: Prestasi Pustaka, 2013), p. 150.

research on the implementation of learning assessment has been carry out primarily by researchers in universities. So far there are few studies or writings that the researcher knows include:

The research of Farida Rahmawati (student number: 3103260), “*Implementasi KTSP Dalam Pembelajaran PAI Kelas X di SMA N 8 Semarang*”. Thesis, Semarang: Bachelor Program of Islamic Education of Walisongo State Institute for Islamic Studies (IAIN Walisongo). This research concluded that the implementation of the KTSP in learning conducted not perfect. In the sense that the old patterns of learning still used, while new learning patterns is trying implemented. This is due to lack of socialization for PAI teacher (teacher’s readiness to change unavailability in the learning module).

The research of Sulistiyowati (student number: 103647), “*Studi Analisis Tentang Implementasi Sistem Penilaian Berbasis Kelas Dalam Kurikulum Berbasis Kompetensi Terhadap Pendidikan Aqidah Akhlak Pada Siswa Kelas VII Mts NU Mu’allimat Kudus Tahun Pelajaran 2004-2005*”. Thesis, Semarang: Bachelor Program from Tarbiyah faculty of STAIN Kudus 2005. In this research the researcher investigated about how the implementation of classroom-based assessment system in competence based curriculum. As far as the accuracy of the implementation of classroom-based assessment system in competence based curriculum in order to measure the success of

the Morals Education at the first of MTs NU Mu'allimat Kudus in academic year of 2004/2005.⁴⁰

From the previous research, the researcher knows the same and the differences from this research. This research and the previous research by Farida Rahmawati same uses qualitative approach, while the previous research by Sulistiyowati uses quantitative approach but the content of the research is similar. It is about implementation of learning assessment.

⁴⁰ Sulistiyowati, "Studi Analisis Tentang Implementasi Sistem Penilaian Berbasis Kelas Dalam Kurikulum Berbasis Kompetensi Terhadap Pendidikan Aqidah Akhlak Pada Siswa Kelas VII Mts NU Mu'allimat Kudus Tahun Pelajaran 2004-2005", *Thesis* (Semarang, Bachelor Program from Tarbiyah faculty of STAIN Kudus 2005)

CHAPTER III

RESEARCH METHOD

A. Research Approach

Research method is a systematic activity by using certain method to find new thing or to prove a theory. It is used to accomplish the research easily. This research explains the implementation of learning assessment based on the 2013 curriculum. So that, this research can be classified as descriptive qualitative approach.

Bodgan and Taylor, as quoted by Basrowi and Suwandi defined that qualitative methodology as a research procedures that produce descriptive data in the form of words written or spoken of people and behaviors that can be observed.¹ Descriptive research is a research that seeks to describe regarding certain social unit which includes individuals, groups, organizations and communities.² It is descriptive because the objective of this study are observing and finding the information as many as possible of the phenomenon. It is kind of method which is conducted by collecting data, analyzing the data, and drawing representative conclusion. In this kind of method, the data used as samples are not figures but might be some words or description of something.

¹ Basrowi and Suwandi, *Memahami Penelitian Kualitatif*, (Jakarta: Rineka Cipta, 2008), p. 21.

² Lexy J. Moleong, *Metode Penelitian Kualitatif*, (Bandung: Remaja Rosdakarya, 2010), p. 64.

As stated by Arikunto that descriptive is not hypothetical research so in this research does not need to formulate the hypothesis. In this case, this research only describes the implementation of learning assessment based on the 2013 curriculum in ELT class at VII and VIII grade of SMP N 2 Kendal. It uses qualitative, because the characteristic of the data collection patterned qualitative, not quantitative that uses tools that intend to understand the phenomenon of what is experienced by research subjects such as behavior, perception, motivation, action and other holistically, and by means of a description in the form of words and language, in a specific context that naturally and by utilizing a variety of natural methods.³ Therefore, to obtain the complete data, in-depth and give the right answer to the problem that is investigated the researcher using qualitative research.

Some characteristics of qualitative research are: take places in the natural world, use multiple methods that are interactive and humanistic, it is emergent rather than prefigured and fundamentally interpretive.⁴ The term of naturalistic shows that the research is natural, on the normal situation without manipulating the condition, emphasizes on the natural description. Thus, descriptive qualitative method in this research has a purpose

³ Noeng Muhadjir, *Metodologi Penelitian Kualitatif*, (Yogyakarta: Rake Sarasin, 2002), p. 177.

⁴ Catherine Marshall, et. al. *Designing Qualitative Research*, (United States of America: Sage, 1999), 3rd Ed., p. 2-3.

to describe in depth about the implementation of learning assessment based on the 2013 curriculum in ELT class at VII and VIII grade of SMP N 2 Kendal in academic years 2014/2015.

B. Research Setting

This research has been conducted at the first and the second grade of SMP N 2 Kendal. It is located on Jl. Soekarno Hatta No. 187 Kendal. This research has been conducted for about two month from January until March 2015.

SMP N 2 Kendal is chosen by the writer because it is one of the favorite schools in the district of Kendal that is used 2013 curriculum. It also has national standard. So, it requires the school to have good curriculum and teaching learning facilities in all subjects taught.

C. Population and Sample

The population of this study is VII and VIII grade students of ELT class at SMP N 2 Kendal in the academic year 2014/2015. There are seven classes in VII grade and seven classes in VIII grade, but the researcher used two classes only or one class for each grade (VII A and VIII G grade). The total number of students was 64 students so the researcher took them as participation in this research.

D. Source of Data

The data source is the subject of where the data is obtained.⁵ There are two data required in this study:

1. Source of primary data

The primary data source is a source of research data that obtained directly from the original source.⁶ With regard to the kind of the research (qualitative) above, sources of primary data in this research is the vice principal of curriculum, and the teachers of English Subject at the first and the second grade of SMP N 2 Kendal.

The data that is obtained from English teachers are related to the assessment that is used in learning by using the concept of 2013 curriculum.

2. Source of secondary data

Secondary data sources are a source of research data that obtained through other parties, not obtained directly by researchers from research subjects.⁷ Or in other words can be defined as a source that can provide information / additional data that can strengthen the basic data or primary data. In this study, the secondary data source is anything that related to the

⁵ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*, (Jakarta: Rineka Cipta, 2013), p. 172.

⁶ Saifuddin Azwar, *Metode Penelitian*, (Yogyakarta: Pustaka Pelajar, 2014), p. 91.

⁷ Saifuddin Azwar, *Metode Penelitian*, (Yogyakarta: Pustaka Pelajar, 2014), p. 91.

subject matter in this study, either in the form of humans or objects (books, literature, or official data).

E. Techniques of Data Collection

Techniques of data collection in this study conducted in a natural setting (natural conditions), the primary data source, and the data collection techniques dominantly use observation, in-depth interviews and documentation. Such as the statement of Catherine Marshall, and B. Rossman Gretvhen as quoted by Sugiyono that *“The fundamental methods relied on by qualitative research for gathering information are, participation in the setting, direct observation, in depth interviewing, document review”*⁸

There are three techniques of data collection in this study: interview, observation and documentation.

