

CHAPTER I

INTRODUCTION

A. Background of the Study

As 21st century teachers move from traditional forms of assessment to authentic assessment, they are constantly finding new and creative ways to assess their students' learning. Authentic assessment is any type of the assessment that requires students to demonstrate skills and competencies that represent real problems and situations. Mantero (2002) discussed the effectiveness of using authentic assessments with ELLs, especially as they allow planning, revising discourse, collaboration among peers, and helping students 'play' within contextualized worlds inside of the classroom that are based on studied language's culture. The best way to assess language skills including speaking skills is to apply authentic assessment. Authentic assessment or another name of alternative assessment is based on activities that represent the classroom and real life. Authentic assessment related to the 2013 curriculum. The characteristics of the 2013 curriculum are that students must have a balance between the development of religious, and social attitudes, curiosity, and creativity, teamwork with intellectual, affective and psychomotor abilities. The 2013 curriculum applied is: knowledge, skills, and attitudes. Students must be able to create, evaluate, analyze, apply, and understand the material in the teaching and learning process. Assessment in addition with the 2013 curriculum is an authentic assessment that refers to a scientific approach (Wijayanti, 2014).

In authentic assessment, there are several crucial points that the teacher must prepare. First of all, they must be able to design authentic assessments and appropriate of objectives learning for students. According to, Barker (1993) suggested to following eight steps in planning and designing authentic assessment: 1) building a team, 2) determining the purpose of the authentic assessment, 3) specifying objectives, 4) conducting professional development on authentic assessment, 5) collecting examples of authentic assessment, 6) adapting the existing authentic assessment or developing a new one, 7) trying out the assessment, and 8) reviewing the assessment.

Authentic Assessment can be applied in Project Based Learning (PBL). For this research is the “Authentic assessment to measure students' speaking skills in project-based learning form of digital storytelling”. This means: 1) Using authentic language in speaking, 2) Setting real world task, and 3) Giving the students opportunities to use language in situation based on everyday life. It is important to expose students to authentic language and help them work out strategies for dealing with less than total comprehension (Porter & Roberts, 1987). According to O'Malley and Pierce (1996) provide some steps in preparing speaking assessment: 1) identifying purpose, 2) planning for assessment, 3) developing scoring procedures, 4) setting standard, 5) selecting assessment activities, and 6) recording information.

As the teachers, they face the challenges of teaching 21st century learners, and the continuously evolving curriculum standards (Sunnibrown.com, 2011). Project-Based Learning (PJBL) is a better fit learning between course and activity type learning to collaborate between course and activity on the project. According to Thomas (2000) he identify five key components of effective PJBL: 1) Embedded in the curriculum, 2) Organized around driving questions that lead students to encounter central concepts or principles, 3) Focused on a constructive investigation that involves inquiry and knowledge building, 4) Student-driven and managed, and 5) Focused on authentic, real-world problems.

The one of key element 21st century learning is about learning and innovation skills, that are namely “4C”, Critical Thinking, Communication, Collaboration and Creativity. So, with project based learning using digital storytelling is applying the 4C. In project based learning (PJBL) projects centrally include inquiry, experience, and real-world-based problems. It provides students opportunities for cooperative learning, reflection, and authentic content learning and assessment (Diehl et al., 1999; Krajcik & Blumenfeld, 2006; Moursund, 1999; Thomas, 2000). So, the assessment of project based learning is a match with authentic assessment. Overall, PBL encourages “students to learn by doing and applying ideas” (Krajcik & Blumenfeld, 2006, p. 317). According to Bell (2010), It encourages students to reflect on the work they are doing and the manner through which that work is completed.

To implemetation of the speaking ability in the language learning in the classroom can be use of “Digital Storytelling” activity. Speaking is productive skill

which can determine the success of language learning. In the opinion of Nunan (1998), speaking competence is indicated by the ability to hold conversation in the target language. It is the most important aspect which determines the success of language learning. It can be said that students are successful in mastering English when they can communicate with others using oral language. Why digital storytelling? Digital storytelling it is can be improve for students' speaking skill for knowledge and increase the critical thinking. According to Yang & Wu (2012), students taught using digital storytelling have compared to outperformed students taught through information technology-integrated instruction, with regards to content knowledge, critical thinking, and learning motivation. For the statements mean "digital storytelling" is very nice to improve the speaking skill like a critical thinking students, more for the knowledge and for important is self-confident.

