

CHAPTER 1

INTRODUCTION

1.1. Background of the Study

It is already known that language is the most important way to communicate with people. We also know that English is an international language in this world. Based on that reality, it is really important to learn English nowadays. Indonesia is one of the countries which adds English as subject in most of its schools. English subject was added as one of school subjects from the elementary school, junior high school, and senior high school. Although the curriculum has changed for several times, English subject remains as an important part in most schools.

In 2013, the new curriculum was released for the betterment of the education in Indonesia at the primary and secondary level. The implementation of this new curriculum has been followed by hope to make Indonesian youth become a generation who has character, tolerance to others, and also have moral and empathy for others. Compared with the previous curriculum, the curriculum 2013 has new changes in many parts. There are some components of the old curriculum which are changed. Based on the **Permendikbud number 66 / 2013 (page 4)**, one of the changes is in the assessment system. In curriculum 2013, the assessment used is authentic assessment which contains attitude assessment, self – assessment, peer -

assessment, knowledge assessment, assignment or project, and also portfolio. Peer assessment is one of the assessments which are used in the authentic assessment in curriculum 2013. According to Brown (2004), in his book entitled "*Language Assessment Principles and Classroom Practices (page 270)*", self – assessment is one of the primary foundation stones of successful learning. The ability to set one's own goals both within and beyond the structure of a classroom curriculum, to pursue them without the presence of an external prod, and to independently monitor that pursuit are all keys to success. Also, in his book, Brown stated that peer – assessment is simply one arm of a plethora of tasks and procedures within the domain of learner – centered and collaborative education. The government stated that the new curriculum must be implemented in July 2014. On the other side, there is a school in Surabaya which has been implementing peer – assessment before curriculum 2013 was released. It is a national plus Christian school which is dedicated to provide quality education and Christian values. As a formal education institution, this school aims to create generations of exemplary educators and students, giving positive impacts for their communities and nation. Based on the fact above, the implementation of peer – assessment in this school is interesting to be observed. In this study, the writer will analyze how the teacher implements peer – assessment in this school's English class. The writer hopes that this study will help others by giving input about how to implement peer – assessment in English class well.

1.2. Statement of the Problem

Based on the background study above and the guidelines of peer assessment (Brown, 2004) the research question of this study is: How self-and peer-assessments are implemented in the English class of grade 8 of the junior high school. The sub - problems are:

1. What are assessed in the peer - assessment?
2. How is peer - assessment conducted?
3. What are the students' perceptions on the implementation of peer-assessment?

1.3. The Objective of the Study

The objective of this study is to find out how peer - assessment is implemented in the English class with the details as :

1. To know what are assessed in peer-assessment
2. To know how peer-assessment is conducted
3. To know the students' perceptions on the implementation of peer-assessment

1.4. Theoretical Framework

The writer uses theories which are related to the curriculum 2013, assessment, and peer – assessment. Those theories are expected to support the discussion about the implementation of peer – assessment of curriculum 2013 in 8th grade of junior high school in Surabaya.

1.5. The Significance of the Study

There are some functions of evaluation and assessment. Two of which are to measure students' achievement and to evaluate students' progress. Kay Burke (1999), the proponent of the mindful curriculum which focuses on the process-oriented outcomes, argues that teachers cannot rely only on the product-oriented assessment techniques to assess students' achievement. She states further that in this concept of learning, outcomes are dynamic and experiential, and should be emotionally charged. Involving students in the assessment process is one way of training students to understand the materials more and to gain better skills. Concerning the use of peer assessment, Burke (1999) states further that the use of peer assessment as authentic assessment fosters students' involvement in their learning. Based on the above school concept, by doing peer-assessment, students will sharpen their skills to observe, analyze, and assess performances.

In assessment system in Curriculum 2013, teachers have to implement peer-assessment. Based on the concept of the mindful school described above, the use of authentic assessment along the process of learning is important in order to achieve the educational goal. However, for the teachers who are not used to implementing peer-assessment, this assessment is quite a burden and confusing. This result of this study is expected to give useful inputs to teachers on how to implement peer-assessment well, so that school and students can better achieve the educational goals.

1.6. The Scope and Limitation

The scope of this study is the implementation of peer - assessment in grade 8 students of Vita School's English class, Surabaya.

1.7. Definition of Key Terms

Curriculum 2013 : The newest curriculum in Indonesia that was released in 2013 to substitute the previous curriculum, KTSP (Kurikulum Tingkat Satuan Pendidikan)

Implementation : Implementation is defined as a specified set of activities designed to put into practice an activity or program of known dimensions (National Implementation Research Network)

Assessment : Assessment is the collection of relevant information that may be relied on for making decisions. (Fenton, 1996)

Peer – assessment : One arm of a plethora of tasks and procedures within the domain of learner – centered and collaborative education. (Brown, 2004).

1.8. The Organization of the Study

The study is divided into five chapters. Chapter 1 is the introduction containing the background of the study, statement of the problems, objective of the study, theoretical framework, the significance of the study, the scope and limitation of the study, definition of key terms, and the organization of the study. Chapter 2 concerns with review of related literature. Chapter 3 covers the research methodology. Chapter 4 contains findings and discussions. The last chapter, Chapter 5, deals with the conclusion and suggestion.