1. Interview

Interview method is a way that is used to obtain a verbal description from the respondents.⁹ According to Suharsimi Arikunto there are three interview, i.e. : (a) an unstructured interview, the interview is just a guideline outlining to be asked, (b) structured interview, the interview guide were compiled in detail, so that resembles a check list,

⁸ Sugiyono, *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, dan R&D)*, (Bandung: Alfabeta, 2010), p. 309.

⁹ Koentjoroningrat, *Metode-metode Penelitian Masyarakat*, (Jakarta: Gramedia, 1994), p. 129 .

(3) and semi-structured interviews, the first, interviewer asked the question that has been structured arrangement, then one by one deepened with further details. So that, the researcher got the answer that includes all of the variables, with full details and depth.¹⁰

At the time of the interview, the researcher used a semi-structured interview guide; the researcher asked things that are related to the efforts and plans of the school in 2013 curriculum. This interview directed to the vice principal of curriculum (Dra. Anita Susanti) and English teachers at the first and the second grade of SMP N 2 Kendal (Drs. Ahmad Budisusilo). After that, because the object of this research is English material, the interview is more focused on English teachers. The interviews are conducted for English teachers are related to the learning assessment to take the graduates competence standard and also problems and problems solving in learning assessment process. Then, to get the main points of the answer, researcher deepened the question of these components in more detail with each item.

¹⁰ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*, (Jakarta: Rineka Cipta, 2013), p. 270.

2. Observation

As a scientific method, observation is a complex process, a process that is composed of a variety of biological and psychological processes.¹¹

The observation that was conducted is related to the learning assessment process of English material in ELT class. In this observation, the researcher used observation guidance to observe and to write how the teacher makes an assessment.

This observation carried out three times intensively in ELT class to obtain an overview of the data and the implementation of learning assessment based on the 2013 curriculum in ELT class at the first and the second grade of SMP N 2 Kendal.

Observations can be done (1) with the participation of observer so the observer as participant or (2) without the participation of observer so the observer is a non-participant.¹²

In this case, the researcher used non-participant observation, as a process of observations by the observer who did not take part in the lives of people who observed and separately the position as an observer.

¹¹ Sutrisno Hadi, *Metodologi Research*, (Yogyakarta: Pustaka pelajar, 2015), p. 188.

¹² S. Nasution, *Metode Research (Penelitian Ilmiah)*, (Jakarta: Bumi Aksara, 2011), p. 107.

3. Documentation

Documentation methods are activities to find data or variables in the form of notes, transcripts, books, newspapers, magazines, inscription, notes of meetings, agendas, and so on.¹³ Documentation is complementary of observation and interviews methods in qualitative research. Accordingly, in this study the documentation method used by the researcher to obtain the data about how the implementation of learning assessment based on the 2013 curriculum in English language teaching class (ELT), either in the form of image data, text or important documents relating to the 2013 curriculum, lesson plan, the plan and the process of learning assessment takes place in English classes.

After interview and observation that mentioned above were done, then the data that is needed was collected. The researcher organized reduction and systematize the data to be ready to be used as analysis. In this case, the researcher need the documents are related to the institutional, administrative curriculum, and the organizational structure of SMP N 2 Kendal.

¹³ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*, (Jakarta: Rineka Cipta, 2013), p. 274.

F. Validity of Data

There are four criterias to check the validity of the data, credibility, transferability, dependability and confirmability.¹⁴ From the result of this study, the researcher conducted some activities:

1. Increase the persistence

Increasing the persistence means to observe more closely and continuously. In this way, the reliability of the data and the sequence of events were recorded with certainty and systematic. The researcher used validity of the data by increasing the persistence by reading all of the research notes carefully, so that it can be known the wrongness and the shortcomings.

As a provision the researcher reads various reference books and research-documentation or documentation related to the findings of the study.

2. Triangulation

Triangulation is done by triangulation techniques, data sources and time. Triangulation techniques will be done by asking the same thing with different techniques; by interview, observation and documentation. Triangulation of sources is done by asking the same thing through different sources in this case there are vice principal of curriculum,

¹⁴ Lexy J. Moleong, *Metode Penelitian Kualitatif*, (Bandung: Remaja Rosdakarya, 2010), p. 324.

teachers, and students. Triangulation of time means that the collection of data will be done on various occasions, morning, afternoon, and evening.¹⁵ Triangulation of time is used when the data much unresolved. So, by taking a stance that is useful to complete research. Triangulation of data obtained from triangulation of varying informants and researcher still used the same techniques of data collection.

The researcher checked the data on the data. For example, when the researcher got the interview and observation data from an English teacher, then researcher checked through the documentation. If the researcher seen different data, it confirmed these data with further discussion toward the data sources or the other.

3. Member check

Testing the validity of the data with member check is done by discussing the results of research to the data sources that have provided data; the principal, teachers or staff, and school committee.¹⁶

Member check is the process of checking the data that is collected by the researcher toward the data providers. The purposes of member check is the information that obtained in appropriate with source of the data or informant.

¹⁵ Sugiyono, *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, dan R&D)*, (Bandung: Alfabeta, 2010), p. 372-374.

¹⁶ Sugiyono, *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, dan R&D)*, (Bandung: Alfabeta, 2010), p. 375-376.

This activity was conducted by discussing the result of the research to Drs. Budi Susilo as English teacher and Dra. Anita Susanti as vice principal of SMP N 2 Kendal.

4. Peer discussion and Advisor

Discussion with peers is done by discussing the results of research that is still tentative to student friends. Meanwhile discussion with advisor is done by consultation about the result of the research to the advisor.

G. Technique of Data Analysis

Analysis is the process of labeling and breaking down (or decontextualizing) raw data and reconstituting them into patterns, themes, concepts, and propositions. The researcher used analytic tools and procedures to manipulate data so that they more useful for the move into interpretation.¹⁷

Data analysis in qualitative research is done before entering, during and after finishing in the field. However, in this study, analysis of the data more focused during in the field with process of data collection.¹⁸

According to Milles and Huberman, as quoted by Basrowi and Suwandi argues that analysis of the data consists of three

¹⁷ Thomas R. Lindlof and Bryan C. Taylor, *Qualitative Communication Research Methods*, (Thousand Oaks: Sage Publications, 2002), p. 210.

¹⁸ Sugiyono, *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, dan R&D)*, (Bandung: Alfabeta, 2010), p. 336.

flows of activities that occur simultaneously, the activity is done interactively and continues over time to completion, (1) data reduction, (2) data presentation, and (3) conclusion or verification.¹⁹

1. Data Reduction

Data reduction is defined as the process of selecting, focusing, abstracting and transforming of raw data from the field. Data reduction is a form of analysis that classifies or sharpens, direct, dispose of unnecessary, and organize the data so that the final conclusions can be drawn and verified. Data reduction is done by making a summary, coding, searching theme, and writing memos.²⁰

The researcher also recognized at some point-probably midway through the project, if not before-that not all of the material used. Some data is important for making sense of the research problem, whereas other data may be used to add nuance to the write-up, and the rest-maybe even then largest part of the data-may not be used at all in any direct sense. Data reduction, then, means that the use-value of data is prioritized according to emergence schemes of interpretation. It does not mean that data should be thrown away (one never knows when unused data will be needed for another purpose).