The integration of multimodal resources and new technologies can support a variety of tasks and projects, one of the promising technologies is digital storytelling. For digital storytelling, a product is made which includes text, images, voiceover, sound, and other media. Digital storytelling provides space and time for students to share experiences and reflect on those experiences, encouraging students to think more deeply about their learning (Kim and Jia, 2020; Kim and Li, 2020). In digital story-making expositions, students reflect on people, places, experiences, and objects in new ways when they incorporate them into their work (Lambert, 2012). So, expositions for making digital storytelling students have a lot of material such as people, places, experiences, and objects to this digital storytelling project. And digital storytelling uses present day technology, a new technology for recording sounds, gestures, faces, expressions, and more. (Park, 2019; Shelby-Caffey et al., 2014) computerized narrating is an innovative way of telling and sharing stories that enables students to develop their voice and thus facilitate engagement in their learning. So, digital storytelling is telling and sharing about anything such as objects, people, places, etc. to others by using new technologies such as cellphones, cameras to take these sounds and pictures and students can upload them on YouTube. Digital storytelling is completed as a student project, the Project Based Learning method can use a digital storytelling project.

The research about “Implementation of authentic assessment for the project based learning using digital storytelling” of previous studies is “To develop assessment based on project assessment of student’s writing recount text and to design the appropriate assessment for computer network engineering students grade X at SMK Negeri 2 Binjai”. This means develop of the assessment for project based learning of student’s writing recount text and for the teachers is improve to design the appropriate assessment for computer network engineering. Therefore, In teaching learning process, the teacher at SMK Negeri 2 Binjai has taken the material from 2013 curriculum book. But the teacher did not use assessment sheet to measure the students work based on assessment in 2013 curriculum which is authentic assessment. The criteria to assess the students writing just from how long the paragraph is, how good the way of writing is, the vocabulary, and the grammar. In this case, the researcher will develop the student’s assessment based on project assessment as part of authentic assessment in 2013 curriculum. the researcher is implementation authentic assessment for Project Based Learning especially English skill such us the researcher take about speaking skills for the students of pronunciation, vocabulary, grammar, creativity, and mechanism in a good speaker especially in speaking uses digital storytelling.

B. Limitation of The Study

This research, it explains the process of authentic assessment on PJBL for speaking skills using digital storytelling. So, the researcher conducted research the apply authentic assessment on PJBL for speaking skills using digital storytelling. The researcher conducted research for English teachers and students about authentic assessment of PJBL for speaking skills using digital storytelling. The researcher conducted research the apply authentic assessment of PJBL for speaking skills on the interview, the observation that field notes and rubric observation and documents from students.

C. Research Question

According to the background of the study about “Authentic Assessment on Project Based Learning (PJBL) For Speaking Skills Using Digital Storytelling of English teacher In Senior High School ” the research questions of this study are:

1. How to apply authentic assessment for project-based learning for speaking skills using digital storytelling of English teacher in Senior High School?

D. Purpose of The Study

Based on the research questions that are written above, the purposes of this study are:

1. To explore about the authentic assessment on Project Based Learning (PJBL) for speaking skills using digital storytelling of English teacher in Senior High School.

E. Significance of The Study

The significances of the study are classified into two, theoretically and practically. From theoretically, this study is expected to give further information “Authentic Assessment on Project Based Learning (PJBL) for Speaking Skills using Digital Storytelling of English teacher in Senior High School” This research give the new finding of study about project based learning assessment especially for speaking skill. This research as the reference for those who want to conduct a research in language assessment. Meanwhile, the practically significance of study is expected to:

1. For the teachers, this study can be an additional knowledge to implementation of authentic assessment on Project Based Learning for speaking skills using digital storytelling in Senior High School.
2. For the students, the result of this study can help the student for better the speaking ability and make a project with modern terchnology.
3. For other researcher, the result of this study can be a reference for conducting other research related to this study.
4. For academic institution, this study can be an additional reference for the implementation of Authentic Assessment on Project Based Learning for Speaking Skills using Digital Storytelling in Senior High School.

F. Definition of The Key Terms

There might be some difficult terms that have to be explained further in order to make the better comprehension of the reader. There are some definitions that can be considered.

1. Authentic Assessment

Authentic Assessment is the process assessment with the comprehension manner to assessment from the process until get a final learning project and to assessment the team work with cognitive, affective, and psicomotoric. An authentic assessment is an assessment which significantly focuses on measuring of students learning process dealing with any subject their behavior, knowledge and skill. Authentic assessment are required to assess the student's skills using performance, project and portfolio assessments.

2. Project Based Learning

Project Based Learning is teaching practice that focus on collaborative between learning and working to students develop about knowledge and final project. Project Based Learning is collaboration and cooperative learning with a group to making and designing a project class.

3. Speaking Skills

Speaking is an activity to express oneself in a situation or to express a sequence of ideas among people in a community by using verbal and non-verbal symbols in a particular language, situation, and context.

4. Digital storytelling

Digital storytelling is telling stories to compare speaking skill with technology multimedia to get a final project. Digital storytelling is a familiar process after receiving training, helping to productively use the technology in the science classroom.