

## CHAPTER I

### INTRODUCTION

This chapter presents an introduction to the research which is divided into several parts. It covers the background of the study, research questions, purposes of the study, limitation of the study, significances of the study, clarification of terms, and organization of the paper.

#### 1.1 Background of the Study

In the educational context, assessment and teaching process are inseparable. As suggested by Jabbarifar, assessment focuses on diverse aspects of teaching and learning, including respective textbooks and instructional materials, student achievement, and whole program instruction (Jabbarifar, 2009). Some experts consider assessment as a necessary aspect of teaching and learning. Pellegrino, Chudowsky, & Glaser (2001), for instance, suggest that assessment is required to monitor students' attitude and collect information to draw a rational conclusion about students' knowledge. Chappuis, Stiggins, and Chappuis (2004) support the notion that assessment is beneficial for teachers in order to adjust the teaching methods and techniques as long as it is handled judiciously. Many teachers also believe that assessment is a vital instrument in making students concentrate their effort in learning, making students confident in their final examination and usefulness of feedback in enhancing students' performance (Ndalichako, 2015).

Despite the highly useful aspects of assessment, it cannot be ignored that teachers sometimes face difficulties in assessing students' language skill. Since language skills include four aspects (listening, speaking, reading, and writing) and all these skills integrated to one another, teachers need to put extra effort in designing and administering the assessment techniques. As stated by Brown (2010) 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). Hence, O’ Farrell (2004) suggests that in creating assessment plans, teachers need to prioritize the prominent area of students' lesson, 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). Pellegrino et al. (2001) 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 in order to get an authentic result of students' progress and to provide feedback in enhancing students' performance.

A number of 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 (e.g. Ndalichako, 2015; Mussawy, 2009). Those previous studies are as follows.

Jabbarifar (2009) 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) also conducted a study to investigate the assessment techniques used by teachers in assessing students' speaking skill.

Another study came from Ndalichako (2015) which investigated perceptions that teachers have in the assessment that are likely to influence their assessment practices. Mussawy (2009) 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.

Although several studies concerning the assessment process have been conducted, it is still 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 junior high school in Bandung. In addition, this study aims to reveal the teacher's reason for implementing the techniques as well as the students' responses of the implementation of the techniques. By conducting this study, it will be revealed whether the teacher used varied forms of assessment and whether the assessment is implemented to its full effectiveness.

## **1.2 Research Question**

This study attempts to address the following research question:

1. How does the teacher assess students' language skills in the classroom?

## **1.3 Purposes of the Study**

The study aims to explore how the teacher assesses students' language skills by discovering the assessment techniques used in the classroom and the teacher's reason for implementing the techniques. This study also aims to find out the students' responses toward the implementation of the techniques.

## **1.4 Limitation of the Study**

There are some limitations in this research. This study focuses on identifying the way teacher assesses students' writing skill. The underlying framework has been drawn from Brown (2010) about the theory of writing performance tasks. Although the main focus of this study is writing skill, it does not mean that the skill is assessed in isolation. Since writing can hardly be performed without reading, the results of the study portrayed some examples of assessment task that involved a reading performance.

Furthermore, the research site was limited to the students in a junior high school in Bandung and the research was conducted only in three meetings. However, the result of the study can be valuable for teachers who need to find out assessment techniques for students that have similar needs and characteristics.

### 1.5 Significances 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 the techniques. Hence, this study is expected to increase teachers' creativity in choosing and using assessment techniques that are appropriate to students' needs and characteristics.

### 1.6 Clarification of Terms

To avoid misinterpretation in understanding this writing, some terms are clarified as follows:

1. **Assessment:** "Assessment is any means of measuring a student's classwork, knowledge, understanding and/or ability to use that learned information" (Shepardson, 2001).
2. **Technique:** "Specific activities manifested in the classroom which is consistent with a method and therefore in harmony with an approach as well" (Brown, 2000).

3. **Student:** According to Cambridge Advanced Learner's Dictionary (Third Edition), a student is a person who is learning at a college or university, or sometimes at a school.
4. **Skill:** “Accuracy and fluency with which a person can perform an activity” (Patten, 2016).

## **1.7 Organization of the Paper**

The paper will be presented in five chapters, as follows:

### **Chapter I: Introduction**

This chapter elaborates the background of the study, research questions, purposes of the study, scope of the study, the significances of the study, clarification of terms, and organization of the paper.

### **Chapter II: Theoretical Foundation**

This chapter consists of theoretical foundation in this study, which serves as a basis to investigate the research problem.

### **Chapter III: Research Methodology**

This chapter elaborates the research methodology conducted to answer three research questions stated in chapter one. It covers research design, research site and participants, data collection techniques, and data analysis.

### **Chapter IV: Findings and discussion**

It analyzes the result of the study and discusses the result of the study.

### **Chapter V: Conclusion and Suggestion**

This chapter presents the conclusions of the study and provides the suggestions in accordance with the study.

## **1.8 Concluding Remarks**

This chapter has presented the introduction of the study that involves background of the study, research questions, purposes of the study, limitation of the study, significances of the study, clarification of terms, and organization of the paper.