

CHAPTER I

INTRODUCTION OF THE STUDY

This chapter presents background of the study, research questions, purposes of the study, scope of the study, significance of the study, clarification of related terms, and organization of the paper.

1.1. Background of the Study

Teaching English speaking skill as a second language to young learners is a big challenge for all English teachers because children have different characteristics that influence their knowledge achievement (Pinter, 2006 and Erikson as cited in Mooney, 2000:55 and 45). Thus, English teachers use variety of approaches to teach this skill. One of approaches used is Project-Based Learning. Project-Based Learning is an approach where students learn more actively in accomplishing a project in a small or a big group in certain period (Tomas, 2000:1).

Furthermore, the teachers are suggested to administer speaking assessment techniques adjusted to children's characteristics (Cameron, 2005:30). Allyn and Bacon (1989:15) say that by using appropriate assessment techniques, teachers help children to increase their speaking skill and assess children's general ability.

The purposes of the assessment are to find out how far students get knowledge and assess their performance. By using assessment, teachers can monitor and help children's progression. It also provides children with evidence

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of their progression and improves motivation, monitor teacher's performance and plan next work, and able to provide information for parents, colleagues, and school authorities (Georgiou and Pavlou, 2003:5-6).

However, in some cases the assessment does not work because such inaccessible exercises which do not show what children know. Moreover, inappropriate assessment method in lower grader possibly would discourage children to learn English (ibid).

Teachers need opportunities to understand the assessment culture of their context as well as training and support in familiarizing themselves with various assessment practices and techniques. (Dickins and Rixon, cited in Pinter, 2006:133).

In teaching English speaking skill, teachers also give feedback to improve children's learning (Cameron, 2005:238). Feedback also helps learners to compare the current performance against the target performance (Gipps, 1994 as cited in Cameron 2005:238).

Regarding the elaboration above, the researcher is interested to discover various speaking assessment techniques used by the teachers who use Project-Based Learning approach, the reasons for applying these assessment techniques, and the feedbacks given by the teachers.

1.2. Research Questions

The study is conducted to answer the following questions:

1. What kinds of speaking assessment techniques are used by the teachers in assessing the students using Project-Based Learning approach?

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2. Why do the teachers use those assessment techniques in assessing the students?
3. What kinds of feedbacks are given by the teachers in assessing the students' speaking skill using Project-Based Learning approach?

1.3. Purposes of the Study

Based on the research questions, the purposes of this present study are:

1. To discover speaking assessment techniques are used by the teachers using Project-Based Learning approach.
2. To find the reasons why the assessment techniques are chosen to assess the students.
3. To discover the feedbacks are given by the teachers in assessing the students' speaking skill using Project-Based Learning approach.

1.4. Scope of the Study

The study focuses on: (1) identifying the speaking assessment techniques that the teachers used in assessing the students by using Project-Based Learning approach, (2) identifying the reasons of applying the assessment techniques used by the teachers, (3) and identifying the feedbacks given by the teachers. The framework of the assessment techniques were adopted from Georgiou (2003); Pinter (2006); and Cameron (2005) or alternative assessments of Project-Based Learning and the feedbacks were adopted from Cameron (2005:239). In this

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study, the term young learner refers to the third and the fifth graders in one of elementary schools in Bandung.

1.5. Significances of the Study

The findings of this study hopefully contribute to teaching and learning English as a foreign language to young learners, professionally or practical benefits and theoretically.

1.5.1. Professional or practical benefits

The study is expected to give the advantages for the teachers or lecturers, school, even a language courses, also writers or journalists:

1.5.1.1. Teachers or lecturers, schools, even language courses can improve and explore a better technique in assessing English especially in assessing English speaking skill using Project-Based Learning approach. Moreover, the study hopefully shares knowledge of how to give feedback during assessment process.

1.5.1.2. Writers or journalists also can take the advantage from the study in enriching their references of writing, especially in writing about how to assess young learners' English speaking skill using Project-Based Learning.

1.5.2. Theoretical contributions

The study is also expected to be useful to increase or enrich the knowledge of teaching English speaking skill for young learners as theories or reference for writers, teachers, or students.

1.6. Clarification of Related Terms

To minimize misunderstanding in comprehending the study, these are the clarification of terms

1.6.1. Project-Based Learning (PBL):

The Project-Based Learning is approach where students learn more actively in order to make a project which builds unity learning, doing, and thinking in certain period. This study observed one of elementary schools in Bandung which used Project-Based Learning as the approach.

1.6.2. Project:

Project is students' task or assignments of learning English speaking skill in order to create an output which improves their speaking skill at the end of certain topics (Damayanti, 2013). Through Project-Based Learning, students will explore their speaking skill and knowledge through project that they make.

1.6.3. TEYL:

TEYL is Teaching English to Young Learners; the study focuses on the third and the fifth graders of one elementary school in Bandung which applies Project-Based Learning approach.

1.6.4. Assessment:

Assessment techniques are tools which are used by the teachers in order to assess the students' level ability Allyn and Bacon (1989:84).

This study is expected to identify the assessment techniques used by the teachers in assessing the students' speaking skill using Project-Based Learning approach.

1.6.5. Speaking:

Speaking is productive skill in oral mode. It involves more than just pronouncing words (SIL, International, 1999). In this study the observer focuses on the assessment used by the teachers in assessing the way the students describe something.

1.6.6. Teaching Speaking:

Teaching speaking in this study is a process of how the teachers teach young learners to speak up in English with the Project-Based Learning (PBL) approach.

1.6.7. Feedback:

Feedback is input from the teachers to the students covering corrective feedback, evaluative feedback, and strategic feedback to build up their speaking skill (Cameron, 2005:238). The study will

focus on how the teachers gave feedback to students in order to help children's learning in Project-Based Learning approach.

1.7. Organization of the Paper

The paper consists of five chapters. Each chapter has different subtopics. Below are the explanations:

Chapter I is Introduction of the Study. It consists of background of the study, research questions, and purposes of the study. This chapter also covers the scope of the study, significances of the study, clarification of related terms, and organization of the paper.

Chapter II is The Theoretical Foundation. It provides theoretical foundation related to the topic such as Project-Based Learning, assessment in Project-Based Learning, characteristics of young learners, feedback, and concluding remarks.

Chapter III is Research Methodology. It includes lists and explanation of research design, samples, data collection, research procedures, and data analysis, and concluding remarks.

Chapter IV is Findings and Discussions. It describes and explains the research findings. It presents the answers of various speaking assessment techniques used by the teachers who use Project-Based Learning approach, the reasons for applying these assessment techniques, the feedbacks given by the teachers, and concluding remarks.

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Chapter V is Conclusions and Suggestions. It concludes whole of the study especially in presenting the findings and the observer suggestions for the next paper related with the study.

The last, the paper is ended with the references.



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