¹⁹ Basrowi and Suwandi, *Memahami Penelitian Kualitatif*, (Jakarta: Rineka Cipta, 2008), p. 209.

²⁰ Basrowi and Suwandi, *Memahami Penelitian Kualitatif*, (Jakarta: Rineka Cipta, 2008), p. 209.

Instead, data are "reduced" by categories and codes that put the researcher in touch with only those parts of the material that count toward his or her claims.²¹

In this data reduction, data that the researcher got from observation, interview and documentation, which are associated with the implementation of learning assessment based on the 2013 curriculum at SMP N 2 Kendal, the researcher chosen and separates which are in accordance with the problems and which is not accordance with the problem. Data that is not accordance discarded in order to avoid confusion in the presentation of the data.

2. Data Presentation

After the data is reduced, the next step is to present the data. Presentation of data is to deliver information in the form of data that has been compiled with neat, coherent, easy to read and understand about an event in the form of a narrative text. Everything is designed to combine structured information in a form that is coherent and easy to reach.

3. Conclusion or Verification

Conclusion is only part of the activity of the whole configuration.²² The verification process occurs throughout

²¹ Thomas R. Lindlof and Bryan C. Taylor, *Qualitative Communication Research Methods*, (Thousand Oaks: Sage Publications, 2002), p. 211.

²² Basrowi and Suwandi, *Memahami Penelitian Kualitatif*, (Jakarta: Rineka Cipta, 2008), p. 210.

the research process because the meanings that emerged from the data must be verifiable, solidity and compatibility.

Conclusion or verification activities are intended, the researcher is looking for the meaning of the data collected by searching for patterns of relationships, similarities or differences, arrangement possible, the incidence of causal assumptions and opinions. This ambiguity raises the need for drawing conclusions on the basis of the interpretation or interpretation of the data, so it appears the structure of the whole idea, which has been substantiated or validity of the data.

In this case the researcher organized the data that has been obtained from the observation, interview and documentation systematically then followed by describing and interpreting how the implementation of learning assessment based on the 2013 curriculum in ELT class at SMP N 2 Kendal.

H. Research Procedure

No	Task Description	In Week								
		January		February				March		
		III	IV	I	II	III	IV	I	II	III
1.	Comes and get permission to the principal of the school									
2.	Waiting answer of the writer's permission from the school's									

No	Task Description	In Week								
		January		February				March		
		III	IV	I	II	III	IV	I	II	III
	principal		■							
3.	Enrollment the participants			■						
4.	Conducting in-deep interview				■	■				
5.	Conducting observation						■	■		
6.	Analyzing data from interview								■	
7.	Reducing data from interview								■	
8.	Making data conclusion								■	
9.	Writing report of the research									■

The researcher collects the data on January until March. At the third week of January, the researcher visits SMP N 2 Kendal to survey the condition and situation there. The researcher asks permission to the principal of the school and gives her permission letter. After the researcher got the permission, the researcher tries to get in touch with some participants and makes schedule to do interview and observation. Then, the researcher finds more information from the participants by doing interview and observation. Three activities above were conducted on February until the first week of March.

At the second week of March, The data from interview and observation are analyzed and reduced. Then, the researcher makes the conclusion of data. The last week (Third week of March), the researcher writes the report of her research.

CHAPTER IV

FINDING AND ANALYSIS

A. Profile of SMP N 2 Kendal

SMP N 2 Kendal is junior high school that located on Jl. Soekarno Hatta No. 187 Kendal. SMP N 2 Kendal is one of the favorite schools in Kendal with A accreditation. This school also implemented the 2013 curriculum since 2013 years ago, so in this year SMP N 2 Kendal still used 2013 curriculum but not KTSP curriculum.

Based on the schools documentation, every year there is increasing the number of students. The total numbers of students in this academic year are 690 students. There are 258 for VII grade, 221 for VIII grade and 212 for IX grade. This increase due to several factors, such as; the quality of schools, the schools achievement, the school location geographically, etc.

Kendal social conditions of urban society are conducive to support education. This can be seen from public support to schools through the role of a very large school committee in developing a school program. Obvious example is in the development of educational facilities such as school physical building. Also the surrounding community is a homogenous society so that in carrying out educational policies that appear not too much influenced by traditional and cultural customs of a particular community. Socioeconomic communities around the

majority of employees. Where to obtain finance the education of their salaries, so most of the money from most of the parents can collect in every month and resulted in teaching and teacher morale is always awake.

The vision of SMP N 2 Kendal is "Courtesy of Conduct Excellence in Achievement" the school continues to move up the ranks towards the vision that has been determined. One indicator of school achievement is the achievement of vision academic achievement, so that one of the school in achieving its vision is to conduct activities and programs that lead to the achievement of high academic achievement for both the high level of regional, national or international.

Geographically SMP Negeri 2 Kendal environment in a very conducive environment to support the implementation of the educational process, where access to mainstream schools in the district and close to the roadway. So, the children do not go to school in the difficult transportation and rarely late. It is a distinct advantage for SMP N 2 Kendal in the heart of the city center, because of all urban public facilities to be easily accessed by residents of school. Including ease of getting students' needs when there is a task that requires the equipment to be purchased, as well as non-cable network available internet / hot spot areas are provided by the district government and Telkom in urban areas increasingly provide facilities that benefit the school.

B. Finding

1. The Implementation of 2013 Curriculum at SMP N 2 Kendal

Curriculum as a set of plans and arrangements regarding to the content, teaching materials, and the methods that used as a reference in the implementation of teaching learning activities. Curriculum is a tool to achieve educational goals. Without the curriculum, the educational goals will not be achieved. If the curriculum is seen as a reference for the implementation of learning activities, the curriculum must be relevant with the times. So that, we need curriculum change that accordance with the demands of the times.

Related to the curriculum change, the government tries to improve the quality of education, both conventional and innovative. The efforts are made by the test of implementing 2013 curriculum. 2013 Curriculum is a concept that emphasizes on character education.

