

CHAPTER I

INTRODUCTION

This study is about the contribution of assessment technique used by teachers of Junior High School. This chapter was divided into four parts, namely background of the study, research question of the study, objective of the study, and significant of the study.

1.1 Background of the Study

In Indonesia, English is the first foreign language. It is used as a means of communication at the international level. English is not taught at the Junior High School, Senior High School and Vocational High School but also at some Elementary Schools. English is one of the most languages to be learned and mastered around the world. As an international communication, English is the dominant language in some fields especially in education, technology, tourism, and science. People use English to open the door of the world because English becomes a foreign language of the subject studies in Indonesia

The development of English as a global language has strengthened its position as a lingua franca. As a consequence, most countries in the world, especially non-English speaking countries, consider English as an important language to be learned. This condition impacts on the educational system in many countries; some have English as a medium of instruction, while others

have English as a compulsory subject at school. English occupies an important position in Indonesia educational system. As a foreign language, English is learned and tested at Indonesian schools. English teaching in Indonesia aims primarily to serve the “instrumental function” that is, to serve as future orientations - to obtain jobs, to gain knowledge in the fields of science and technology, and most importantly, to build an open-minded attitude toward cultural differences (Nababan, 1991:123).

In the educational context, assessment and teaching process are inseparable. As suggests by Jabbarifar, (2009:76) that assessment focuses on diverse aspects of teaching and learning, including respective textbooks and instructional materials, student achievement, and whole program instruction. Some experts consider assessment as a necessary aspect of teaching and learning. Pellegrino et al, (2001:109) suggest that assessment is required to monitor students' attitudes and collect information to draw a rational conclusion about students' knowledge.

Many teachers also believe that assessment is a vital instrument in making students concentrate on their learning effort, making students confident in their final examination and usefulness of feedback in enhancing students' performance (Ndalichako, 2015: 88). In the language teaching field, assessment could be considered as a process in which teachers can identify some kinds of strengths and/or problems in the academic development of students (Gomes &

Cortes, 2013: 13). Assessment becomes very powerful. Therefore careful considerations should be taken into account to build a fair and valid assessment. Assessment is often considered as an important instructional step (Bachman, 1990: 95). The way learners are taught and activities carried out in the classroom is greatly influenced by assessment. Further, Fulcher, (2003: 45) said that the success of a learning program is commonly determined by the result of the assessment.

On the other hand, in the English teaching and learning process Brown, (2004: 4) defines that assessment is an ongoing process that encompasses a wider domain. Whenever a student responds to a question, it offers a comment or tries out of a new word or structure; the teacher subconsciously assesses the students' performance. Meanwhile Gulikers et al, (2006: 2) defines assessment are attempting to increase the correspondence between what students need to learn and what is expected for them to know once they finish their studies.

Despite the highly useful aspects of assessment, it cannot be ignored that teachers sometimes face difficulties in assessing students' language skills. Since language skills include four aspects (listening, speaking, reading, and writing) and all these skills integrated, teachers need to put extra effort in designing and administering the assessment techniques. As

stated by Brown, (2010: 67) that “the integration of skills is of paramount importance in language learning”. Furthermore, if students are not involved in the assessment process, it means that the assessment is not implemented to its full effectiveness (Garrison and Ehringhaus, 2013: 5). Hence, O’ Farrell, (2004: 11) suggests that in creating assessment plans, teachers need to prioritize the prominent area of students' lessons, create distinct learning outcomes, and assess appropriately. If the assessment is not designed properly, it may reveal little or no progress and discourage students (Wragg, 2003: 4). Pellegrino et al., (2001: 3) even adds that effective teachers need to use varied forms of assessment as well as to provide feedback on students' progress. Moreover, teachers need to design an assessment plan effectively and efficiently to get an authentic result of students’ progress and to provide feedback in enhancing students' performance.

Some experts had been conducted studies concerning assessment. Some of them conducted studies in the area of classroom assessment (Jabbarifar, 2009, Ramadani, 2014), and perceptions of assessment (Ndalichako, 2015, Mussawy, 2009). Those previous studies are as follows. Jabbarifar, (2009: 56) conducted a study which was aimed to look at the importance of classroom assessment and evaluation advantages as well as to present some useful assessment and evaluation techniques which can assist language teachers to create dynamic classroom situation for evaluation.

Ramadani, (2014: 77) also conducted a study to investigate the assessment techniques used by teachers in assessing students' speaking skills.

Another study came from Ndalichako, (2015: 67) which investigated perceptions that teachers have in the assessment that are likely to influence their assessment practices. Mussawy, (2009: 10) also attempted to explore pre-service teachers' perceptions of classroom assessment and the faculty members' perceptions of classroom assessment as well as their expectations of students' learning.

Based on Cheng, (2017: 1) assessment plays an essential role in language teaching and learning. The day-to-day assessment of student learning is unquestionably one of the teacher's most important, complex, and demanding tasks. As teachers, teachers are the principal agents of assessment, so the teachers need to ensure the quality of classroom assessment practices and to use these practices in ways that best support our students' learning. Although several studies concerning the assessment process have been conducted, it is still a lack of studies concerning the assessment techniques used by teachers in assessing students' language skill. Therefore, this study aims to fill the gap by analyzing the teacher's techniques in assessing students' language skills in one of the junior high school in SMP N 1 Kedung. Besides, this study aims to reveal the teacher's reason for implementing the techniques.

1.2 Research Question

Based on the background above the research question is formulated as follows:

1. How does the teacher assess students' language skills in the classroom?
2. What types of assessment are the teachers used in assessing the students' language skills?

1.3 Objective of the Study

The objective of this study as follows:

1. To describe how the teacher assess students' language skills in the classroom and the teacher's reason for implementing the techniques.
2. To know the types of assessment are the teachers used in assessing the students' language skills.

1.4 Significant of the Study

This study is expected to provide both theoretical and practical significances. Theoretically, it is expected to enrich the literature through providing references related to various kinds of assessment techniques used by the English teacher in assessing students' language skills.

Meanwhile, practically, it is expected to provide information on the teacher's reason for choosing the assessment techniques and the students' responses toward the implementation of assessing the writing techniques. Hence, this study is expected to increase teachers' creativity in choosing and using assessment techniques that are appropriate to students' needs and characteristics.