The implementation of 2013 curriculum at SMP N 2 Kendal is done since the beginning of the curriculum change by the central government. SMP N 2 Kendal is one of the sample schools in Kendal that implement the new curriculum. Based on the interview result with Mrs. Anita Susanti as vice principal of SMP N 2 Kendal, in this academic year the implementation of 2013 curriculum in SMP N 2 Kendal is more increase than the last year. The last year the implementation of 2013 curriculum only 80% but in this year

has been running 90%. It is because there are some differences between the KTSP curriculum and 2013 curriculum such as; content standard, process standard, and assessment standard. So, the teachers need time and process in the effort of implementation 2013 curriculum maximally.¹

According to the Mrs. Anita Susanti's statement, in the effort of the implementation of 2013 curriculum in SMP N 2 Kendal, there are some steps that has been done by the school, such as follow the training organized especially the teachers at VII and VIII grade, MGMP, and IHT . In addition, in the sidelines of the break, the teacher did not hesitate to ask about 2013 curriculum to other teachers when they feel confused.²

2. The Implementation of Learning Assessment Based on the 2013 Curriculum in ELT Class at VII and VIII Grade of SMP N 2 Kendal

Learning assessment is a process of collecting and processing information to measure student achievement. Assessment of learning outcomes by educators is a form of execution of professional duties of educators as set forth in Act No. 14 of 2005 about teachers and lecturers. Learning assessment by educators cannot be separated from the

¹ Anita Susanti, *Vice Principal of SMP N 2 Kendal*, Thursday, February, 12, 2015, 9 a.m.

² Anita Susanti, *Vice Principal of SMP N 2 Kendal*, Thursday, February, 12, 2015, 9 a.m.

learning process. Therefore, assessment of learning outcomes by educators demonstrates the ability of the teacher as a professional educator.

Curriculum 2013 requires the use of authentic assessment. In the paradigmatic, authentic assessment requires an authentic instruction and authentic learning. It is believed that authentic assessment is able to provide information about the ability of learners holistically and validly.

When we know the explanation of learning assessment above, SMP N 2 Kendal is implementing the 2013 curriculum so the English teacher of SMP N 2 Kendal should use authentic assessment to measure the students learning achievement.

Learning assessment that was conducted in SMP N 2 Kendal includes knowledge, attitudes, and skills competence. In 2013 curriculum, so many assessments that conducted because it should cover all aspects of the individual learner. According to Mr. Budisusilo as English teacher at SMP N 2 Kendal, he said that learning assessment based on the 2013 curriculum more than KTSP curriculum. So, in assessing, the teacher should hard work and of course it also requires a lot of time. Especially on the attitude assessment, based on the rules of 2013 curriculum the teacher not only required assessing

attitudes in the classroom but also outside the classroom the teacher should make an assessment.³

Based on the 2013 curriculum and KTSP curriculum, learning assessment should cover the aspect of knowledge, attitude, and skill. But in 2013 curriculum, attitude assessment more dominant than knowledge and skill assessments while KTSP curriculum knowledge assessment is more dominant. It is appropriate with Mr. Budisusilo's statement that: "one of the differences between 2013 curriculum and KTSP curriculum is attitude assessment on 2013 curriculum is more dominant."⁴

The implementation of learning assessment based on the 2013 curriculum at VII and VIII grade of SMP N 2 Kendal refer to Permendikbud no. 104, 2014. Assessment approach that has been used in 2013 curriculum is criteria reference assessment (PAK). PAK is an achievement of competency assessment based on minimum completeness criteria (KKM). KKM is the criteria for the minimum passing grade that was determined by educational unit taking into account the characteristics of basic competencies to be achieved. In SMP N 2 Kendal, KKM that was set for all of the subjects are 3.0

³ Ahmad Budi Susilo, *English Teacher at VII and VIII Grade*, Friday, February, 20, 2015.

⁴ Ahmad Budi Susilo, *English Teacher at VII and VIII Grade*, Friday, February, 20, 2015.

or 80.⁵ For the students that have not been able to reach the criteria for the minimum passing grade, remediation will be carried out and for the students that have been able to reach the criteria for the minimum passing grade, the teacher conducted enrichment.

There are some techniques that were used by Mr. Budisusilo in making assessment. Mr. Budisusilo said that test, performance assessment, and project assessment used to assess knowledge aspect, then, observation, self-assessment, peer assessment, and journal assessment used to assess attitude aspect and to assess aspect of skill he uses performance assessment, portfolio assessment, project assessment, and product assessment.⁶

a. Learning assessment of knowledge aspect

According to Mr. Budisusilo there are three assessment techniques that uses to knowledge aspect, i.e. test, performance assessment, and project assessment.⁷

b. Learning assessment of attitude aspect

The teacher used observation, self-assessment, peer assessment, and journal assessment in assessing

⁵ Ahmad Budi Susilo, *English Teacher at VII and VIII Grade*, Friday, February, 20, 2015.

⁶ Ahmad Budi Susilo, *English Teacher at VII and VIII Grade*, Friday, February, 20, 2015.

⁷ Ahmad Budi Susilo, *English Teacher at VII and VIII Grade*, Friday, February, 20, 2015.

attitude aspect. The instrument that is used in observation, self-assessment, and peer assessment are checklist or rating scale and the rubric.⁸

1) Observation

In observation, Mr. Budisusilo used observation guidelines that contain a number of indicators were observed. In this case there are seven attitudes of students that must be observed by the teacher, i.e. honest, discipline, responsibility, tolerance, mutual cooperation, courtesy, and confidence.

2) Self-Assessment

In this assessment, the teacher asks the students to express the excess and the weakness of themselves in the context of competence achievement. The instrument that is used in this assessment is sheet of self-assessment.

3) Peer Assessment

Mr. Budisusilo said that "in peer assessment not all students asked to assess his friend. I only ask five students who can give an assessment objectively

⁸ Ahmad Budi Susilo, *English Teacher at VII and VIII Grade*, Friday, February, 20, 2015.

to assess their friend. So, one student assesses five students.”⁹

4) Journal Assessment

According to the results of interviews and observations that have been carried out, journal assessment is an assessment technique that is still cannot be done by the teacher. Mr. Budisusilo said that it is because this assessment needs a lot of time and the teacher did not remember all of the students’ names. So, it makes the teacher felt difficult to make a note.¹⁰

c. Learning assessment of skill aspect

In the 2013 curriculum, all of the subjects have the skills aspect (KI 4) as a continuation of knowledge aspects (KI 3) who has students mastered. So that, there are significant change in the 2013 curriculum, in KTSP curriculum psychomotor domain emphasis on certain subjects, such as physical education and health sports, arts and culture and some of the subjects, but in 2013 curriculum all of the subjects accommodates psychomotor domain is an integral part of the cognitive aspect.

⁹ Ahmad Budi Susilo, *English Teacher at VII and VIII Grade*, Friday, February, 20, 2015.

¹⁰ Ahmad Budi Susilo, *English Teacher at VII and VIII Grade*, Wednesday, March, 11, 2015.

In this assessment, Mr. Budisusilo used four techniques:

- 1) Performance assessment
- 2) Portfolio assessment
- 3) Project assessment
- 4) Product assessment¹¹

C. Analysis of Data

1. Analysis of the Implementation of 2013 Curriculum at SMP N 2 Kendal

Curriculum is an important factor in education, because curriculum as a toll to point all forms of educational activities to achieve the goals of education. Educational goals will not be achieved maximally if the curriculum that has been arranged is not performing well. Implementation of the curriculum becomes very important because it is the benchmark of success of the curriculum itself. So, the implementation of curriculum in schools is something that cannot be abandoned to achieve the educational goals.

To describe the implementation of 2013 curriculum, especially in learning assessment and the problem of the implementation of learning assessment in ELT class at VII and VIII grade of SMP N 2 Kendal, the researcher described

¹¹ Ahmad Budi Susilo, *English Teacher at VII and VIII Grade*, Friday, February, 20, 2015.

the data that has been obtained from observation, interview and documentation.

Based on the result of observation, the researcher saw the learning tools of the teacher that used in learning process. Before the learning process is conducted, the teacher makes a lesson plan as a reference in teaching learning process.

The implementation of learning process based on the 2013 curriculum at SMP N 2 Kendal, included the following activities:

a. Planning

The first step that should be done by the teacher in teaching learning process is making a plan. The important thing in the first activity is prepared the lesson plan and the syllabi.

Teaching learning process in ELT class at SMP N 2 Kendal has been demonstrated the seriousness of the teacher to achieve the learning objectives that have been determined, it can be seen before teaching learning process, the teacher makes a syllabi and lesson plan so the learning is going well and the result is satisfied. Preparation of lesson plan is one of the efforts by the teachers to make the learning process goes according to the scenario.

In the regulation of the Minister of Education and Culture No. 65 of 2013 on process standard mentioned

that every educator in the educational unit is obliged to prepare lesson plan fully and systematically so that the learning takes place interactively, inspiring, fun, challenging, motivating the learners to participate actively, and give enough space for innovation, creativity, and independence in accordance to their talents, interests, physical development and psychological of learners.¹²

In arranging the lesson plan should contain the following components: school identity, subjects identity, grade / semester, subject matter, allocation of time, learning objective, basic competence, learning material, learning resources, learning steps, and learning assessment. (See in appendix 1)

b. Implementation of the learning

Learning method based on the 2013 curriculum is scientific method; learning process that encourages the students to be able to observe, ask, trying, collecting data, and communicate. But in fact the teaching learning process in ELT class at SMP N 2 Kendal has not fully used scientific method. It accordance to the statement of English teacher Mr. Budisusilo:

¹² Menteri Pendidikan dan Kebudayaan Republik Indonesia. 2013. *Lampiran Peraturan menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 65 Tahun 2013 tentang: Standar Proses Pendidikan Dasar dan Menengah*. Jakarta: Kementerian Pendidikan dan Kebudayaan Republik Indonesia.

In the learning process, I have not been able using the scientific method as a whole, because I did not understand very well about the scientific method but I am still trying to learn the scientific method, so that the implementation of 2013 curriculum at SMP N 2 Kendal can be maximal.¹³

Until now, the problem that encountered in the learning process is the delay of the book. So teachers must used makeshift book in accordance to the rules of the 2013 curriculum.

c. Assessment of learning outcomes

Based on the result of the observation and interview, the assessment that was conducted in SMP N 2 Kendal refers to Permendikbud No. 104, 2015 year. It is about assessment of learning outcomes; criteria of the mechanisms, procedures, and the instrument of assessment.

The kind of assessment that is used in SMP N 2 Kendal is authentic assessment; the assessments that require the students to perform the tasks of the real-world which demonstrate the application of knowledge or skills.

¹³ Ahmad Budi Susilo, *English Teacher at VII and VIII Grade*, Friday, February, 20, 2015.

2. Analysis of the Implementation of Learning Assessment based on the 2013 Curriculum in ELT Class at SMP N 2 Kendal

Assessment is an action or activity to see how far the instructional objectives have been achieved or mastered by the student in the form of learning outcomes that shown after they finished the teaching learning process.¹⁴ According to Benyamin Bloom, the classification of student learning outcomes assessment divided into three domains; i.e: cognitive, affective, and psychomotor.¹⁵

Based on the 2013 curriculum, assessment is process of collecting information about the student achievement of learning outcomes in attitude, knowledge, and skill competence that is done systematically, during and after learning process.¹⁶ The assessment based on the 2013 curriculum is very good assessment, because it is cover all aspect of individual learner include attitude, knowledge and skill competence.

¹⁴ Nana Sudjana, *Penilaian Hasil Proses Belajar Mengajar*, (Bandung: PT Remaja Rosdakarya, 2009), p. 2.

¹⁵ Nana Sudjana, *Penilaian Hasil Proses Belajar Mengajar*, (Bandung: PT Remaja Rosdakarya, 2009), p. 22.

¹⁶ Menteri Pendidikan dan Kebudayaan Republik Indonesia. 2014. *Lampiran Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 104 Tahun 2014 tentang: Penilaian Hasil Belajar Oleh Pendidik Pada Pendidikan Dasar Dan Pendidikan Menengah*. Jakarta: Kementerian Pendidikan dan Kebudayaan Republik Indonesia

From the result of interview and observation that has been conducted, the researcher can know about the steps that were conducted by English teacher on the implementation of learning assessment in ELT class at SMP N 2 Kendal.

a. Planning

On the implementation of learning assessment, the teacher needs a good planning. Such as the task should be relevance and accordance to the competence that will measure. The next step is making an instrument of assessment; task to be performed by students and scoring rubric. It is suitable with Nitko & Brookhart, as quoted by Kusaeri stated that assessment involves two components; the task to be performed by students and scoring rubric that will be used to assess their performance.¹⁷ (See in appendix 2)

b. Implementation

In practice, the assessment of learning outcomes by educators has a function to monitor the progress of learning, to monitor the learning outcomes, and to detect the need of remedial of student learning outcomes on an ongoing basis. So, Mr. Budisusilo conducted formative and summative assessment in assessing learning outcome that refers to Permendikbud No. 104 of 2014.

¹⁷ Kusaeri, *Acuan & Teknik Penilaian Proses & Hasil Belajar Kurikulum 2013*, (Yogyakarta: Ar-Ruzz Media, 2014), p. 142.

Assessment approach that has been used in SMP N 2 Kendal is criteria reference assessment (PAK). PAK is an achievement of competency assessment based on minimum completeness criteria (KKM). KKM is the criteria for the minimum passing grade is determined by educational unit taking into account the characteristics of basic competencies to be achieved, carrying capacity, and characteristics of learners. Scores that was obtained from the results of a formative and summative assessment of learner is not compared with the scores of other students, but compared to the mastery of the competencies that required.¹⁸ In SMP N 2 Kendal, KKM that was set for all of the subjects are 3.0 or 80.¹⁹

Based on the regulation of government about 2013 curriculum there are nine assessment techniques that can be selected by teachers to assess the student learning outcomes, i.e.: test, observation, self-assessment, peer assessment, performance assessment, portfolio assessment, project assessment, product assessment, and

¹⁸ Menteri Pendidikan dan Kebudayaan Republik Indonesia. 2014. *Lampiran Peraturan menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 104 Tahun 2014 tentang: Penilaian Hasil Belajar Oleh Pendidik Pada Pendidikan Dasar Dan Pendidikan Menengah*. Jakarta: Kementerian Pendidikan dan Kebudayaan Republik Indonesia.

¹⁹ Ahmad Budi Susilo, *English Teacher at VII and VIII Grade*, Friday, February, 20, 2015.

journal assessment.²⁰ Mr. Budisusilo said that test, performance assessment, and project assessment used to assess knowledge aspect, then, observation, self-assessment, peer assessment, and journal assessment used to assess attitude aspect and to assess aspect of skill he uses performance assessment, portfolio assessment, project assessment, and product assessment.²¹

1) Learning assessment of knowledge aspect

Knowledge or cognitive competence assessment is assessment conducted by the teacher to measure the level of achievement or mastery learners in knowledge aspects that includes memory or rote, comprehension, application, analysis, synthesis, and evaluation. Knowledge competence reflects the science concepts that must be mastered by the learners through the learning process.²²

The form of knowledge assessment consists of:

a) Score of daily test

²⁰ S. Eko Putro Widoyoko, *Penilaian Hasil Pembelajaran Di Sekolah*, (Yogyakarta: Pustaka Pelajar, 2014), p. 49.

²¹ Ahmad Budi Susilo, *English Teacher at VII and VIII grade*, Friday, February, 20, 2015.

²² Kunandar, *Penilaian Autentik (Penilaian Hasil Belajar Peserta Didik Berdasarkan Kurikulum 2013)*, (Jakarta: PT RajaGrafindo Persada, 2014), p. 165.

- b) Score of midterm test, and
- c) Score of final examination test

According to Mr. Budisusilo there are three assessment techniques that uses to knowledge aspect, i.e. test, performance assessment, and project assessment.²³

- a) Test

Written test is a set of questions or tasks in the form of writing that is planned to obtain information about the ability of the test participants. Written test requires the answers of test taker as a representation of capabilities.

Written test is classified into two types, namely the question that requires a choice answer (choice form) and description answer (in narrative form). The first form such as multiple choice, true false, and match. And the second form is open description question and closed description, short answer and completion.²⁴

- b) Performance assessment

Performance assessment is an assessment that asks students to demonstrate a specific task to

²³ Ahmad Budi Susilo, *English Teacher at VII and VIII Grade*, Friday, February, 20, 2015.

²⁴ Kusaeri, *Acuan & Teknik Penilaian Proses & Hasil Belajar Kurikulum 2013*, (Yogyakarta: Ar-Ruzz Media, 2014), p. 70.

apply their knowledge and skills. Nitko & Brookhart, as quoted by Kusaeri stated that the performance assessment involves two components, namely the task to be performed by students and scoring rubric that will be used to assess their performance.²⁵

It is suitable with the result of the observation that has been conducted in SMP N 2 Kendal. In assessing the students' performance, Mr. Budisusilo uses two components which have been raised by Nitko & Brookhart.

In other word, performance assessment is an assessment toward students' ability in doing something.²⁶

c) Project assessment

Project assessment is an assessment of the tasks to be completed by individual or a group of students in a period or certain time. The form of the task is an activity from planning, data collection, organization, execution of tasks,

²⁵ Kusaeri, *Acuan & Teknik Penilaian Proses & Hasil Belajar Kurikulum 2013*, (Yogyakarta: Ar-Ruzz Media, 2014), p. 142.

²⁶ S. Eko Putro Widoyoko, *Penilaian Hasil Pembelajaran Di Sekolah*, (Yogyakarta: Pustaka Pelajar, 2014), p. 72.

processing, presentation of the product and a written report.²⁷

Project assessment also can be used to determine the students' ability to understand, apply, investigate and deliver the information about a case in a particular subject clearly.²⁸

2) Learning assessment of attitude aspect

Learning assessment is an action or activity to see how far the instructional objectives have been achieved or mastered by the student in the form of learning outcomes that shown after they finished the teaching learning process.²⁹ The teacher used observation, self-assessment, peer assessment, and journal assessment in assessing attitude aspect. The instrument that is used in observation, self-assessment, and peer assessment are checklist or rating scale and the rubric.³⁰

²⁷ Kusaeri, *Acuan & Teknik Penilaian Proses & Hasil Belajar Kurikulum 2013*, (Yogyakarta: Ar-Ruzz Media, 2014), p. 156.

²⁸ S. Eko Putro Widoyoko, *Penilaian Hasil Pembelajaran Di Sekolah*, (Yogyakarta: Pustaka Pelajar, 2014), p. 86.

²⁹ Nana Sudjana, *Penilaian Hasil Proses Belajar Mengajar*, (Bandung: PT Remaja Rosdakarya, 2009), p. 2.

³⁰ Ahmad Budi Susilo, *English Teacher at VII and VIII Grade*, Friday, February, 20, 2015.

a) Observation

Observation is assessment technique that is performed on an ongoing basis by using the senses, either directly or indirectly by use of observation guidelines that contain a number of indicators to be observed.³¹ In this case there are seven attitudes of students that must be observed by the teacher, i.e. honest, discipline, responsibility, tolerance, mutual cooperation, courtesy, and confidence.

b) Self-Assessment

Self-assessment is an assessment technique by asking the students to express the excess and the weakness of themselves in the context of competence achievement. The instrument that is used in this assessment is self-assessment sheet.³²

c) Peer Assessment

Peer assessment is an assessment technique by asking the students to assess each

³¹ Kunandar, *Penilaian Autentik (Penilaian Hasil Belajar Peserta Didik Berdasarkan Kurikulum 2013)*, (Jakarta: PT RajaGrafindo Persada, 2014), p. 52.

³² Kunandar, *Penilaian Autentik (Penilaian Hasil Belajar Peserta Didik Berdasarkan Kurikulum 2013)*, (Jakarta: PT RajaGrafindo Persada, 2014), p. 52.

other related to the achievement of competence. Mr. Budisusilo said that "in peer assessment not all students asked to assess his friend. I only ask five students who can give an assessment objectively to assess their friend. So, one student assesses five students."³³

d) Journal Assessment

Journal is an educator notes inside and outside the classroom that containing information of observations' result about the strengths and the weaknesses of students regarding to attitudes and behavior.³⁴ According to the results of interviews and observations that have been carried out, journal assessment is an assessment technique that is still cannot be done by the teacher. Mr. Budisusilo said that it is because this assessment needs a lot of time and the teacher did not remember all of the students' names. So, it makes the teacher felt difficult to make a note.³⁵

³³ Ahmad Budi Susilo, *English Teacher at VII and VIII Grade*, Friday, February, 20, 2015.

³⁴ Kunandar, *Penilaian Autentik (Penilaian Hasil Belajar Peserta Didik Berdasarkan Kurikulum 2013)*, (Jakarta: PT RajaGrafindo Persada, 2014), p. 52.

³⁵ Ahmad Budi Susilo, *English Teacher at VII and VIII Grade*, Wednesday, March, 11, 2015.

3) Learning assessment of skill aspect

Skills assessment is assessment that conducted by the teacher to measure the level of students' skills competence achievement, including imitation, manipulation, precision, articulation, and naturalization aspects.³⁶

In the 2013 curriculum, all of the subjects have the skills aspect (KI 4) as a continuation of knowledge aspects (KI 3) who has students mastered.³⁷ So that, there are significant change in the 2013 curriculum, that in KTSP curriculum psychomotor domain emphasis on certain subjects, such as physical education and health sports, arts and culture and some of the subjects, but in 2013 curriculum all of the subjects accommodates psychomotor domain is an integral part of the cognitive aspect.

In this assessment, Mr. Budisusilo used four techniques:

a) Performance assessment

³⁶ Kunandar, *Penilaian Autentik (Penilaian Hasil Belajar Peserta Didik Berdasarkan Kurikulum 2013)*, (Jakarta: PT RajaGrafindo Persada, 2014), p. 257.

³⁷ Kunandar, *Penilaian Autentik (Penilaian Hasil Belajar Peserta Didik Berdasarkan Kurikulum 2013)*, (Jakarta: PT RajaGrafindo Persada, 2014), p. 260.

Performance assessment is done by observing the activities of learners in doing something. Performance assessment is an assessment that asks to the students to demonstrate and apply their knowledge into the context according to the criteria set.³⁸

Based on observations and interviews result that have been conducted, one of the tasks that given by Mr. Budisusilo in this assessment is presentation.³⁹

b) Portfolio assessment

Portfolio-based assessment is an assessment conducted to assess all of entity of students' learning process, including the individual assignment and / or groups and / or outside the classroom, especially in attitudes / behaviors and skills.⁴⁰ According to Mr. Budisusilo, in this assessment he did not use certain format and rubric assessment.⁴¹

³⁸ Kunandar, *Penilaian Autentik (Penilaian Hasil Belajar Peserta Didik Berdasarkan Kurikulum 2013)*, (Jakarta: PT RajaGrafindo Persada, 2014), p. 263.

³⁹ Ahmad Budi Susilo, *English Teacher at VII and VIII Grade*, Wednesday, March, 11, 2015.

⁴⁰ Permendikbud No. 66 tahun 2013, *Standar Penilaian Pendidikan*.

⁴¹ Ahmad Budi Susilo, *English Teacher at VII and VIII Grade*, Wednesday, March, 11, 2015.

c) Project assessment

Project assessment is an assessment of the tasks which include: collecting, organizing, evaluating, and presentation of data that must be completed the learners in certain time or period.⁴² This assessment aims to determine the understanding, the ability to apply, the ability of the investigation, and the ability to inform of learners clearly.

According to the results of observations and interviews that have been conducted by the researcher, project assessment in ELT class has been carried out in accordance with the procedure. The teacher used check list and rating scale in this assessment.

d) Product assessment

Product assessment is an assessment of the manufacturing process and the quality of a product that produced by learners. Product assessment is done to assess the results of observations, experiments, as well as specific

⁴² Kunandar, *Penilaian Autentik (Penilaian Hasil Belajar Peserta Didik Berdasarkan Kurikulum 2013)*, (Jakarta: PT RajaGrafindo Persada, 2014), p. 286.

project tasks using the assessment criteria (rubrics).⁴³

c. Evaluation

The last steps of the implementation of assessment are evaluation. Evaluation used to know the students that have not been able to reach the standard of competency and the students that have been able to reach the standard of competency.

To achieve the certain standard of competence, the teacher used variety of methods, strategies and approaches. If the students have not been able to reach the standard of competency, remediation will be carried out by the teacher. And for the students that have been able to reach the standard of competency, the teacher conducted enrichment.

3. Analysis of the Problems and Problems Solving of the Implementation of Learning Assessment Based on the 2013 Curriculum in ELT Class at VII and VIII Grade of SMP N 2 Kendal

As a new education curriculum in Indonesia, the teacher needs a lot of time to implement the 2013 curriculum

⁴³ Kunandar, *Penilaian Autentik (Penilaian Hasil Belajar Peserta Didik Berdasarkan Kurikulum 2013)*, (Jakarta: PT RajaGrafindo Persada, 2014), p. 306.

because the teacher does not understand fully about 2013 curriculum.

According to the some teachers that used 2013 curriculum, learning assessment is one of the standards of national education that very complicated, because so many assessment that should be done in this curriculum. Based on the result of interview that was conducted there are some problems of the implementation of learning assessment based on the 2013 curriculum in ELT class at VII and VIII grade of SMP N 2 Kendal:

a. Conversion change

One of the differences between 2013 curriculum and the previous curriculum is model of repot. In the previous curriculum scale value from 0 - 100, while the affective aspects uses the letters A, B, C, D. In 2013 curriculum does not use scale value 0-100, but 1 - 4 for cognitive and psychomotor aspects, whereas for the affective aspect use SB = Excellent, B = Good, C = Enough, K = Less. Score 1-4 with a provision multiple 0.33.⁴⁴

According to the results of interviews that have been conducted by researcher with Mr. Budisusilo, he said that at first time some teachers felt difficult in giving

⁴⁴ Imas Kurniasih, Berlin Sani, *Implementasi Kurikulum 2013 : Konsep & Penerapan*, (Surabaya: Kata Pena, 2014), p. 54-55.

value for the students because this scale is a new scale. And also with the students' parents, most of them are not familiar with the value that obtained of his son.⁴⁵

There are two ways to get the value in the scale of 1-4, i.e. convert directly from the score and convert from the scale of 0-100.⁴⁶

- 1) Convert directly from the score

Formula:

$$\text{Value} = \frac{\text{Score that obtained}}{\text{Total maximum score}} \times 4$$

- 2) Convert from the scale of 0-100

Formula:

$$\text{Value} = \frac{\text{Score}(0-100)}{100} \times 4$$

The following table describes the conversion of knowledge, skill, and attitude competence.⁴⁷

Predicate	Score of competency		
	Knowledge	Skill	Attitude
A	4	4	SB

⁴⁵ Ahmad Budi Susilo, *English Teacher at VII and VIII Grade*, Friday, February, 20, 2015.

⁴⁶ Imas Kurniasih, Berlin Sani, *Implementasi Kurikulum 2013 : Konsep & Penerapan*, (Surabaya: Kata Pena, 2014), p. 55-56.

⁴⁷ Kunandar, *Penilaian Autentik (Penilaian Hasil Belajar Peserta Didik Berdasarkan Kurikulum 2013)*, (Jakarta: PT RajaGrafindo Persada, 2014), p. 100-101.

A-	3,67	3,66	(Excellent)
B+	3,33	3,33	B (Good)
B	3,00	3,00	
B-	2,67	2,66	
C+	2,33	2,33	C (Enough)
C	2	2	
C-	1,67	1,66	
D+	1,33	1,33	K (Less)
D	1	1	

Explanation:

A : 3,68 – 4,00	C+ : 2,01 – 2,33
A- : 3,34 – 3,67	C : 1,68 – 2,00
B+ : 3,01 – 3,33	C- : 1,34 – 1,67
B : 2,68 – 3,00	D+ : 1,01 – 1,33
B- : 2,34 – 2,67	D : $\leq 1,00$

In this problem, the teacher tried to learn more about conversion value. So, over time the teacher can understand about it. And for easier to make a score the teacher used the second formula “convert from the scale of 0-100”. For the parents, when taking the report at the first semester in academic year 2013/2014 the teacher give an explanation of the transformation of value in students’ report. So, the parents also can understand about it.

- b. So many assessment so it cannot be maximal

Assessment based on the 2013 curriculum more than the previous curriculum. According to Mr. Budisusilo because there are many assessment that should

be done on the 2013 curriculum, so that it required a lot of time and if all assessments must be conducted accordance with the procedure maybe time of learning only run out for the assessment.

Especially on the attitude assessment, there are many aspects that should be assessed by the teacher either during the learning process as well as outside of school hours. So that not all assessment can be done by the teacher.

In this case, Mr. Budisusilo said that because it is a requirement and government regulations so, I have to do it. And I would try to do optimally.⁴⁸

c. The teacher still felt difficult in journal assessment

Journal assessment has excess and weakness. The excess of journal assessment is recorded the event. Thus, the journal can be used to understand the students more accurately. While the weakness of the journal assessment is requires a lot of time, low reliability, needs patience in waiting the event. So, it can disturb the attention and teacher assignments. If the recording is not done immediately, the objectivity will be reduced.⁴⁹

⁴⁸ Ahmad Budi Susilo, *English Teacher at VII and VIII Grade*, Friday, February, 20, 2015.

⁴⁹ Kusaeri, *Acuan & Teknik Penilaian Proses & Hasil Belajar Kurikulum 2013*, (Yogyakarta: Ar-Ruzz Media, 2014), p. 182.

According to Mr. Budisusilo, he said that journal assessment is one of the difficult assessments that should be carried out by the teacher. It is because journal assessment is not only done in the classroom but outside the classroom the teacher also should assess students' attitudes. While the teacher does not remember all of the students' names, it makes the teachers difficult to make this assessment. In addition, the time to conduct journal assessment is also not allowed.⁵⁰

It is also delivered by Mrs. Anita Susanti: journal assessment is one of the assessment techniques that have not be done by the teachers maximally.⁵¹

In this case, the teacher took the score of journal assessment from the score of teachers' observation about students' attitude in the classroom. Mr. Budisusilo said that: "basically journal assessment and observation are same. It is done to know about the students' attitudes."⁵²

d. Cost

One of the problems in the implementation of learning assessment based on the 2013 curriculum is cost.

⁵⁰ Ahmad Budi Susilo, *English Teacher at VII and VIII Grade*, Friday, February, 20, 2015.

⁵¹ Anita Susanti, *Vice Principal of SMP N 2 Kendal*, Thursday, February, 12, 2015.

⁵² Ahmad Budi Susilo, *English Teacher at VII and VIII Grade*, Friday, February, 20, 2015.

Cost is the amount of money that provided (allocated) and used for the implementation of various functions or activities to achieve a goal in order to process management.⁵³ The number of assessment that should be done by the teacher influenced to the rising costs in the assessment process. Especially on self-assessment and peer assessment, in this assessment requires a lot of paper accordance to the number of learners.

Mrs. Anita Susanti said that: "For example there are 30 students each class, it means that each assessment the teacher should provide as many as 30 sheets of paper or more. Whereas the assessment is not only done once, it was just one class. What about the teachers who teach five class or more, you can imagine how much the paper that should be used."⁵⁴

To solve this problem, the teacher uses scrap paper to minimize the cost of assessment.⁵⁵ The same statement was also delivered by Mr. Budisusilo, he said

⁵³ Mulyono, *Konsep Pembiayaan Pendidikan*, (Yogyakarta: Ar-Ruzz Media, 2010), p. 89.

⁵⁴ Anita Susanti, *Vice Principal of SMP N 2 Kendal*, Thursday, February, 12, 2015.

⁵⁵ Anita Susanti, *Vice Principal of SMP N 2 Kendal*, Thursday, February, 12, 2015.

that in making assessment most of the teachers uses scrap paper or paper that is not used.⁵⁶

⁵⁶ Ahmad Budi Susilo, *English Teacher at VII and VIII Grade*, Friday, February, 20, 2015.

CHAPTER V

CONCLUSION

A. Conclusion

After holding the research about the implementation of learning assessment based on the 2013 curriculum in ELT class at VII and VIII grade of SMP N 2 Kendal, the writer now wants to state some conclusions:

1. The implementation of learning assessment based on the 2013 curriculum at SMP N 2 Kendal in this year has been running appropriate with the procedure but has not been running fully, because 2013 curriculum is a new curriculum, so the teachers need time and process in the effort of implementation 2013 curriculum maximally.
2. There are some problems that occurred in the implementation of learning assessment based on the 2013 curriculum in ELT class, such as so many assessments that should be done by the teacher (test, observation, self-assessment, peer-assessment, performance assessment, portfolio assessment, project assessment, product assessment, and journal assessment). Especially on the attitude assessment, the teacher has not been able to assess the students' attitude by journal assessment because the teacher does not remember all of the students' names. It makes the teacher felt difficult to record the students' attitude inside and outside the classroom, so the

teacher used the value of teachers' observation to given the value of journal assessment. In addition, cost is also one of the problems in the implementation of learning assessment.

3. The teachers always increase the understanding about 2013 curriculum and as much as possible try to make an assessment optimally to solve the problems like conversion change and journal assessment that was occurred in the implementation of learning assessment in ELT class at VII and VIII Grade of SMP N 2 Kendal.

B. Recommendation

Based on the problems which have been explained in this final project, i.e. the implementation of learning assessment based on the 2013 curriculum in ELT class at VII and VIII grade of SMP N 2 Kendal, the writer gives some suggestions. They are:

1. For the teacher
 - a. The teachers should increase the understanding about 2013 curriculum by seminars, workshops, and study the books of 2013 curriculum. In addition, the teachers should implement the 2013 curriculum professionally so that the learning process will be more qualified.
 - b. The teachers should increase their understanding about learning assessment, so that learning assessment can be done optimally.

2. For SMP N 2 Kendal

The school should conduct seminars and workshops of the 2013 curriculum regularly. So, the teachers' understanding about curriculum 2013 will increase.

C. Closing

Alhamdulillah for the grace and guidance of Allah SWT this thesis can be completed by the researcher. The writer realizes it is still less perfect, because the limitations of knowledge and abilities of the researcher. Therefore, the researcher is expecting the critic and the suggestions from various parties for improvements in the next study. Finally, the researcher hopes that this thesis can be useful for the readers. Amin.

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